

music excellence *london.*

**TeachMeet:**

**Life After Levels – Meaningful  
Musical Assessment in  
a Post Level Landscape**

**Tuesday 7<sup>th</sup> March 2017**

**Preston Manor School**



# Today's TeachMeet:

- 1) Welcome from Keir Crawley – Head of Performing Arts at Preston Manor School
- 2) Icebreaker – a starter activity for your classroom
- 3) **Presentation 1:** 'Life after Levels', Preston Manor's journey with possibly strategies
- 4) **Presentation 2:** Assessment in the one person music department
- 5) Opportunities to discuss today's topic with other music practitioners, share ideas and best practice.

# Introduction: The Art of the Starter

## Part 1 – Body Percussion



Punch



Click



Clap



Punch



Punch



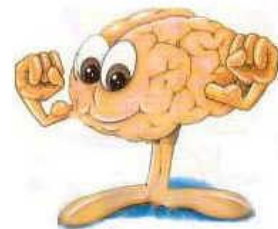
Click



Clap



Leg-Leg



# Questions for Students

Q1) Do you enjoy your music lessons?

Q2) What do you like the most about  
your music lessons?

Q2) What styles of music do you enjoy  
playing and listening to?

# NC Levels: a brief 'fake' history!

- Intended to assess work/progress at the end of a Key Stage
- Not intended, as they became and in some cases still are, to assess individual pieces or units of work
- Ofsted and sublevels...
- Data rich educational environments – 'constantly weighing a pig won't make it fatter'!

# Life After Levels: Pathways

Less, expected or more than expected progress in 4 pathways. At Preston Manor this currently applies to Year 7 only, Year 8 will be introduced next academic year with Year 9 following the year after.

- Reaching
- Secure
- Developing
- Foundation



# TeachMeet: Activity 1



With your table colleagues please take roughly 7 minutes to discuss the characteristic **skills** that a Year 7 student:

- 1) on the **Reaching** (i.e. expected to achieve grades 9 – 7 for GCSE Music) pathway might exhibit/need
- 2) on the **Foundation** (i.e. expected to achieve grades 2 – 1 for GCSE Music) pathway might exhibit/need

Please make a list on the post it notes on your table

# How Assess: Musical Skills and Knowledge

KS3 Pathway	Expected Skills
<b>Reaching</b>  <b>(Expected to achieve 9 - 7 at GCSE)</b>	<ul style="list-style-type: none"><li>• Basic HANDS TOGETHER on the keyboard or piano.</li><li>• Knowing how to use the TONE and RHYTHM functions on the keyboard to enhance given repertoire.</li><li>• Be able to play IN TIME to a backing rhythm.</li><li>• Be able to work out how to play a melody that fits under the hand without the sheet music.</li><li>• Singing the HARMONY in two part harmony.</li><li>• Perform CONFIDENTLY and STYLISHLY with an awareness of GENRE.</li><li>• COMPOSE material (e.g. a simple melody) that suits a given mood or situation.</li><li>• Can complete a diatonic musical dictation with a simple rhythm which moves both by step and small leap.</li><li>• Able to take an effective lead in GROUP/ENSEMBLE work.</li><li>• Use and manipulate TIMBRE to create a given effect/mood.</li></ul>



# How Assess: Musical Skills and Knowledge

KS3 Pathway	Expected Skills
<b>Secure</b>  <b>(Expected to achieve 6 - 5 at GCSE)</b>	<ul style="list-style-type: none"><li>• Basic HANDS TOGETHER on the keyboard or piano.</li><li>• Knowing how to use the TONE and RHYTHM functions on the keyboard.</li><li>• Singing the harmony in two part harmony.</li><li>• Perform CONFIDENTLY and STYLISHLY.</li><li>• Compose a simple melody with a strong sense of mood.</li><li>• Can complete a musical dictation with a mixture of crotchets and quavers which ascends and descends by step and in thirds.</li><li>• Able to perform an independent role/part in GROUP/ENSEMBLE work.</li></ul>

# How Assess: Musical Skills and Knowledge

KS3 Pathway	Expected Skills
<b>Developing</b>  <b>(Expected to achieve 4 - 3 at GCSE)</b>	<ul style="list-style-type: none"><li>• To play a MELODY on the keyboard that fits UNDER THE HAND.</li><li>• Singing the MELODY in two part harmony.</li><li>• Compose a simple melody.</li><li>• Can complete a musical dictation with a STEADY RHYTHM which ascends and descends by step.</li><li>• Able to contribute to GROUP/ENSEMBLE work.</li><li>• Write a GRAPHIC SCORE that shows a differentiation in pitch</li></ul>

# How Assess: Musical Skills and Knowledge

KS3 Pathway	Expected Skills
<b>Foundation</b>  (Expected to achieve 2 - 1 at GCSE)	<ul style="list-style-type: none"><li>• Play rhythms IN TIME to a steady pulse.</li><li>• Ability to compose a simple rhythmic pattern.</li><li>• Able imitate and repeat rhythms.</li><li>• Able to improvise within a set time frame.</li><li>• Able to maintain focus in GROUP WORK.</li><li>• To play a SIMPLE MELODY on the keyboard that fits under the hand.</li><li>• SING in unison.</li><li>• Write a GRAPHIC SCORE that shows very basic musical intent.</li></ul>



# TeachMeet: Activity 2



With your table colleagues please take roughly 7 minutes to discuss the characteristic **Knowledge** that a Year 7 student:

