

Assessment and Feedback Protocols: Department – [Music]

Feedback and/or formative assessment is effectively used to use to provide clear next steps for pupils.	
Summative assessments test the taught curriculum effectively. They are fair, inclusive, and accurately marked.	
For...	Assessment and feedback will look like...
Daily Retrieval Starters	The department will use the fast starter slide for retrieval practice. This might be a listening task with up to three questions OR use of the DRPSMITH (Elements of music) hand out or slide for students to be able to use oracy skills to develop key technical language. A recall task with a multiple-choice format, or a knowledge dump exercise to discover prior knowledge may be used. Where MWB's have been used then the teacher will check answers to find any misconceptions and address them in a further possible task e.g. ABCD, cold calling etc. A music theory question which might require students to clap or sing (along) for rhythm or intervals or to warm up their voices.
Routine VIP testing	The big read should introduce new vocabulary and reading skills to get the students used to the vocabulary needed for the VIP test. The VIP test should be built into the planning for the final lesson of the scheme. It will mainly be literacy based but also music theory based e.g. notation. It should be self marked and tracked to see what the students need to work on. At KS4 the VIP tests can be built in to check knowledge of the terminology needed for the course. It is more than the musical elements. Homework will be set to support the VIP tests.
Work produced during a lesson	Most of the work is practical in KS3 as the focus is on learning the skills required to play the instruments and sing. Students will need to write out their notes on their lead sheets- some with support some with the challenge to reach the higher levels. Students will receive feedback while the teacher monitors. This will be direct instruction feedback to ensure the student is able to move on. Peer assessment is an essential part of the feedback in rehearsals.

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<p>Key Pieces of work</p>	<p>Composition: teacher to provide the tools to support student composition whether this be lessons around improvisation, notation, staff learning, rhythm, timbre, tab learning. The learning might be assessed as composition, improvisation or ensemble practice. The assessment criteria must be made known the students during the process for self, peer and teacher feedback.</p> <p>For KS4 this is different as it is DAW based using garageband. It is a different piece of learning ref loops, quantizing, etc. Feedback can be given in lessons but when the students are in the assessments feedback is not allowed in unit 3 and only general feedback in unit 2.</p> <p>If the learning is performance based, again, the assessment criteria must be made known so that we can measure progress. This will require a good deal of scaffolding and modelling of the range of resources available to move up the assessment criteria from bass line to chords to melody, playing harmony with a partner or parts with a group fluently, on time and with accuracy. Again different for KS4- the performance will be recorded as part of the mark but also to write their evaluations.</p> <p>If the learning is listening based (for appraisal grades and general musical knowledge and understanding) the tools to support the students should form a differentiated DRPSMITH (elements of music) hand out or slide to support learning. The slides should also give clues to the students as support as some instrumentation might be known or recognised. There should be times built into any scheme to support listening as modelling as well as learning.</p> <p>KS4: Most of the assessed work is written. However, students do have to spend a long time creating the work and rehearsing the work for the writing to make sense and show the journey of learning experienced by the students. Key pieces include any performances done in school. Homework and example pieces of writing practiced in the lead up to an assessment.</p>

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Formal assessments	<p>All assessments are formal. For composition: Teacher will mark and give feedback on the composition and provide time to DIRT the work this will form the musical notation and creating assessments. Final performances will be assessed by the teacher and put onto the tracker to cover the performance and accuracy, improvisation, singing and group skills assessments. There are two additional formal written assessments per year in Key stage three which can only focus on 2 areas of assessment- appraisal (listening) and notation. A short time to DIRT in a follow up lesson using up to 15 minutes and whole class feedback would be appropriate.</p> <p>At KS4 this is different.</p> <p>Students can bring notes in the exams/tasks. This is where the assessment and feedback is essential so that they have a solid base of work to bring in with them. There is a limit to the amount of feedback that can be given. Once into the assessments students can have general feedback in some units. The teacher can stop the assessment if they see misconceptions, take the paper in, re teach and hand the paper back. Assessment timing is suggested but the only limit is up to 10 hours for all the tasks. To support the students the assessments take place in ICT rooms. But the students do not have to submit work solely using ICT.</p> <p>In the lead up to formal assessments the music department have been delivering a “mini mock” and feedback before each task.</p>