

**Regents Park Community College – KS4 Music Progress Pathway Descriptors Page 1**

**Composition**

Low Attaining student	Middle Attaining student	High Attaining student
<p>My musical ideas are limited, undeveloped and have little relevance to the intended purpose and/or audience.</p> <p>My characteristics and conventions for the chosen genre/style have not been observed or are seriously misjudged.</p> <p>When carrying out brief-set composition only: I am unimaginative and inappropriate when response to the brief.</p> <p>My musical ideas are somewhat developed, with some relevance to the intended purpose and/or audience, but with some obtrusive misjudgements that compromise the effectiveness of the piece.</p> <p>My control of appropriate musical elements is insecure, with many obtrusive misjudgements that seriously compromise the effectiveness of the piece.</p> <p>My instrumental and/or vocal forces are handled unidiomatically, possibly with passages that cannot be played/sung.</p> <p>My textures are narrow in scope and unvaried.</p> <p>My control of appropriate musical elements is insecure and marred by obvious and/or frequent misjudgements. I show little sense of structure, design or balance between the sections.</p> <p>I show limited sense of fluency or contrast in the piece.</p> <p>My piece may be incomplete or missing significant passages.</p> <p>I attempt basic, balanced structures but they perhaps are repetitive, predictable or showing too great a</p>	<p>In addition:</p> <p>I show an attempt to develop and manage appropriate stylistic characteristics and conventions for the chosen genre/style but these are unconvincing for the most part and maintained inconsistently.</p> <p>When carrying out brief-set composition only: My piece meets the brief in some respects but lacks sophistication and/or detail.</p> <p>My musical ideas are developed and extended, with relevance to the intended purpose and/or audience but there are one or two obvious misjudgements and/or inconsistencies.</p> <p>My stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and are maintained inconsistently in parts but misjudgements do not detract seriously from the overall impression.</p> <p>When carrying out brief-set composition only: My piece meets the brief and its intended audience and occasion although the approach is perhaps a little functional.</p> <p>My handling of instrumental and/or vocal forces is functional and basic although the parts are mainly playable/singable.</p> <p>My handling of textures may be misjudged and/or unvaried. My control of appropriate musical elements is mostly secure although there may be some obvious inconsistencies and/or misjudgements.</p> <p>I show some attempt to write idiomatically for the instrumental and/or vocal forces but I may lack exploitation in parts.</p>	<p>In addition:</p> <p>My musical ideas are developed and extended effectively, with good relevance to the intended purpose and/or audience for the most part.</p> <p>My stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and maintained convincingly for some of the piece despite one or two minor misjudgements.</p> <p>When carrying out brief-set composition only: I have a creative response to the brief shows with sense of audience and occasion.</p> <p>My musical ideas are developed and extended successfully and with assurance, meeting the intended purpose and/or audience appropriately.</p> <p>My stylistic characteristics and conventions for the chosen genre/style have been selected appropriately and are handled convincingly throughout.</p> <p>When carrying out brief-set composition only: I have an imaginative response to the brief with a well-developed sense of audience and occasion.</p> <p>My control of appropriate musical elements is secure, and any misjudgements are not enough to have a serious impact on the success of the piece.</p> <p>My nstrumental and/or vocal forces show some contrast and exploitation.</p> <p>My textures are varied and clear as appropriate to the style.</p> <p>My control of appropriate musical elements is secure throughout, and any misjudgements are marginal and few, if any.</p>

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**Composition**

Low Attaining student	Middle Attaining student	High Attaining student
	<p>I show no serious misjudgements in the handling of textures but they may lack variety. Fluency and contrast will be attempted but unconvincing in parts.</p> <p>I show attempts at achieving a sense of direction in the piece. My piece demonstrates a satisfactory use of basic structures but these may be formulaic or standard forms.</p> <p>I show fluency and contrast which will be maintained for the most part.</p> <p>I show a sense of direction in the piece.</p>	<p>My instrumental and/or vocal forces are handled idiomatically and exploited imaginatively.</p> <p>My textures are varied, complex, and/or clear as appropriate to the style. My piece demonstrates some sense of wholeness and balance between the sections.</p> <p>I show a good sense of fluency and contrast.</p> <p>I show a good sense of direction overall. I manage sense of coherence and wholeness throughout.</p> <p>I show a consistent sense of fluency and contrast throughout.</p> <p>I show a convincing sense of direction overall</p>

