ASSESSMENT IN MUSIC

A range of assessment methods are utilised within the Music department. These methods are divided into three main categories: formative and diagnostic, pupil self-assessment, and summative. Below, each method of assessment is outlined with examples of how it is used within the department.

Formative & Diagnostic Assessment

Rubrics – Rapid assessment of practical work (sent to pupils regularly)

This form of assessment is designed to be continually monitored as pupils work through each unit of work. The information gathered from this provides an insight into areas of strength and areas for improvement for each class and individual pupils and is an effective way of monitoring progress and development. Some examples of how we use this are detailed below.

- Regular assessments using 'Focus on Sound' - This platform allows pupils to read key theoretical information, listen to examples, and apply learned knowledge to tests and quizzes. There are a variety of categories that link to the overall curriculum outline of the department and is designed for both learning at Key Stage 3 and learning and revision at Key Stage 4. The results of each test completed by the pupils is collated

which provides information of engagement and ability. These results over time will present progress and development of theoretical knowledge.

- Listening tests – These are conducted on a regular basis and are usually linked to the topic/scheme of work. Usually, these tests are carried out with use of whiteboards and/or discussion followed by verbal feedback. Listening activities provide a general picture of the abilities of the class as a whole and allows pupils to practice their aural skills as they move through Key Stage 3 and, in preparation for GCSE examination at Key Stage 4.

- 'Plickers' for quick-fire checks – This resource provides similar information to whiteboard activities. Pupils are provided with individual barcodes which allows them to answer key knowledge questions related to each scheme of work. These are digitally scanned in real-time, and the results are collated. Upon analysing the results, we can see whether areas need to be re-taught or revised as well as which pupils may need extra support and which pupils may need to be challenged further.

- Dictated feedback (emailed) with 'rubrics' - 'Rubrics' is essentially a mark scheme/criterion with a checklist of key features within each category that pupils must include in their work. There are five categories altogether: no evidence, below expected, developing, good, outstanding. Key features of each performance and composition are graded against this system followed by dictated feedback which is emailed to the pupils. Following this, pupils are given opportunities to act on this feedback and work towards the next category on the 'rubrics' system (see image for what this looks like).

- Digital 'post-it' notes on Sibelius or Musescore – Mostly used for GCSE compositions and coursework, this is a digital method of providing written feedback on pupils' composition scores. This feedback is given at various stages throughout the academic year with steps and guidance on how to improve. To do this, pupils must submit their work to be analysed at various checkpoints which allows monitoring of progress and development as well as highlighting the need for any extra support or intervention at an early stage.

- Informal discussions, guidance, verbal feedback – This assessment is used within almost every lesson across Key Stage 3 and Key Stage 4. Use of cold-calling and whiteboards are used as part of this to assess overall class knowledge as well as individual pupil knowledge. Verbal feedback is continuously given during performance and composition tasks to allow pupils to gradually develop and improve their skills,

ideas, and knowledge. Through observations and discussions, we can assess which pupils need extra support, which pupils are on target, and which pupils need stretching and challenging further.

Pupil Self-Assessment

iDoceo – Assessments recorded to iPad

Self-assessment is another form of assessment used regularly in Music. It allows pupils to take ownership of their own progress and learning as well as to understand personal strengths and weaknesses which leads to a clear picture of what is necessary to improve. Examples of self-assessment are detailed below.

- Use of 'rubrics' sent to pupils at regular intervals – As outlined above, performances and compositions are graded against this system followed by dictated feedback which is emailed to the pupils. Pupils are given opportunities to act on this feedback and work towards the next category on the 'rubrics' system. Pupils must use this feedback as well as their own self-assessment to understand how to act on the provided feedback and to know which areas they need to work on the most to improve and make progress.
- Success criteria checklists – Pupils are provided with specific success criteria at the start of each project whether this be a performance task or composition task. The success criteria are discussed as a class so that pupils know exactly what they need to work towards. Pupils use self-assessment throughout each project to decide whether they are meeting the success

criteria and to decide what they need to do to improve or to stretch/challenge themselves.

- Peer assessment of work – This is usually in the form of class discussion. Following pupil performances or listening to a pupil's composition as a class, we discuss together what went well, and how the performance/composition could be improved. For this, sentence starters are provided so that pupils know how to provide feedback in a sensitive and constructive way to their peers e.g. 'I think that x went well because...' and 'It would be even better if you...'.
- Written evaluation at the end of projects – Pupils are given an opportunity at the end of each project to write a self-evaluation. Pupils decide on what went well and what could be included to improve their work based on the success criteria.
- 'Quizlet' tests – Pupils assess their scores on 'Quizlet' tests and work towards the questions that they got incorrect. This highlights gaps in knowledge for pupils so they can clearly see what areas they need to work on the most to improve on the next test.
- 'Focus on Sound' homework and revision – As stated within the previous assessment category, this is an online listening and theory resource. Pupils will be given tasks on this to complete as homework and for revision purposes alongside its use within lessons. Pupils must self-assess their learning after each lesson and quiz to decide whether they understand the content and whether they need to either re-visit or retest or whether they need to stretch themselves with something more challenging.
- Self-assessment and reflection on Seesaw – Similar to the written evaluations, pupils will be given opportunities throughout each project to reflect using a platform called 'Seesaw'. This is an online platform that is used to collate pupil work (performance videos, composition audio, and reflections/evaluations). Pupils are encouraged to create an ongoing diary on 'Seesaw' as homework to document their progress, understanding, and learning.

Summative Assessment

Summative assessment is the final method used at the end of each project/unit of work. This assessment grades the final submissions of work following the other forms of assessment and feedback. This is the final overall grade awarded to each pupil once they have acted on all other previous assessment feedback. Summative assessment examples are outlined below.

- Homework marks – This links in with some of the methods mentioned above e.g., scores on 'Focus on Sound' and assessment of pupil reflections on 'Seesaw'. Other homework tasks include listening activities which require pupils to listen to specific excerpts of music linked to each unit of work and write about the elements of music that they can hear. This is submitted and assessed to determine pupils' aural abilities and general musical knowledge.
- End of project score (generated by 'rubrics') - As well as using 'rubrics' throughout projects as a tool for assessing progress and development, we also use the same 'rubrics' method to generate a final overall grade. The ending 'rubric' will detail all the components/key features that each pupil achieved and what they can improve on. For this, a colour scheme is used for each category to assess these key features within pupils' work: dark red for no evidence, light red for below expected, yellow for developing, light green for good, and dark green for outstanding.
- End of unit tests (Socrative) - Pupils complete a final test after each unit on 'Socrative' (an online quiz/test resource). The scores of this test are collated automatically to produce an overall picture of class understanding as well as an insight into individual pupil progress. It also indicates recurring gaps in knowledge which can then be addressed throughout subsequent reteaching/revising. By doing this at the end of each unit, we can review the curriculum to adapt and change certain components to avoid the same gaps reappearing with following lessons as well as to produce a linear set of progress data for each pupil and class.
- End of unit score (awarded by the teacher) - A combination of final composition and performance grades, end of unit test grades, listening grades, and homework grades, this gives pupils a holistic overarching grade for each unit of work.
- Assessment of work submitted via 'Seesaw' - Once pupils submit work via 'Seesaw', teacher comments can be provided

on the same platform alongside the submitted work which can then be viewed and acted upon. Pupils submit composition audio and reflections which are then assessed with written/audio feedback. Engagement with this platform and the work submitted goes towards the end of unit scores as mentioned above.