

## Composition assessment grid 1: Creating and Developing Musical Ideas with Coherence

These marks are awarded for the design and management of musical structures, ideas and formal processes and the balance between unity and variety.

Level	Mark	Creating and Developing Musical Ideas with Coherence (AO2)
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>There is an attempt to develop and extend musical ideas but there are some obtrusive misjudgments that compromise the effectiveness of the piece.</li> <li>There is an attempt at basic, balanced structures but perhaps repetitive, predictable or showing too great a diversity of ideas.</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>Musical ideas are developed and extended but there are some obvious misjudgments and a lack of direction in parts.</li> <li>There is an attempt at basic, balanced structures but the piece lacks fluency and variety.</li> </ul>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>Musical ideas are developed and extended in parts and any misjudgements do not detract from the overall effectiveness of the piece.</li> <li>The piece demonstrates a satisfactory use of basic structures; these may be formulaic or standard forms with an attempt at some extension and development. Fluency and contrast will be maintained for the most part.</li> </ul>
<b>Level 4</b>	9–11	<ul style="list-style-type: none"> <li>Musical ideas are developed and extended effectively for most of the piece.</li> <li>Musical elements and ideas all contribute to some sense of wholeness with some sense of fluency, and a balance of unity and variety that is convincingly maintained.</li> </ul>
<b>Level 5</b>	12–13	<ul style="list-style-type: none"> <li>Musical ideas are created, developed and extended with assurance and imagination throughout.</li> <li>Musical elements and ideas all contribute to a sense of wholeness with a sophisticated sense of fluency, and a mature balance of unity and variety throughout.</li> </ul>

## Composition assessment grid 2: Creating and Developing Musical Ideas with Expressive Control

These marks are awarded for the expressive control of the music elements, the pacing and management of moods and atmosphere, effects and dramatic flow, appropriate to the chosen style and/or genre.

Marks are also awarded for the response to the brief or, in a free composition, the realisation of the intentions of the piece, and the effectiveness with which it meets its intended purpose and/or audience.

Level	Mark	Creating and Developing Musical Ideas with Expressive Control (AO2)
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>• An attempt to respond to the brief but with limited sense of audience and occasion.</li> <li>• There are attempts at creating moods, atmosphere and/or effects, but these are compromised by obtrusive misjudgments or are inconsistently handled.</li> <li>• For brief-set composition only: A response to the brief with limited sense of audience and occasion.</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>• A response to the brief that lacks sophistication and/or detail.</li> <li>• The musical elements are used to create some a few contrasted and well-paced moods, atmosphere and effects but there are some obvious misjudgements.</li> <li>• For brief-set composition only: A serious response to the brief with an attempt to meet audience and occasion.</li> </ul>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>• A creative response to the brief with some sense of audience and occasion.</li> <li>• The musical elements are used to create some contrasted and well-paced moods, atmosphere and effects that are communicated successfully in parts.</li> <li>• For brief-set composition only: A creative response to the brief with some sense of audience and occasion.</li> </ul>

Level	Mark	Creating and Developing Musical Ideas with Expressive Control (AO2)
<b>Level 4</b>	9–11	<ul style="list-style-type: none"> <li>• An ambitious and creative response to the brief.</li> <li>• The musical elements are used to create contrasted and well-paced moods, atmosphere and effects that are communicated successfully for most of the piece.</li> <li>• For brief-set composition only: An ambitious and creative response to the brief with a sense of audience and occasion.</li> </ul>
<b>Level 5</b>	12–14	<ul style="list-style-type: none"> <li>• The musical elements are used with maturity and confidence to create contrasted and well-paced moods, atmosphere and effects that are communicated successfully throughout.</li> <li>• For brief-set composition only: A mature and sophisticated response to the brief with a well developed sense of audience and occasion.</li> </ul>

## **Composition assessment grid 3: Creating and Developing Musical Ideas with Technical Control**

These marks are awarded for the control of musical elements and of devices and conventions appropriate to the chosen style and/or genre.

Level	Mark	Creating and Developing Musical Ideas with Technical Control (AO2)
	0	No rewardable material
<b>Level 1</b>	1–2	<ul style="list-style-type: none"> <li>There are attempts to control musical elements, and to manage appropriate stylistic devices and conventions for the chosen genre/style, but these are unconvincing for the most part.</li> <li>Misjudgments compromise the success of the piece.</li> <li>There are some significant unplayable/unsingable passages and/or the handling is unidiomatic. Textures are largely unvaried.</li> </ul>
<b>Level 2</b>	3–5	<ul style="list-style-type: none"> <li>The control of elements and stylistic devices and conventions for the chosen genre/style are secure in some of the piece, but there are some obvious misjudgements and/or inconsistencies.</li> <li>Forces and textures are inconsistently handled with some obvious misjudgements.</li> </ul>
<b>Level 3</b>	6–8	<ul style="list-style-type: none"> <li>The control of elements and the control of stylistic devices and conventions for the chosen genre/style are generally secure and any misjudgements do not detract from the overall effectiveness of the piece.</li> <li>Forces and textures are handled without serious misjudgement although they lack variety and/or development in parts.</li> </ul>
<b>Level 4</b>	9–11	<ul style="list-style-type: none"> <li>The control of elements is secure for most of the piece. Any misjudgments are minor.</li> <li>Stylistic devices and conventions for the chosen genre/style have been selected appropriately and handled convincingly, but with one or two minor misjudgments.</li> <li>The forces and textures are handled idiomatically with some development and variety.</li> </ul>
<b>Level 5</b>	12–13	<ul style="list-style-type: none"> <li>The control of musical elements is assured and sophisticated throughout.</li> <li>Stylistic devices and conventions for the chosen genre/style have been selected appropriately and handled convincingly throughout.</li> <li>Forces and textures are handled idiomatically and exploited and varied with creativity and authority.</li> </ul>