

ASSESSMENT CRITERIA: Composing & Arranging YEARS: 7-11

Threshold	GCSE Forecast		Threshold Knowledge	Threshold Skills
Excellence (KS4)	9	A*	<ul style="list-style-type: none"> To understand how to write for instrument(s) and/or voice(s) effectively, sensitively and demonstrate idiomatic handling of appropriate timbres and textures for their chosen forces. To be able to develop musical ideas within chosen forms and structures understanding the principles of rhythmic, melodic and harmonic construction and the working of form(s) and structure(s) appropriate to the composition undertaken. To understand the processes of musical development including motivic development (e.g. by inversion or fragmentation), variation techniques and how such processes can be applied to create varied musical structures (e.g. rondo, sonata form). To understand the concept of writing technically challenging music for acoustic instruments, how this can be exploited sensitively and practically, and how different levels of practical demand and different manners of instrumental writing can be coordinated effectively within a single piece. 	<ul style="list-style-type: none"> Able to create a fully notated score, with appropriate dynamic, tempo, metronome and articulation markings. Have a complete understanding of the instruments they are composing for, utilising them to their full potential. Aware of more complex structures, such as rondo, sonata, fugue and are able to portray such skills in their composing. Have excellent knowledge and understanding on cadences and non-harmonic notes and these are representing within the student's composition. Demonstrated effective handling of key and modulation in composition. Uses mature and sophisticated harmonic progressions within composition.
	8	A*		
Secure (KS4)	7	A	<ul style="list-style-type: none"> To understand the technical and creative skills required by a composer. To be able to explore a range of compositional starting points and investigate a range of techniques for developing and manipulating ideas, and turn them into completed pieces of music. To be able to compose in any style or form within the bounds of the dates or subject of each Area of Study. To be able to create an arrangement significantly different from the original, in effect creating a new work from the original source material. 	<ul style="list-style-type: none"> Able to produce a notated or tab score to accompany their composition. Can produce a detailed written commentary in place of a score, describing the processes used in the compositions development, details of performance indications and the composer's intentions. Have a good understanding on the use of texture and how it can enhance your composition appropriately. Demonstrate appropriate use of dynamics in your composition.
	6	B		
Developing (KS3/4)	5	B	<ul style="list-style-type: none"> To understand how to compose for acoustic instruments, amplified instruments, electronic instruments and use any technological procedures which are integral to the compositional process or musical idiom of the style, for example sequencing, mixing, sound synthesis and processing. To be able to compose for major and minor tonalities. To be able to compose using most rhythmic devices (swung rhythms, dotted rhythms and triplets). 	<ul style="list-style-type: none"> Able to produce a lead sheet or chord chart to accompany their composition. Able to compose using simple chord progressions. Can compose simple melody lines. Aware of the use of texture in composition and compose with simple textural differences.
	4	C		
Foundation (KS3)	3	D	<ul style="list-style-type: none"> To start to understand the musical elements and how they can be applied in composition. To be able to compose for your own instrument and use it in a simple manner, observing basic composing techniques (genre-specific). To have an understanding of dynamic ranges, basic performance directions and compose using them in a simple manner. To understand basic harmonic and scalic requirement when improvising. To explore arranging, adding own sections, composing techniques and adjusting to the original. See specific assessment criteria stated in each topic's SoW. 	<ul style="list-style-type: none"> Able to produce an annotated track diagram to accompany their composition. Can compose using basic chord progressions. Compose for only one instrument, making texture very simple. Improvise with flair, using basic extended chords and variety of scales and modes. Arrange existing pieces demonstrating understanding of the genre and its features. See specific assessment criteria stated in each topic's SoW.
	2	E		
	1	F		

