

KS3 assessment in...


**Music**

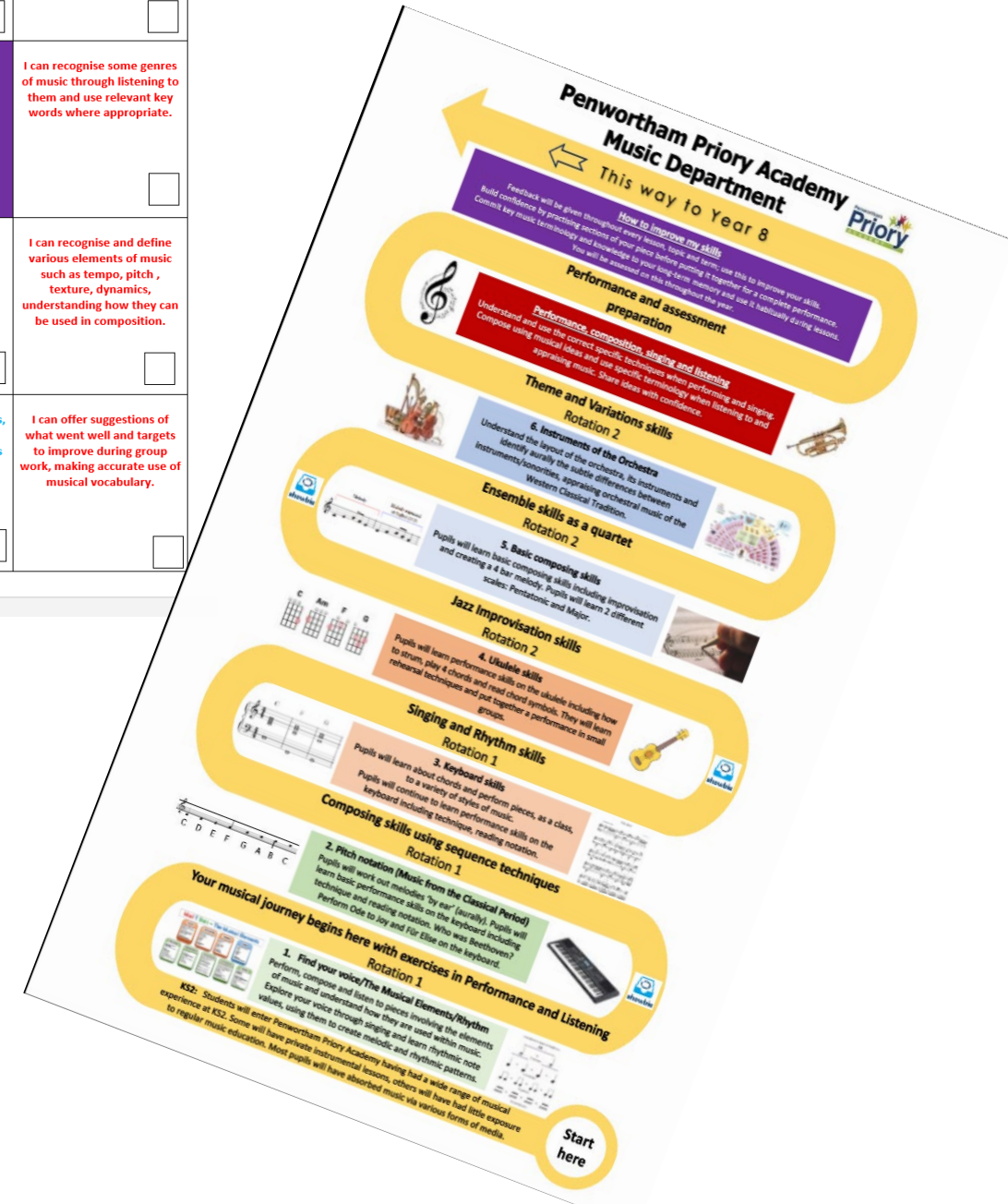
# Lesson 1 - Pupils receive...

