

Musical School Assessment Framework

An Introduction

The National Curriculum purpose of study states:

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”

Dumbledore says in Harry Potter and the Sorcerer’s Stone:

“Ah, music,” he said, wiping his eyes. “A magic beyond all we do here!”

The Charanga Musical School Assessment Framework was devised to support and equip specialist and non-specialist music teachers in their delivery of an exciting, contemporary and relevant, music scheme and freestyle approach that integrates the teaching, learning and assessment process seamlessly. The framework provides each teacher with connected formative and summative planning and assessment documentation. The straightforward, intuitive, digital assessment procedure will assist teachers in creating an E profile of their class and individual pupils.

How do I use Formative and Summative Assessment procedures to their best effect when I’m teaching music?

Formative, or Continuous Assessment

Formative assessment is, of course, intended to support high-quality, in-depth teaching and therefore will inform subsequent learning. Within this framework, it can be used to evaluate pupils’ knowledge and understanding and should be constantly and consistently integrated into the day-to-day delivery of music lessons. In order for pupils to gain conceptual understanding of their musical learning and to provide evidence of this, a repetition-based approach and a more secure, deeper teaching and learning assessment system is required.

Formative assessment typically involves qualitative feedback for both pupil and teacher that focuses on the details of content and performance within the music lesson.

Summative Assessment

Summative assessment within this framework, and used in this musical context, will enable you to evaluate how much a pupil has learned, more than often through performance, at the end of a learning episode.

To use each form of assessment to best effect, it is important to understand their various purposes within a musical learning situation. It is important to be clear why pupils are being assessed, what the assessment is intended to achieve and how the assessment information will be used. The outcomes, whether they are musical, cultural or social, can be amazing. When the pupils begin to take responsibility for their own learning, there will be exciting outcomes in addition to those expected or planned for.

The Framework Explained

An Overview (suitable for the Scheme and Freestyle approach to teaching and learning music)

Each Unit of Work comprises the following Strands of Musical Learning:

1. Listen and Appraise
2. Musical Activities:
 - a. Games
 - b. Singing
 - c. Playing Instruments
 - d. Improvisation
 - e. Composition
3. Perform and Share

Documents 1-5 below are included in the framework and are available for you to print:

1. End of Key Stage Expectations:
 - End of Key Stage 1 Expectations (Year 2)
 - End of Lower Key Stage 2 Expectations (Year 4 - interim)
 - End of Upper Key Stage 2 Expectations (Year 6)
2. Full Lesson Plan — this accompanies each Unit of Work
3. One-page Lesson Plan — A One-page Lesson Plan has been provided for each Unit of Work within the Scheme and a flexible, blank template for the Freestyle approach
4. Assessment Log
5. Cultural and Personal Development Log

Recording and uploading digital evidence to your Pupil Groups

1. **Create a Pupil Group**, it is quick and easy, all you need is a list of your pupils' names. Go to 'My Pupil Groups' in the 'My Workspace' area of the website and click the 'Create a new pupil group' button. Follow the on-screen instructions and paste in the pupils' names under 'Provide pupil access' – either individually or altogether.
2. **Record video or take photographs** of your class performing etc, the digital evidence can be uploaded to the 'Evidence' tab for your class in 'My Pupil Groups' (found in the My Workspace section of the website).
3. **Upload digital evidence** from each Unit of Work and make sure there is a variety of evidence from each Strand of Musical Learning, musical activity and each musical learning focus that you may have. These recordings can be saved and used for assessment purposes for you, the teacher, and the pupils to see and comment upon. Making regular recordings will assist with tracking pupil progression.

How to use the Assessment Framework

Plan, do, check, review

Plan

Create your **Pupil Group** then read the **End of Key Stage documents** listed below. They provide **five progressive statements** for each strand of musical learning. These statements each have a supporting pupil statement that can perhaps be used as a general **musical learning focus** on a step-by-step (lesson-by-lesson) basis or for a more specific focus if required by the pupils and/or teachers (see **One-Page Lesson Plan**).

At the end of each Key Stage, the teacher and pupils will use the given statements to ensure a full understanding of each **Strand of Musical Learning**. The combined outcome of knowledge from each Strand can be added to the **Assessment Log** (see below) by using the shorthand; working towards (WT), working at (WA) or working beyond (WB) or perhaps -, @ and +:

- End of Key Stage 1 Expectations (Year 2)
- End of Lower Key Stage 2 Expectations (Year 4 - interim)
- End of Upper Key Stage 2 Expectations (Year 6)

Now read the **Full Lesson Plan**. This will provide you with the full knowledge and depth of understanding you will need to deliver your music lesson. Prepare the **One-page Lesson Plan** (see below) to use when teaching the unit of choice.

