



Subject Level Descriptor Template

Department	MUSIC	Year Group	8	Assessment	African Music
Assessment Summary	<p>In the 'African Music' unit students in Year 8 have been developing their practical skills with a focus on composing and performing using West African djembe drums. The following areas will contribute to the assessment of students' musical progress in this topic:</p> <ul style="list-style-type: none"> • Ability to perform within a class ensemble • Learning rhythms aurally and through reading rhythm grids and notation • Learning to play the Djembe drum using correct technique and ability to include different tones within their rhythms • Composing and rehearsing within a group and applying their knowledge of West African drumming music within a group composition • To be able to maintain good accuracy and timing within a polyrhythm • To learn how to play a variety of rhythms and learn the importance of syncopation and sense of pulse • To work with others and contribute and refine their own ideas within a composition • Composing to a brief and include specific musical criteria • Responding to feedback to improve and refine their work • Listening to a wide variety of musical artists, genres and instruments from Africa and ability to contribute to class discussions • Some students may compose an West African inspired rhythmic piece using music technology and compose within a given structure • Demonstrate the ability to perform with musicality, confidence, rhythmic accuracy and energy 				

	ENSEMBLE SKILLS	PERFORMANCE & TECHNIQUE	RHYTHM & TEMPO	STRUCTURE
Level 1	<ul style="list-style-type: none"> • Struggles to play in time with the group • Limited or no contributions to group rehearsals 	<ul style="list-style-type: none"> • Lacks confidence and/or effort when performance • Djembe is played with limited technique 	<ul style="list-style-type: none"> • Can play some basic rhythms but only with support from others • Tempo is inconsistent • Not a strong sense of polyrhythm 	<ul style="list-style-type: none"> • Composition only has one section that is able to be performed with good accuracy
Level 2	<ul style="list-style-type: none"> • Can sometimes play in time with the group but can't always notice when timing has come apart • Mostly co-operative in group work but not forward in contributing own ideas 	<ul style="list-style-type: none"> • Performance could benefit from more effort and energy • Djembe played with mostly good technique and tends to use same tone throughout 	<ul style="list-style-type: none"> • Can play and maintain a basic rhythm on the djembe • Can perform their part at a steady tempo but may be with occasional errors • Very simple polyrhythm attempted with not much rhythmic variety 	<ul style="list-style-type: none"> • Composition attempts to include two different sections and can be played with mostly good accuracy • Transitions between sections may need more practice to improve fluency
Level 3	<ul style="list-style-type: none"> • Able to play in time with group and hear how their part fits • Can usually recover from mistakes and continue the performance 	<ul style="list-style-type: none"> • Overall performance is confident and well rehearsed • Djembe is played with good technique overall and there is 	<ul style="list-style-type: none"> • Can perform more complex/syncopated rhythms with mostly good accuracy • Able to maintain their part at a steady tempo 	<ul style="list-style-type: none"> • Composition attempts to include three different sections and each is played with good accuracy



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	<ul style="list-style-type: none">• Co-operative within group rehearsals and able to suggest ideas	an attempt to use different tones	<ul style="list-style-type: none">• Polyrhythm is successful and includes at least 3 different rhythms	<ul style="list-style-type: none">• Transitions between these sections are mostly fluent
Level 4	<ul style="list-style-type: none">• Performs within group with a strong sense of timing and musicality• May lead performances and be developing signals to cue others in the group• Works well alongside others and able to contribute ideas successfully	<ul style="list-style-type: none">• Performance is confident and shows thought about how to make engaging to audience• Djembe is played with confidence and consistently good technique	<ul style="list-style-type: none">• Can perform complex rhythms with good accuracy alongside a variety of other rhythms• Can perform at a faster tempo with good accuracy• Polyrhythm has a strong rhythmic feel and groove and features more original rhythms	<ul style="list-style-type: none">• Composition includes at least three sections and shows more flair and originality to include own rhythmic ideas• Transitions between sections are consistently fluent
Level 5	<ul style="list-style-type: none">• Performs within group with excellent timing and strong sense of style and musicality• Makes significant contributions to group rehearsals, listens to others and able to refine own ideas.	<ul style="list-style-type: none">• Performance is expressive and full of musical flair, fully engaging the audience• Djembe is played with confidence, style and strong technique	<ul style="list-style-type: none">• Can perform complex and syncopated rhythms alongside other challenging rhythms and maintain an excellent sense of timing• Attempts to perform polyrhythm at a challenging speed whilst maintaining excellent accuracy	<ul style="list-style-type: none">• Composition is musically satisfying and shows high levels of creativity in both structure and rhythms