

Bohunt Standard and %	PERFORMING	COMPOSING	LISTENING AND APPRAISING	
	Technical Control Expression and Interpretation	Control and development of the Musical Elements. Understanding of Music Notation, sequencing and musical Instruments	Understanding and recognition of the musical elements, use of musical language, understanding of musical style and context.	Ability to reflect, appraise and make improvements to performance.
7.8 80% +	<ul style="list-style-type: none"> - Perform more challenging parts/pieces with secure accuracy of pitch and rhythm and with sensitive use of dynamics and interpretation. 	<ul style="list-style-type: none"> - Use repetition, development and contrast to produce effective compositions within a recognisable structural framework. - Use appropriate melodic, harmonic and rhythmic techniques and devices in my composition (question and answer, decoration, augmentation etc). 	<ul style="list-style-type: none"> - Distinguish between different styles of music and begin to compare the musical features associated with each style. Use adjectives and musical vocabulary to describe musical features and the effects they have on the listener. 	<ul style="list-style-type: none"> - Evaluate music to make judgments using musical terminology accurately and effectively.
7.7 70% +	<ul style="list-style-type: none"> - Perform more challenging parts with good accuracy of pitch and rhythm. - Perform with some sensitive use of dynamics and interpretation. - Improvise fluently within a given style. 	<ul style="list-style-type: none"> - Use repetition, development and contrast to produce effective compositions within a recognisable structural framework. - Explore a range of musical elements effectively in the composition. 	<ul style="list-style-type: none"> - Accurately identify more complex musical changes and have a very good knowledge of the musical elements. - Use adjectives and musical vocabulary to describe musical features and the basic effects they have on the listener. 	<ul style="list-style-type: none"> - Evaluate music clearly using musical terminology appropriately, and suggesting suitable improvements to my own and other's work.
7.6 60% +	<ul style="list-style-type: none"> - Perform simple pieces fluently and accurately. - Perform in a group with awareness of others. - Improvise fluently within a given style. 	<ul style="list-style-type: none"> - Compose an extended piece of music using a range of musical elements to create effects. - Structure the composition clearly. 	<ul style="list-style-type: none"> - Demonstrate a detailed knowledge of a range of musical elements, contexts and language. 	<ul style="list-style-type: none"> - Evaluate music clearly using musical terminology appropriately, and suggesting some basic improvements to my work.
7.5 50% +	<ul style="list-style-type: none"> - Perform simple pieces with secure accuracy of pitch and rhythm. - Begin to consider dynamics and expression in my 	<ul style="list-style-type: none"> - Compose an effective musical phrase within a given structure. - Combine musical elements effectively for a given purpose. 	<ul style="list-style-type: none"> - Describe the use of musical elements within pieces of music in a range of different styles, using correct musical 	<ul style="list-style-type: none"> - Evaluate music and performances using suitable musical terminology.

	<p>performance.</p> <ul style="list-style-type: none"> - Improvise appropriately within a given framework. 		<p>terms.</p>	
<p>7.4 40% +</p>	<ul style="list-style-type: none"> - Perform simple parts/pieces with good accuracy of pitch and rhythm. - Perform fluently. - Follow basic performance directions. 	<ul style="list-style-type: none"> - Compose an effective musical phrase using a range of musical elements to create effects. 	<ul style="list-style-type: none"> - Identify the musical elements within a piece of music and describe key features of the music. 	<ul style="list-style-type: none"> - Evaluate music and performances using simple musical terms.
<p>7.3 30% +</p>	<ul style="list-style-type: none"> - Perform simple parts with reasonable accuracy of pitch and rhythm. - Follow basic performance directions. - Improvise basic musical responses. 	<ul style="list-style-type: none"> - Compose a musical phrase and consider some of the musical elements in my composition. - Select appropriate sounds for a style/purpose. 	<ul style="list-style-type: none"> - Define the musical elements and recognise changes of pitch and tempo in music. 	<ul style="list-style-type: none"> - Use some musical terms accurately when describing music.
<p>7.2 20% + 7.1 10% +</p>	<ul style="list-style-type: none"> - Perform very simple parts with some accuracy of pitch and rhythm. - Improvise basic musical responses. 	<ul style="list-style-type: none"> - Combine sounds to create effects. - Compose basic rhythms and a simple melody with 2-3 notes. 	<ul style="list-style-type: none"> - Understand some of the musical elements and recognise basic changes of pitch and tempo in music. 	<ul style="list-style-type: none"> - Describe music in simple terms.

Performance Standards

'Very Simple Parts' = single line melody using basic rhythms

'Simple Parts/Pieces' = Grade 1-2 level, longer melodies, use of basic chords

'More Challenging Parts' pieces = Grade 2+, more advanced melodies using a range of notes, sharps and flats, wider range of rhythms, and playing more than 1 line simultaneously/ melody + bassline/ chords