

Southend High School for Girls



Assessment Policy for Music

Our assessment policy and procedures are underpinned by three key questions:

1. Where is the learning going?
2. Where is the learner now?
3. How does the learner get there?
(Dylan Wiliam)

Our students should be able to answer these two questions:

1. What am I doing well in the subject?
2. What do I need to do to improve my work in the subject?

At SHSG we see assessment, in all its forms, as an integral part of teaching and learning and as such it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment at Southend High School for Girls:

1. Diagnostic assessment – assessment used to determine what students already know (usually at the start of a lesson / unit)
2. Formative assessment (responsive teaching) – assessment used during the learning process to provide feedback and encourage students to act upon it to make improvements
3. Summative assessment (in-school summative assessment and nationally standardised summative assessment) – used at the end of the learning process as a measure of where students are in their learning.

KS3

By the end of KS3 students should be able to identify musical elements, terminology and stylistic contexts and relate to these within performance, composition, and presentation tasks.

KS4

By the end of KS4 students should be able to identify musical devices, forms and genre-appropriate terminology defined within the Eduqas specification. Students should be able to integrate these concepts in composition, responding to a brief and using notation software confidently. Students should also be able to perform to a minimum Grade 3 standard on their main instrument or voice in a solo and ensemble performance context.

KS5

By the end of KS5 students should be able to discriminate and analyse musical styles, symphonic works, understand and apply language within interrelated genres and contexts in the twentieth century as set out in the Eduqas specification. Students should be able to develop Western Classical Music stylistic features in at least one composition, compose to a brief and create at least one other composition. Students should be able to prepare and perform a recital at a minimum Grade 6 standard on their main instrument or voice.

Diagnostic assessment methods

KS3

- Beginning of Year 7: Baseline test to assess knowledge of musical terminology and aural recognition of musical concepts. Students also write a short summary of their musical experience in primary school.
- Year 7-9: Intermittent tests on musical vocabulary and/or prior learning take place when embarking on a new unit of study, or a revision of essential concepts for composition, for example.

KS4

- Beginning of Year 10: students complete a 'transition' booklet, which assesses and supports knowledge of core concepts for GCSE.
- Year 10, first term: Performance lessons in which students play/sing a piece on their main instrument/voice at a suitable level of difficulty and are given feedback.
- Year 10-11: Composition one-to-one mentoring to assess confidence in notation and development of musical ideas.

KS5

- Beginning of Year 12: homework, practice questions, and discussion in class is used to assesses prior knowledge of musical language and concepts, including bridging the differences in exam boards from external students.
- Year 12, first term: Performance lessons in which students play/sing a piece on their main instrument/voice at a suitable level of difficulty and are given feedback.
- Year 12-13: Composition one-to-one mentoring to assess confidence in notation and development of musical ideas.

Formative assessment methods

KS3, KS4 & KS5

- Questioning as part of whole class discussion
- Mini tests and plenaries to test retrieval of concepts and terms
- Observation and presentation of work, sharing examples

- Modelling performance, practice, and rehearsal strategies
- Practice questions: walk-through with discussion & feedback
- Assessment of notational and music theory knowledge through composition process, via one-to-one mentoring and questioning.

Summative assessment

KS3

Year 7

First term:

- 4-bar rhythm composition
- 8-bar melody composition

Second term:

- Instruments of the orchestra listening test
- Programme music: ternary form composition

Third term:

- Theme and Variations keyboard performance
- End of year examination

Year 8

First term:

- Blues performance at keyboard
- Blues performer research & presentation

Second term:

- Arrangement of Jazz Standard
- Reggae Performance at keyboard

Third term:

- End of year examination
- Music journalism: music review

Year 9

First term:

- Film Music Composition

Second term:

- Research & presentation on 21st century popular musician

Third term:

- End of Year Examination

KS4

Year 10

First term:

- End-of-unit test

Second term:

- Performance: Soloists' Concert
- PPE: Appraising paper
- Composition 1: First draft

Third term:

- Composition 1: Final draft
- End-of-unit test

Year 11

First term:

- Performance: Solo & Ensemble recordings
- Practice paper
- Composition 2: First draft

Second term:

- PPE: Appraising paper
- Composition 1 & 2 final submission

Third term:

- GCSE Music: Appraising paper

KS5

Year 12

First term:

- End of unit test / practice questions

Second term:

- Performance: Soloists' concert
- Composition 1 first draft

Third term:

- PPE: Appraising paper
- Composition 1 final draft

Year 13

First term:

- Composition 2 first draft
- Practice performance recital

Second term

- PPE: Appraising paper
- A Level Performance Recital
- Composition 1 & 2 final submission

Third term

- A Level Music: Appraising paper

Marking and Feedback

Marking in books is conducted on a homework / project / task basis only. Additional marks for presentation of class work, thorough note taking, excellent examples of work are noted and awarded (e.g. academic achievement point). Most homework tasks are graded out of 10 marks, with 9/10 or 10/10 awarded an achievement point. Written feedback will often include WWW (what went well) and EBI (even better if), where appropriate. Some homework tasks, at KS3, are automatically marked on a platform called Focus on Sound, students will know what grade they got and have a chance to improve on this by re-testing. For each major homework task, whole class verbal feedback is given which highlights trends and examples of excellent work. For individual or paired performance, presentation or composition that is shared in class, verbal feedback is given immediately to students and a grade recorded. At GCSE and A Level, composition feedback is written on the score or in an email with a 'to do' list. Students may have an opportunity to peer-assess work, depending on the context and benefit of this: E.g. if it supports sharing and developing ideas or follow-up work.

Marking and Feedback Codes

When providing written feedback in exercise books to ensure consistency across the school particularly for literacy the following codes should be used above the relevant word /section:

- ✓ good point
- X incorrect or wrong point

SP	spelling error which needs correction
P	punctuation error which needs correction
GR	grammatical error which needs correction
/	start a new sentence
//	start a new paragraph
??	the point is not clear
WW	wrong word
^	missing word
[]	this part needs rewording
+1 or	academic achievement point

Presentation

- All work should have a date on the right hand side, written in full and underlined with a ruler (e.g. 12th September 2023).
- All work will have a title / heading which is underlined with a ruler
- All work should have CW/HW written in the top left-hand margin
- Only black or blue ink should be used for writing with the exception of student responses to feedback (as indicated by individual department policies)
- All diagrams / graphs should be done in pencil.
- All work should be set out neatly.

Recording and Monitoring of Assessment

The Music department use a shared MS Excel spreadsheet to record and monitor assessment data for all year groups, including homework, class assignments, performances and examinations. This is shared with the DoF.