

## Riverside Meadows Academy – KS3 Level Descriptors

Subject Strands	
National Curriculum Level 1	<ul style="list-style-type: none"> <li>• Pupils recognise and explore how sounds can be made and changed.</li> <li>• They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others.</li> <li>• They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.</li> <li>• They respond to different moods in music and recognise well-defined changes in sounds, identify repeated patterns and take account of musical instructions.</li> </ul>
National Curriculum Level 2	<ul style="list-style-type: none"> <li>• Pupils recognise and explore how sounds can be organised.</li> <li>• They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>• They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points.</li> <li>• They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects and communicate ideas.</li> <li>• They improve their own work</li> </ul>
National Curriculum Level 3	<ul style="list-style-type: none"> <li>• Pupils recognise and explore the ways sounds can be combined and used expressively.</li> <li>• They sing in tune with expression and perform simple melodic and rhythmic parts.</li> <li>• They improvise repeated patterns and combine several layers of sound with an awareness of the combined effect.</li> <li>• They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.</li> </ul>
National Curriculum Level 4	<ul style="list-style-type: none"> <li>• Pupils identify and explore the relationship between sounds and how music reflects different intentions.</li> <li>• While performing by ear and from notations, they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect.</li> <li>• They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures.</li> <li>• They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</li> <li>• They suggest improvements to their own and others' work, commenting on how intentions have been achieved</li> </ul>
National Curriculum Level 5	<ul style="list-style-type: none"> <li>• Pupils identify and explore musical devices and how music reflects time, place and culture.</li> <li>• They perform significant parts from memory and from notations, with awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support.</li> <li>• They improvise melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices.</li> <li>• They analyse and compare musical features. They evaluate how venue, occasion and purpose affect the way music is created, performed and heard.</li> <li>• They refine and improve their work</li> </ul>

<b>National Curriculum Level 6</b>	<ul style="list-style-type: none"> <li>• Pupils identify and explore the different processes and contexts of selected musical styles, genres and traditions.</li> <li>• They select and make expressive use of tempo, dynamics, phrasing and timbre.</li> <li>• They make subtle adjustments to fit their own part within a group performance.</li> <li>• They improvise and compose in different styles and genres, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas, and achieving different intended effects.</li> <li>• They use relevant notations to plan, revise and refine material.</li> <li>• They analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard.</li> <li>• They make improvements to their own and others' work in the light of the chosen style</li> </ul>
<b>National Curriculum Level 7</b>	<ul style="list-style-type: none"> <li>• Pupils discriminate between and explore musical conventions in, and influences on, selected styles, genres and traditions.</li> <li>• They perform in different styles, making significant contributions to the ensemble and using relevant notations.</li> <li>• They create coherent compositions drawing on internalised sounds.</li> <li>• They adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, styles, genres and traditions.</li> <li>• They evaluate, and make critical judgements about, the use of musical conventions and other characteristics and how different contexts are reflected in their own and others' work</li> </ul>
<b>National Curriculum Level 8</b>	<ul style="list-style-type: none"> <li>• Pupils discriminate between and exploit the characteristics and expressive potential of selected musical resources, styles, genres and traditions.</li> <li>• They perform, improvise and compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrases and overall form.</li> <li>• They explore different styles, genres and traditions, working by ear and by making accurate use of appropriate notations.</li> <li>• They both follow and challenge conventions.</li> <li>• They discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and making and justifying their own judgements</li> </ul>
<b>Exceptional Progress</b>	<ul style="list-style-type: none"> <li>• Pupils discriminate between and develop different interpretations.</li> <li>• They express their own ideas and feelings in a developing personal style, exploiting instrumental and/or vocal possibilities.</li> <li>• They give convincing performances and demonstrate empathy with other performers.</li> <li>• They produce compositions that demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality.</li> <li>• They discriminate and comment on how and why changes occur within selected traditions, including the particular contribution of significant performers and composers.</li> </ul>