- a glossary of key music terminology,
- an overview of their learning journey .
- assessment rubrics to take ownership of their progress
- their booklet with DIRT Proformas and PLC's included

**Year 7 – Rotation 2 - Skills in Theme and Variations**

	Performance & Accuracy	Creating Ideas	Appraising Music
<b>EMERGING</b>	I can perform the simple rhythms of Frère Jacques with some accuracy through the piece.	I have a limited understanding of what the elements of music sound like.	I recognise the different musical elements and how they can be used to create contrast from the original version of the piece.
<b>DEVELOPING</b>	Additionally, I can perform the notes within the piece of Frère Jacques with accurate rhythms.	I have some understanding of the elements of music and can recognise most of them through listening.	I feel confident to talk about what the 7 elements of music are to the class.
<b>SECURE</b>	I can perform the original theme of Frère Jacques with accurate rhythms and notes throughout.	I can use 3 of the musical elements expressively in order to develop my musical ideas when I perform or compose.	I can use correct Italian terms when referring to some elements of music.
<b>ADVANCED</b>	I can perform a variation containing 2 elements of music in order to vary the original theme.	I can compose using more elements of music alongside musical devices such as contrasting rhythms in my melody.	I can describe and compare how the elements of music have been used in part or all of the Frère Jacques variation , whether my own version, or someone else's.
<b>EXCELLING</b>	I can perform with a high level of confidence varying 3 elements of music from the original, changing the original timbre, and performing with 2 hands.	I can compose music with different styles and use musical devices such as chords, rhythms and different pitches in my melody.	I can analyse and compare all 7 musical elements and use Italian terms correctly.

I can perform a melody incorporating 5 notes of the C major scale using techniques to make the melody balanced and logical. <input type="checkbox"/>	I can perform a rhythm comprising semiquavers, quavers crotchets, minims and semibreves. <input type="checkbox"/>	I can include logical structures and control tempo and pitch in my melody. <input type="checkbox"/>
I can compose a melody using rhythms, a narrow range of notes and use of repetition with the melody containing clear direction. <input type="checkbox"/>	<b>Music PLC</b> Yr 7 – What is a Composition?  AoS 2 – Grades 2-5	I can recognise some genres of music through listening to them and use relevant key words where appropriate. <input type="checkbox"/>
I can recognise some instruments of the orchestra and family names. <input type="checkbox"/>	I can compose music to represent a wide range of moods or a feelings. <input type="checkbox"/>	I can recognise and define various elements of music such as tempo, pitch , texture, dynamics, understanding how they can be used in composition. <input type="checkbox"/>
I can perform, responding to non-verbal conductor signals, taking turns in group work where necessary or lead as a conductor. <input type="checkbox"/>	Both as a soloist or in groups, in composing, I can use the elements of music as a basis to develop my composition through such changes in tempo, texture, dynamics, timbre, pitch and rhythm. <input type="checkbox"/>	I can offer suggestions of what went well and targets to improve during group work, making accurate use of musical vocabulary. <input type="checkbox"/>



## Assessment Rubrics

The Assessment Rubric provides the next steps in learning as a reference point for pupils' own self assessment and peer assessment. These are directly linked to skills and knowledge they are acquiring over the course of individual units of work, and form the basis of both teacher modelling and feedback.


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<b>DEVELOPING</b>	Additionally, I can perform the notes within the piece of Frère Jacques with accurate rhythms.	I have some understanding of the elements of music and can recognise most of them through listening.	I feel confident to talk about what the 7 elements of music are to the class.
<b>SECURE</b>	I can perform the original theme of Frère Jacques with accurate rhythms and notes throughout.	I can use 3 of the musical elements expressively in order to develop my musical ideas when I perform or compose.	I can use correct Italian terms when referring to some elements of music.
<b>ADVANCED</b>	I can perform a variation containing 2 elements of music in order to vary the original theme.	I can compose using more elements of music alongside musical devices such as contrasting rhythms in my melody.	I can describe and compare how the elements of music have been used in part or all of the Frère Jacques variation, whether my own version, or someone else's.
<b>EXCELLING</b>	I can perform with a high level of confidence varying 3 elements of music from the original, changing the original timbre, and performing with 2 hands.	I can compose music with different styles and use musical devices such as chords, rhythms and different pitches in my melody.	I can analyse and compare all 7 musical elements and use Italian terms correctly.

# PLC 1

Their Personal Learning Checklist (PLC). This outlines the substantive and declarative content of the unit of work.

These are directly linked to the knowledge and skills studied. Pupils are asked to self-assess by RAG rating their current level of skill and knowledge.