- 1) on the **Reaching** (i.e. expected to achieve grades 9 – 7 for GCSE Music) pathway might exhibit/need
- 2) on the **Foundation** (i.e. expected to achieve grades 2 – 1 for GCSE Music) pathway might exhibit/need

Please make a list on the post it notes on your table

# How Assess: Musical Skills and Knowledge

KS3 Pathway	Expected Skills
<b>Reaching</b> <b>(Expected to achieve 9 - 7 at GCSE)</b>	<ul style="list-style-type: none"><li>• Confident knowledge of the instruments and families of the Orchestra and the role of the conductor; able to recognise the sound of individual and combinations of instruments.</li><li>• Understanding of TEMPO, PITCH, DYNAMICS and DURATION, and able to describe music using these terms.</li><li>• Able to read notes of the TREBLE and BASS CLEFs.</li><li>• Able to read and notate using RHYTHMIC NOTATION.</li><li>• Be able to describe MELODY and RHYTHM.</li><li>• Able to understand simple compositional devices e.g. OSTINATO.</li><li>• To understand basic textures. (e.g. thick/thin)</li><li>• To be aware of different genres and their musical and contextual characteristics.</li><li>• Accurate self and peer evaluation using developed musical terminology.</li></ul>

# How Assess: Musical Skills and Knowledge

KS3 Pathway	Expected Skills
<b>Secure</b>  <b>(Expected to achieve 6 - 5 at GCSE)</b>	<ul style="list-style-type: none"><li>• Knowledge of the instruments and families of the Orchestra; able to recognise a family of instruments.</li><li>• Confident knowledge of the TREBLE CLEF and understanding of the BASS CLEF.</li><li>• Understanding of TEMPO, PITCH, DYNAMICS and DURATION and able to use these terms correctly.</li><li>• Able to recognise and read RHYTHMIC NOTATION.</li><li>• Some ability to describe/evaluate music through use of key musical vocabulary.</li><li>• Ability to read and perform sharps and flats.</li><li>• Accurate self and peer evaluation using musical terminology.</li></ul>

# How Assess: Musical Skills and Knowledge

KS3 Pathway	Expected Skills
<b>Developing</b>  <b>(Expected to achieve 4 - 3 at GCSE)</b>	<ul style="list-style-type: none"><li>• Knows the terms TEMPO, PITCH, DYNAMICS and DURATION, and able to explain their meaning.</li><li>• Rudimentary knowledge of the instruments and families of the Orchestra.</li><li>• Able to recognise notes of the TREBLE CLEF.</li><li>• Some knowledge of standard RHYTHMIC NOTATION.</li><li>• Ability to identify different INSTRUMENTS within the ORCHESTRAL families.</li><li>• Ability to recognise and explain MUSICAL DIFFERENCES using basic musical vocabulary.</li></ul>

# How Assess: Musical Skills and Knowledge

KS3 Pathway	Expected Skills
<b>Foundation</b>  <b>(Expected to achieve 2 - 1 at GCSE)</b>	<ul style="list-style-type: none"><li>• Can distinguish between TEMPO, PITCH, DYNAMICS and DURATION.</li><li>• Knowledge of the families of the Orchestra and some individual instruments.</li><li>• Can recognise the TREBLE CLEF.</li><li>• Can recognise and identify some NOTE VALUES.</li><li>• Ability to recognise different means of playing instruments (bowed, struck, blown etc.)</li></ul>





"I told you that getting into school reform was dangerous."

# *A possible way of working* with pathways in music:

- Planning which knowledge and skills to assign to each pathway started with looking at what 'reaching' should look like in Year 11 for the new EDEXCEL Music (9-1) specification and then planning backwards.
- The National Curriculum despite the rebranding of its content remains fundamentally unchanged over the years and continues to place emphasis on the core areas of performing, composing and listening and appraising whilst making links to context e.g. genre and culture.

## *A possible way of working* with pathways in music:

- Each module in Year 7 have assessment criteria adapted and in some cases newly written so that staff may be able to identify students as reaching, secure, developing or foundation which can be used for planning progression in lessons.
- In line with our thinking over the past three years these are immediately student friendly as we have aimed to strip back the descriptors to the basic information needed so as to be as inclusive as possible.

## *A possible way of working* with pathways in music:

- Possibly(?) the amount of content taught in Year 7 has decreased as teaching time has lessened for legitimate reasons e.g. PSHE drop down days and teachers now finding it more challenging than before to complete a whole class assessment in one lesson which is still a possible circumstance.

# *A possible way of working* with pathways in music:

## **Formative Assessment:**

- Assessment for learning takes place every lesson through questioning and the reviewing of performance and composition work and via homework tasks. Classwork and homework feedback is formative – communicating with the students on how to improve via student and teacher identified targets and not necessarily giving a summative judgement. Staff refer to the pathway criteria for that unit when giving formative feedback. Pathway criteria for the unit is shared with the students.

# *A possible way of working* with pathways in music:

## **Summative Assessment:**

- Summative assessments take place once per half term and consists of a performance/composition assessment lesson. Ideally this will take place within one lesson but we acknowledge that it might be necessary to run into a second especially if it secures more positive outcomes for students. Each performance/composition and assessment lesson is audio/video recorded

## *A possible way of working* with pathways in music:

Students are not given a current working at grade e.g. Student X is working at a GCSE grade 5 in Year 7. Progress will be checked against criteria, using both summative and formative assessment.

**Teachers then report on if students are making expected progress or not.** Year 7 students will be expected to complete a simple tracking document once a term which identifies if a student is making more than (*EP+*), expected progress (*EP*) or less than expected progress (*EP-*). Students will then select appropriate targets to secure expected progress in the future.