

## KS3 Percentage Assessment – Subject Information

### Department: Music

See Drama and History example attached.

Please keep information concise and no more than 1 A4 side.

Make information KS3 generic, if possible.

Deadline: Friday 11<sup>th</sup> June

### 1. Introduction: How are students assessed?

For each of the 3 progress indicators across the Skill Areas (Musical Knowledge and Literacy, Practical Skills and Technology Skills), self-assessment marks available are 0 for a 'fail', 1 for 'towards pass', 3 for a 'pass', 4 for a 'merit' and 5 for a 'distinction'. This means for each skill area, a total of 15 points are available. Therefore, the percentage grade is worked out using a mark out of 45.

The advantages of this approach are significant. Firstly, the percentage relates not to what a teacher thinks they might have seen once from an individual, but what a student genuinely recognises they are able to do. Also, while two students may have a similar percentage grade, how they got that grade may differ – one student may be better at singing or performing on an instrument, whereas another may be better with technology. Either way, progress is defined and assessed and owned by the empowered student making a reflective response to their learning.

### 2. What areas are students assessed in?

KS3 Progress Indicators	Distinction 5	Merit 4	Pass 3	Toward Pass 1	Fail 0
<b>Musical knowledge and literacy (A)</b> Describing music 12.5%	... furthermore, I can compare and critique different musics, through the accurate use of vocabulary and identification of musical elements.	In addition, I am able to share thoughts and make links about the social and historical realities of various musics.	I am able to describe how pieces of music make me feel without dismissing unfamiliar styles or pieces.	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.
<b>Musical knowledge and literacy (B)</b> Music notation 11.5%	...furthermore I regularly use these notations to develop my playing through learning more advanced repertoire.	... in addition, I can use my understanding of the treble staff, tab and chord diagrams to help me develop instrumental skills.	I can identify the notes on a treble clef staff, and understand how tab and chord diagrams work.	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.
<b>Musical knowledge and literacy (C)</b> Use of musical vocabulary 10%	...furthermore, I confidently use a rich, detailed and varied musical vocabulary regularly, even with unfamiliar musics.	...in addition, I can also describe music in terms of its structure and texture. I may also refer to instruments and articulations.	I use terms like pitch, rhythm, melody and tempo accurately when describing a piece of music.	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.
<b>Performance and instrumental skills (D)</b> Singing 11.5%	I am a confident singer in both solo and group contexts and can successfully sing more complex parts well.	I can sing a simple melody as a soloist or I can maintain a harmony/canon part in a group.	I am able to sing a simple melody as part of a group performance.	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.
<b>Performance and instrumental skills (E)</b> Control of an instrument 11.5%	...furthermore, my playing is expressive and communicative and shows an affinity for the instrument and/or the genre.	...additionally, my playing is fluent and shows evidence of dedication to an end result.	I can play recognisable parts on an instrument accurately.	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.
<b>Performance and instrumental skills (F)</b> Reliability 10%	...furthermore, I show good independent working skills and initiative, and when working with others can help them improve too.	...additionally, I can be relied upon to show commitment and graft independent of others in my own time.	I show commitment and graft in rehearsal and preparation.	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.
<b>Music technology and composition (G)</b> Using a digital audio workstation 11%	...furthermore, I am able to create and produce music for a stated purpose using a variety of techniques and materials as appropriate.	...additionally, I am able to use midi controllers and/or midi effects to record useful musical material in the digital audio workstation.	I am able to use a digital audio workstation to create a short piece out of pre-made loops.	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.
<b>Music technology and composition (H)</b> Layering musical materials 11%	... furthermore, I regularly and judiciously combine and edit multiple musical materials into purposeful, structured pieces with automation.	...additionally, I can create contrast and structure using a variety of layers and combinations of musical material.	I can combine at least two different types of musical material and adjust volume and/or pan to enhance the music.	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.
<b>Music technology and composition (I)</b> Digital literacy and creativity 11%	...furthermore, I use dynamic effects, EQ, reverb etc on the mix-bus and/or send and return buses to ensure my rendered audio files are high quality.	...additionally, I can share my work as a rendered audio file (MP3 or .WAV) instead.	I can save my work as directed, re-open it and share my project file via email or Google Classroom (or similar).	Not yet enough evidence for a pass at KS3 (end of year 9), but working towards it.	No attempt to make progress by this measure.

N.B. The above rubric is still undergoing development and may change subtly from what is written there. The descriptions are intended as a qualitative guide to the sort of work students are likely to produce, and are therefore neither exhaustive nor binding, allowing space for teacher/assessor discretion.



*believe • inspire • succeed*

### 3. *How will students track their progress?*

In the music department, assessment is primarily for the empowerment of students towards the independent realisation of their musical selves, as recognised by the Music Department Curriculum Intent. It is therefore not about comparison to an ideal as proposed by a teacher, but rather about releasing musical creativity and expression as defined by the student, so as to be flexible enough to recognise all sorts of musical learning and activities.

The Music Department Curriculum Intent therefore prioritises independent *exploration* and *recognition* of musicality by the student and in the student over attainment of fixed outcomes set by the teacher. So summative assessment of progression is necessarily toward how the students see themselves as opposed to how others may judge them. Summative assessment then is a half-termly self-assessment where students pick the descriptors that comprise a levelled descriptor, which can be moderated by the teacher as necessary.

It should be noted however, that the most useful feedback is the formative feedback that a student receives *in the moment*. This may be from a teacher, but may also be from a partner or group member (peer feedback). The progress in any given situation depends upon the skill area employed in the task. Students will be constantly giving and receiving feedback through genuine, 2-way interactions and conversations due to the fact that most of the work students will undertake in music will be practical or technical and rely heavily on cooperative problem solving. With this model then, tracking progress is less about writing down reflections and targets in any formalised way, but maintaining constant discussion about how things are going, and how they can be improved.

Every half term, students will be asked to consider each of the 9 skills areas in a special reflection session, whereby they self-assess where they are, and comment on why they have chosen the grades across each area. The formative conversation during future tasks ("*live marking*") refers to these decisions which are readily available in the teacher iPad.