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<p>I can compose a melody using rhythms, a narrow range of notes and use of repetition with the melody containing clear direction.</p> <input type="checkbox"/>	<p><b>Music PLC</b> Yr 7 – What is a Composition?  AoS 2 – Grades 2-5</p>	<p>I can recognise some genres of music through listening to them and use relevant key words where appropriate.</p> <input type="checkbox"/>
<p>I can recognise some instruments of the orchestra and family names.</p> <input type="checkbox"/>	<p>I can compose music to represent a wide range of moods or a feelings.</p> <input type="checkbox"/>	<p>I can recognise and define various elements of music such as tempo, pitch, texture, dynamics, understanding how they can be used in composition.</p> <input type="checkbox"/>
<p>I can perform, responding to non-verbal conductor signals, taking turns in group work where necessary or lead as a conductor.</p> <input type="checkbox"/>	<p>Both as a soloist or in groups, In composing, I can use the elements of music as a basis to develop my composition through such changes in tempo, texture, dynamics, timbre, pitch and rhythm.</p> <input type="checkbox"/>	<p>I can offer suggestions of what went well and targets to improve during group work, making accurate use of musical vocabulary.</p> <input type="checkbox"/>



# PLC 2

Aspects of the PLC which are commonly poorly scored are integrated into the next topic of work.

This interleaving of topics helps to aid short and long term memory retention and is always a dynamic process as it can change between classes or year on year.

<p>I can perform a melody incorporating 5 notes of the C major scale using techniques to make the melody balanced and logical.</p> <input type="checkbox"/>	<p>I can perform a rhythm comprising semiquavers, quavers crotchets, minims and semibreves.</p> <input type="checkbox"/>	<p>I can include logical structures and control tempo and pitch in my melody.</p> <input type="checkbox"/>
<p>I can compose a melody using rhythms, a narrow range of notes and use of repetition with the melody containing clear direction.</p> <input type="checkbox"/>	<p><b>Music PLC</b> Yr 7 – What is a Composition?  AoS 2 – Grades 2-5</p>	<p>I can recognise some genres of music through listening to them and use relevant key words where appropriate.</p> <input type="checkbox"/>
<p>I can recognise some instruments of the orchestra and family names.</p> <input type="checkbox"/>	<p>I can compose music to represent a wide range of moods or a feelings.</p> <input type="checkbox"/>	<p>I can recognise and define various elements of music such as tempo, pitch, texture, dynamics, understanding how they can be used in composition.</p> <input type="checkbox"/>
<p>I can perform, responding to non-verbal conductor signals, taking turns in group work where necessary or lead as a conductor.</p> <input type="checkbox"/>	<p>Both as a soloist or in groups, In composing, I can use the elements of music as a basis to develop my composition through such changes in tempo, texture, dynamics, timbre, pitch and rhythm.</p> <input type="checkbox"/>	<p>I can offer suggestions of what went well and targets to improve during group work, making accurate use of musical vocabulary.</p> <input type="checkbox"/>

# Ongoing formative assessment examples

- Lesson 1 Yr 7 – Listening tests and Performance tests in order to gain initial knowledge of what pupils know and can do from Primary School.
- Low stakes tests using mini-whiteboards - often at start of lesson then at key junctions throughout.
- Multiple choice questions on such as Microsoft Teams
- Comprehension questions about following a musical score
- Practical assessments in performance and composition
- Hinge questions
- Homework tasks
- Pupils create a schema to help them connect their thinking across topics
- Self and Peer Assessments as part of their ongoing process of developing knowledge and skills



# Summative assessments (1) →

- Following practice, rehearsal and formative assessments, pupils demonstrate what they can now do and what they have learnt.

- Several performances are filmed in order to...

- demonstrate their progress over time

- serve as pupil modelling exemplar material for future classes



# Summative assessments (2)

- Pupils complete self and peer assessments of their practical work in performance and composition.
- Pupils further develop their spelling and Tier 2 and Tier 3 vocabulary skills through DIRT work. Etymology and morphology of words is covered further here.
- They complete summative quiz assessments on Teams in order for me to understand the progress of individuals and re-evaluate my teaching to fill gaps in the future.



**Y7 Music – Composition using Sequence - Self and Peer Assessment**

Name	www	Target	Rank
(Self Assessment)			
(Peer Assessment)			
(Peer Assessment)			
(Peer Assessment)			
DIRT 1	Spellings	Tier 3 definitions	
DIRT	Vocab. Tier 1 → Tier 2		

## DIRT - Spelling and Vocabulary

Spelling - Write the word then 3 times more with correct spelling

Word..... Word.....

1. \_\_\_\_\_ 1. \_\_\_\_\_

2. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 3. \_\_\_\_\_

## Vocabulary

Tier 1 → Tier 2	Tier 1 → Tier 2
→	→
→	→

## Tier 3 vocabulary learnt in this topic with definitions

→	→
→	→

## Music - Summative Assessment 1

1. What is the closest description of a melody in music?

- The famous part of a song
- A combination of different pitches, usually above chords or a bassline ✓
- A repeated pattern
- A set of notes which the singer sings.

