

ASSESSMENT CRITERIA: PERFORMING – YEARS: 7-11

Threshold	GCSE Forecast		Threshold Knowledge	Threshold Skills
Excellence (KS4)	9	A*	<ul style="list-style-type: none"> To understand technical requirements of the solo/ensemble piece. To identify, recognise and improve complex rhythms, pitch patterns and secure intonation (grade III and above). To be able to identify stylistic features of the chosen genre (even in the case of URTEXT edition publishing's). To be able to perform with stylish, convincing interpretation. To be familiar with the ensemble/accompaniment partnerships. To be familiar with required performance directions. Grade IV-V required. 	<ul style="list-style-type: none"> Ability to perform scalar, sequential, arpeggiated passages and awkward intervals with flair and ease. Demonstrates advanced dexterity and secure intonation. Slips are unobtrusive. Demonstrates mature and advance handling of instrument specific techniques with great control. Ability to communicate stylistic features of chosen genre through performance. Secure and imaginative interpretation given detailed attention to dynamics, articulation, phrasing, sense of ensemble, balance with other parts etc. Grade IV-V ABRSM, Trinity, Rock School required.
	8	A*		
Secure (KS4)	7	A	<ul style="list-style-type: none"> To understand the majority of technical requirements for chosen piece(s). To identify, recognised and improve set rhythms, pitch patterns and secure intonation at grade I/II ABRSM/Trinity level. To identify majority of stylistic features of the chosen genre. To be able to perform with a secure sense of style. To be familiar with the majority of stylistic features of the chosen genre To be able to perform with a secure sense of style. To be familiar with the majority of performance directions required To be able to understand a solo/accompaniment partnership. Grade III/IV required. 	<ul style="list-style-type: none"> Ability to perform with secure technical skills. Ability to demonstrate secure specific instrumental techniques. Minor slips do not interrupt the flow. Demonstrate secure and sound interpretation through detailed attention given to dynamic, phrasing, articulation, sense of ensemble, balance etc. Knows how to interpret chosen music style and required interpretation. Grade IV-V ABRSM, Trinity, Rock School required.
	6	B		
Developing (KS3/4)	5	B	<ul style="list-style-type: none"> To have a sound understanding of some technical requirements. To be able to identify, recognise and improve some set rhythms, pitch patterns and awkward intervals. To be able to understand the need to secure intonation and to apply it although with some inconsistency. To identify required performance directions, stylistic interpretation to some extent. Grade III required. 	<ul style="list-style-type: none"> Ability to perform with mainly sound technical skill and minor slips that are noticeable but flow continues. Ability to demonstrate mainly sound instrument specific techniques. Performance demonstrates a sound attempt at detailed performance and stylistic directions. Able to attempt sound accuracy in performance – solo/ensemble. Grade III required.
	4	C		
Foundation (KS3)	3	D	<ul style="list-style-type: none"> To have a basic understanding of instrumental techniques required. To have a basic familiarity with required technical demands in terms of accuracy of pitch, rhythms and intonation. To understand basic stylistic requirements. To understand basic performance directions. Grade I-II required. See specific assessment criteria stated in each topic's SOW. 	<ul style="list-style-type: none"> Able to perform basic accuracy – rhythms, pitch patterns, unsecure intonation. Able to perform fluently with slips that interrupt the flow. Able to demonstrate basic understanding of needed performance directions. Some attempt at interpretation but not convincing. Basic understanding of chosen style/genre, not always convincing in the performance. Grade I-II required. See specific assessment criteria stated in each topic's SOW
	2	E		
	1	F		