

# GCSE Music Performance Profile

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>perform challenging music with a high degree of fluency and sensitivity</li> <li>compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development</li> <li>demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language</li> <li>evaluate music to make convincing judgements using musical terminology accurately and effectively</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>perform music with technical challenges, mostly demonstrating fluency and sensitivity</li> <li>compose using a range of musical elements with competence, creating generally effective musical ideas which are developed with a degree of variety to maintain interest</li> <li>demonstrate, through aural identification, accurate knowledge of a range of musical elements, contexts and language</li> <li>evaluate music to make secure judgements using musical terminology accurately</li> </ul>
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>perform music with some technical challenges broadly fluently with some sensitivity</li> <li>compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success</li> <li>demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language</li> <li>evaluate music to make clear judgements using musical terminology appropriately</li> </ul>
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>perform music with limited technical challenges, showing some fluency and sensitivity</li> <li>compose using a narrow range of musical elements, creating some successful musical ideas which are sometimes developed with a degree of conviction</li> <li>demonstrate, through aural identification, mostly accurate knowledge of some musical elements, contexts and language</li> <li>evaluate music to make some judgements, sometimes using appropriate musical terminology</li> </ul>
3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>fluency may be inconsistent</li> <li>composition relies upon a restricted use of musical elements which lack effective development</li> <li>knowledge of some musical elements, contexts and language is mostly accurate with some errors</li> <li>evaluation uses appropriate terminology with minor errors</li> <li>judgements are not always supported</li> </ul>
2	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>perform simple pieces with limited fluency and sensitivity</li> <li>compose using a range of musical elements, creating musical ideas with some appeal and limited development</li> <li>demonstrate, through aural identification, some knowledge of musical elements, contexts and language</li> <li>evaluate music to produce simple reflections with inconsistent use of musical terminology</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).