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**Performing**

Low Attaining student	Middle Attaining student	High Attaining Year student
<p>My performance overall demonstrates poor technical control, as heard in poor coordination, breath control, diction, and/or pedalling.</p> <p>I show that the demands of the music are beyond my current ability.</p> <p>My handling of sonority is poor, as heard in a dull, thin, coarse tone quality across the range and/or poor intonation throughout and/or poor use of filters and effects. My performance demonstrates limited technical control, as heard in limited coordination, breath control, diction, and/or pedalling. Inappropriate or inconsistent tempo throughout.</p> <p>I show little or no appropriate dynamic contrast, and little or no attention given to phrasing and articulation.</p> <p>My performance communicates poorly.</p> <p>In ensemble performances I show little awareness of balance. An unsuitable or inconsistent tempo in places. My performance has several noticeable/obtrusive errors in pitch and/or rhythm that impact on its success overall.</p> <p>My coherence and fluency are frequently compromised by breakdowns and/or omissions.</p> <p>My improvised performances demonstrate little accuracy when performing the stimulus and little development of this material. My improvisation will lack coherence and contrast.</p>	<p>In addition</p> <p>I will show a few places where the demands of the music are beyond my current ability.</p> <p>My handling of sonority is limited, as heard in a dull, thin, coarse tone quality in places and/or limited intonation in places and/or limited use of filters and effects. My performance demonstrates basic technical control, as heard in basic coordination, breath control, diction, and/or pedalling.</p> <p>I show one or two moments where the demands of the piece are beyond my current ability.</p> <p>My handling of sonority is good, as heard in consistently good tone quality except at the extremities of the pitch range or at moments of technical difficulty and/or good intonation and/or good use of filters and effects. I show limited use of dynamics, phrasing and articulation to shape the performance.</p> <p>My performance struggles to communicate and may sound mechanical.</p> <p>In ensemble performances I show there is occasional awareness of balance. My use of tempo is usually appropriate and consistent</p> <p>I show the use of dynamics, phrasing and articulation to shape my performance, but several opportunities, notated or otherwise, are missed</p>	<p>In addition:</p> <p>My performance demonstrates convincing technical control, as heard in convincing coordination, breath control, diction, and/or pedalling.</p> <p>I show the demands of the music are within my ability.</p> <p>My handling of sonority is convincing, as heard in very good tone quality across the pitch range (satisfying, interesting and even as the music demands), including, where appropriate, very good and sensitive tonal contrast throughout and/or very good intonation and/or very good use of filters and effects. My use of tempo is appropriate and consistent throughout.</p> <p>I show appropriate use of dynamics, phrasing and articulation to shape the performance.</p> <p>My performance communicates very well, with no more than one or two less successful moments.</p> <p>In ensemble performances I show an excellent awareness of balance throughout. My performance is largely accurate with no more than one or two minor errors in pitch and/or rhythm. These errors have no impact on its success overall.</p> <p>My performance is coherent and fluent despite the occasional slight hesitation and/or omission</p>

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**Performing**

Low Attaining student	Middle Attaining student	High Attaining student
<p>In ensemble performances I show evidence of difficulty in reacting and adjusting to other parts. My performance has noticeable/obtrusive errors or omissions in pitch and/or rhythm, that have little or no impact on its success overall.</p>	<p>My performance demonstrates some involvement with the music.</p> <p>In ensemble performances I show a good awareness of balance throughout There are moments where coherence is lost, with some hesitation and/or omission, but my performance is still reasonably fluent for the majority of piece.</p> <p>My improvised performances demonstrate some accuracy when performing the stimulus, with limited development of the stimulus. My improvisation sounds repetitive, predictable and/or formulaic.</p> <p>In ensemble performances I show that there is occasional difficulty in reacting and adjusting to other parts. My performance has no more than one or two noticeable/obtrusive errors or omissions in pitch and/or rhythm, that have minimal impact on its success overall.</p> <p>My performance is mostly coherent and fluent despite the occasional hesitation and/or omission.</p> <p>My improvised performances demonstrate a mostly accurate performance and show some development of the stimulus. My improvisation attempts to create variety but may rely heavily on repetition, and be predictable and/or formulaic in places.</p> <p>In ensemble performances I show a generally good reaction and, where appropriate, adjustment to other parts.</p>	<p>My improvised performances demonstrate an accurate performance of the stimulus, and produce an interesting realisation of the stimulus. My improvisation is coherent, well balanced and effective throughout.</p> <p>In ensemble performances I show a consistently responsive reaction, and where appropriate, adjustment to other parts is evident.</p>

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**Listening and Appraising**

Low Attaining student	Middle Attaining student	High Attaining student
<p>I can remember and understand key musical vocabulary in order to identify the correct answer in multiple choice exam questions.</p> <p>I can describe and discuss similarities and differences between two contrasting pieces of music.</p>	<p>In addition:</p> <p>I can demonstrate a good understanding of the key musical vocabulary to explain musical differences.</p> <p>I can solve musical dictation questions by distinguishing musical parameters such as rhythm and pitch</p> <p>I can differentiate between two contrasting pieces of music by comparing and contrasting musical differences using appropriate musical vocabulary</p>	<p>In addition:</p> <p>I can demonstrate a sound knowledge of musical vocabulary in order to select the exclusive answers in a range of multiple choice questions in relation to each of the musical elements,</p> <p>I can aurally appraise the musical parameters of rhythm, pitch and metre in order to construct the appropriate answer to musical theory dictation questions,</p> <p>I can appraise and critique the differences and similarities of the key musical elements between two contrasting pieces of music in order to formulate a well-constructed extended written answer that investigates both differences and similarities and offers conjecture as to the effect of these on the musical itself.</p>