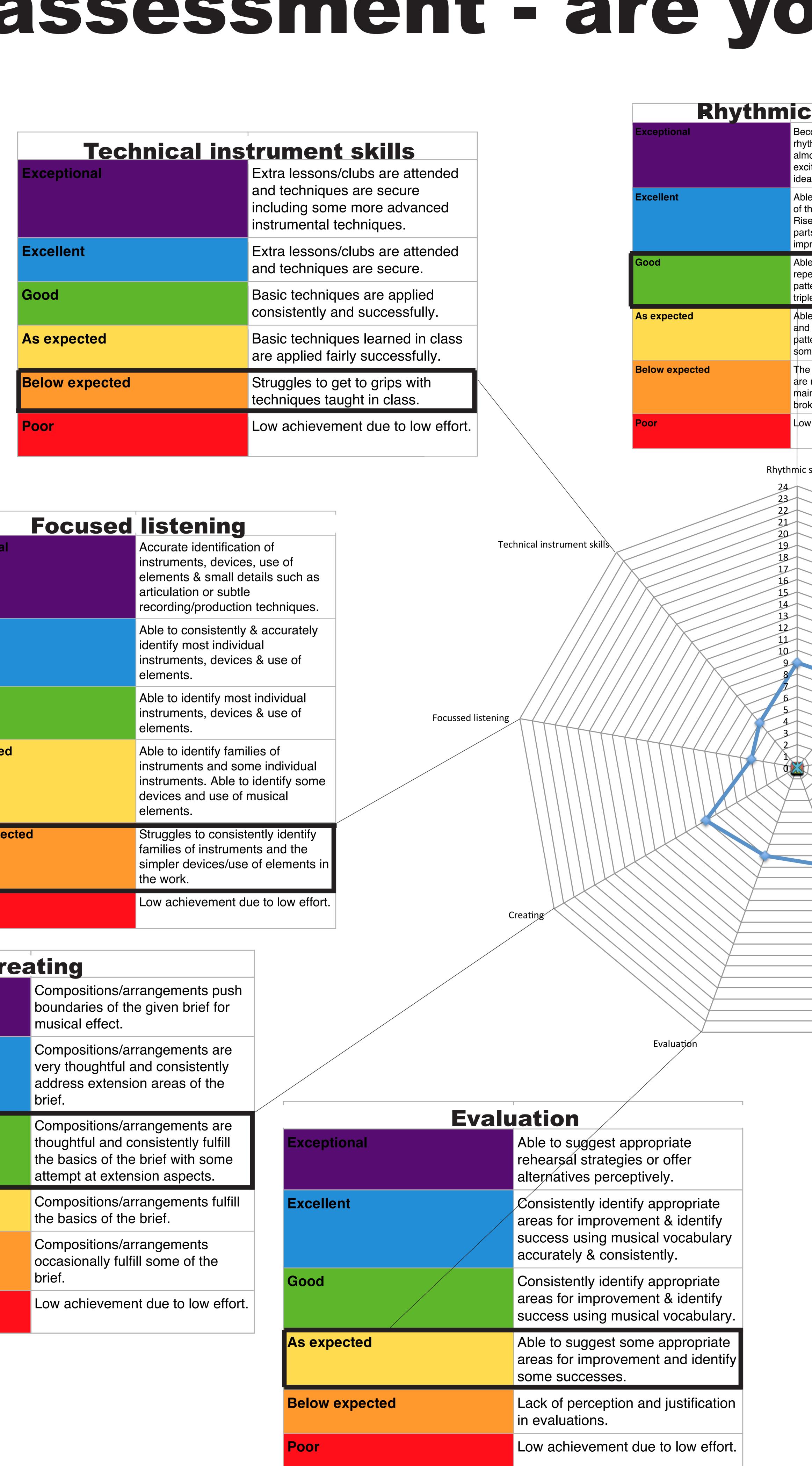
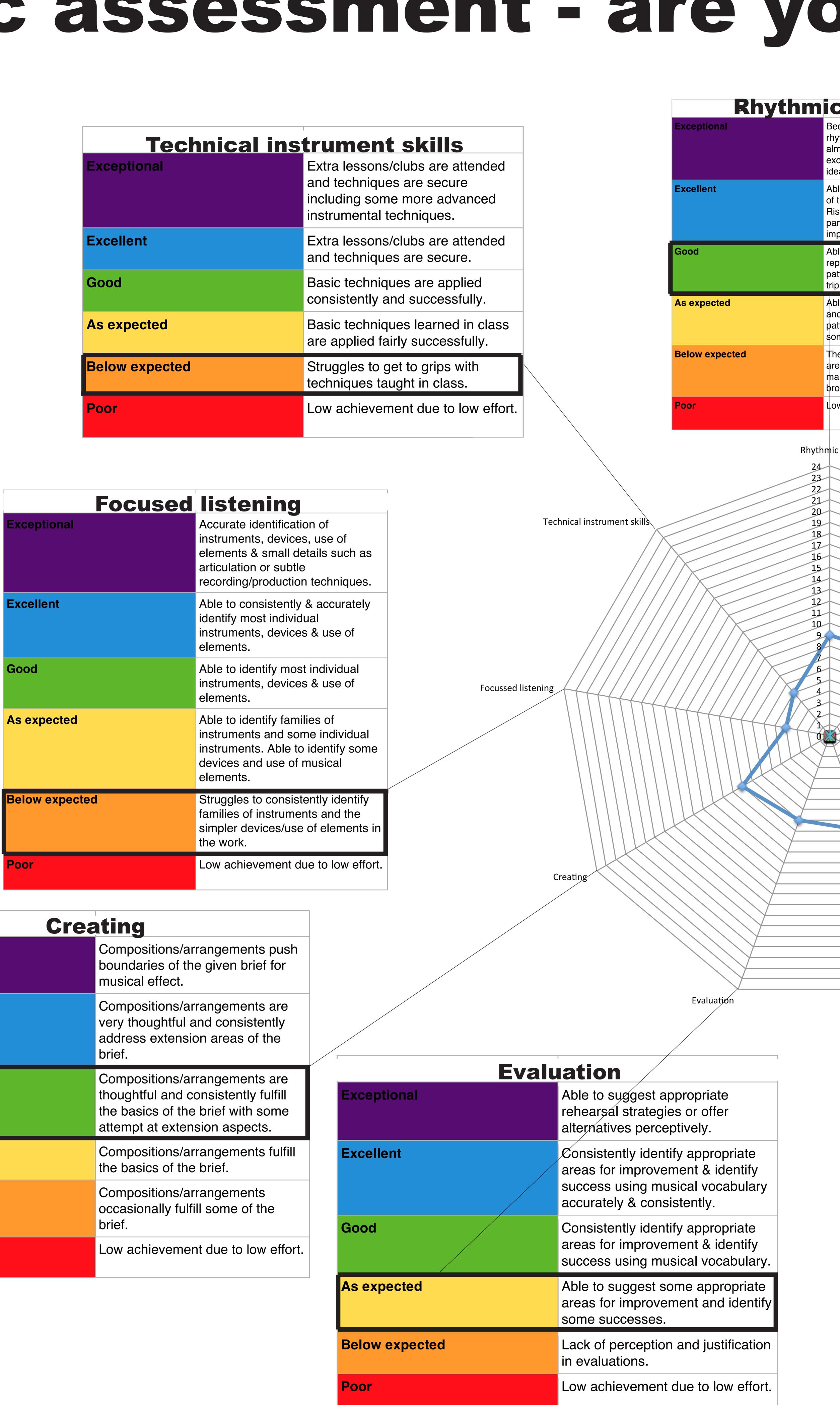
This is Bob's first assessment chart... he is on his way to being the complete musician.

Bob's work in Music over the past two terms has been assessed by his Music teacher and by the other students he has been working with.

Lots of his work has been recorded so that he can listen back, evaluate and be proud of his work.

To really be the complete musician, Bob needs to be doing well in each of the nine categories shown.





C	creating
Exceptional	Compositions boundaries of musical effect
Excellent	Compositions very thoughtf address exter brief.
Good	Compositions thoughtful and the basics of attempt at ext
As expected	Compositions the basics of
Below expected	Compositions occasionally brief.
Poor	Low achiever

Music assessment - are you the complete musician?

skills	Interr	nalising pulse
mes very secure on all ns in the work quickly and it independently. Offers ng and appropriate rhythmic	Exceptional	Confident and secure with pulse at all times. Able to lead/conduct successfully.
to quickly learn and play any rhythm parts in the work. to a challenge e.g. Playing 2	Excellent	Pulse is secure even when moving from simple to complex parts and back again. Leads/conducts with
simultaneously or fluently ovising rhythms. to copy back, <i>quickly</i> learn,	Good	some competence. Able to maintain the pulse of a played or sung part <i>independently</i>
at and maintain simple rhythm rns in the work, including t or swung notes/feels.	As expected	with very little fluctuation in tempo. Able to maintain the pulse of a
to copy back, learn, repeat maintain simple rhythm erns in the work, including		played or sung part <i>with some</i> <i>support</i> without too much fluctuation in tempo.
e triplet or swung notes/feels. simpler rhythms in the work not consistently repeated or tained and need to be very	Below expected	Able to maintain the pulse of a played or sung part only with <i>constant support</i> .
achievement due to low effort.	Poor	Unable to maintain a pulse even with constant support.
kills /		
		Exceptional
Interna	lising pulse	
		Excellent
		Good
	Awareness of pitch	As expected
	Awareness of pitch	As expected Below expected
	Awareness of pitch	
	Awareness of pitch	Below expected
	Awareness of pitch	Below expected
		Below expected
		Below expected Poor
Improvising		Below expected Poor
Improvising		Below expected Poor
	Team work	Below expected Poor Exceptional Excellent
	Team work	Below expected Poor Exceptional Excellent Good As expected
	Team work	Esceptional Exceptional Excellent Good As expected ct. Below expected
Exceptional	Team work Team work Team work Pushes the boundaries of the given framework for musical effe Very confident within the given	Exceptional Exceptional Excellent Good As expected ct. Below expected
Exceptional Excellent	Team work Team work Team work Pushes the boundaries of the given framework for musical efference of the given framework for musical efference of the given framework for musical efference of the given framework. Improvisation shows rhythmic an harmonic awareness. Given framework used consistently. Improvisation shows some rhythmic and harmonic awareness. Given framework used consistently. Improvisation shows some rhythmic and harmonic awareness. Good attempts at using the giver	Below expected Poor Exceptional Excellent Good As expected Below expected Below expected SS.
Exceptional Excellent Good	Team work Team work Team work Pushes the boundaries of the given framework for musical efference of the given framework for musical efference of the given framework. Improvisation shows rhythmic an harmonic awareness. Given framework used consistently. Improvisation shows some rhythmic and harmonic awareness. Improvisation shows some rhythmic and harmonic awareness.	Below expected Poor Exceptional Excellent Good As expected As expected Below expected Poor



reness of pitch

Singing is in tune; Secure copy back. Able to quickly work out patterns/melodies within the work on a pitched instrument.

Singing is in tune; Secure copy back. Able to pick out parts of the patterns/melodies within the work on a pitched instrument.

Able to self correct singing to an extent. Able to repeat patterns/melodies within the work with a secure sense of the

direction of movement. Able to self correct singing sometimes. Able to repeat patterns/melodies within the wor

with a mostly secure sense of th direction of movement. Singing not often in tune. Direction

of movement insecure.

Unable to identify direction of movement or identify same or different pitches.

Feam work

Able to lead and be led. Helps others supportively Communicates musical ideas to team members clearly.

Able to lead and be led. Listens to others and is always keen for the team to make the best music.

Is productive rather than destructive. Offers ideas and enthusiasm to the team.

Is mostly productive rather than destructive. Listens to others' ideas fairly.

Takes opportunities to argue. Listening/negotiating skills need work.

Low achievement due to low effort.

The spider web graph shows he is achieving **Excellent in the** *team work* category.

He is also achieving As **acted or Good in 6 of** ехре the other categories.

We can see that Bob needs to try and improve his Focused listening and his Technical instrument skills as he continues on his journey to be the complete musician.

Bob already has some ideas on how to improve those areas.

Well done and keep going **Bob!**