Do

Teach using the **One-page Lesson Plan** - it is a live teaching and learning log. This document is condensed from the Full Lesson Plan and so provides a framework for your teaching. It is a working document therefore add any reminders to it. This is the connective document that enables you as a teacher, to look for **continuous (formative)** assessment opportunities, to note outcomes that are exciting, musical and non musical. General information and evidence collected and noted here can eventually be added to the **Assessment Log** (use your chosen shorthand - see below) and/or the **Cultural and Personal Development Log**.

Digital evidence ie video or photographs can be uploaded to the Evidence tab for your class in the “My Pupil Groups” area of “My Workspace” on the Charanga website.

Check

You will be using the **One-page Lesson Plan** when delivering your lesson. Check that differentiation is consistently employed throughout. Check continuously that in-depth musical learning is taking place. This is vital in order to encourage confidence and progression. Are all the pupils engaged with the lesson? Are they enjoying themselves? There could be an area from a **Strand of Musical Learning** or activity that needs particular attention. Rather than simply revisiting this musical area as part of the next lesson, perhaps use it as a **general focus** for the next lesson. Pupils need to be part of this decision-making process, involve them and use the pupil statements from the **End of Key Stage Expectations** to reinforce musical learning. During the lesson, watch, listen and learn from the pupils’ responses - react suitably and responsively. This will inform the teaching and learning for the next step / lesson. Make sure that each pupil is engaged when taking part in the Perform and Share section of the lesson.

General information and evidence collected and noted here in the lesson plan can be added to the **Assessment Log** and/or the Cultural and Personal Development Log and **evidenced digitally**.

Review

Review and reflect upon your own teaching / delivery to inform the next step / lesson. Reflecting with the pupils is also valuable. Statements such as “What Went Well?” “Would be even better if...” are sometimes useful to encourage discussion about the lesson.

Self Assessment ideas (Pupil):

Engage the pupils in conversation about their progress throughout the unit / year / Key Stage. Challenge them about their next steps with relevant questioning. High expectations will build confidence, take feedback from the discussions to inform your assessment.

What are their general feelings about their music lesson/s and their progress? Again, here there is opportunity to utilise the **Self Assessment questions** and Pupil Statements as questions from the **End of Key Stage Expectations**.

Use the **Pupil Statements** from the **End of Key Stage Expectations**.

The pupil statements match the teacher statements and are written using language that the pupils will understand. A general “I can...” statement will not ensure conceptual understanding or depth of learning, therefore many of the pupil statements ask for more demanding and thought-through responses. They can be extracted, or left within their discrete Strand of Musical learning, and should be used as a focus to reinforce musical learning as appropriate.

The pupils can record their responses on video or however you choose. Outcomes can then be logged on the relevant spreadsheets.

Below are some **more** possible questions / discussion points for your pupils. Use correct language and questioning for the age group you are teaching.

- What have you learnt during this unit that you didn't know before?
- Discussion about the interrelated dimensions of music, dependent on the depth of their learning encounter
- Have you grown in confidence when it comes to: Singing? Playing instruments? Improvising? Composing? Talking about musical styles? Discussing music in general, likes, dislikes etc
- What would help you feel more confident generally in your music lesson?
- Do you need support when it comes to performing alone?
- How would you feel if you were asked to sing/play on your own?
- Do you feel happier working as part of a group / ensemble or on your own?
- Did you feel happy with the instrumental part you played or was it too easy / difficult?
- Would you feel able to say in the lesson if you felt your part was too easy / difficult?
- Eventually you should feel confident to choose the part you play and decide if it is suitable - thoughts?
- Do you enjoy performing in front of an audience? How does it make you feel?
- Perhaps discuss specific **Strands of Musical Learning** - adapt/use the **Pupil Statements from the End of Key Stage Expectations documents**.

Summative assessment:

Performance is central to the consolidation of musical learning and therefore can be used as the basis for much of the summative assessment process.

Add all relevant outcomes and information from the music lessons and performances to:

1. The **Assessment Log** — this spreadsheet records the combined musical outcomes of each **Strand of Musical Learning** (see **Strands of Musical Learning** above) from each Unit of Work within each year group and Key Stage using the appropriate **End of Key Stage Expectations** statements.

Fill in the **Assessment Log** as you wish and when it fits with your school procedures. Weekly / half termly / termly? You decide.

Use your chosen shorthand to record outcomes: WT - Working Towards, WA - Working At, WB - Working Beyond or use the symbols -, @ and +. Again, you decide. Most children will be “working at” the given statements by the end of a Key Stage.

2. The **Cultural and Personal Development Log** - a spreadsheet to record enrichment activities.

You will see the headings below on the spreadsheet, add more if you wish.

Have the pupils had experiences of:

- Music outside of school? Instrumental lessons?
 - Access to Charanga Music World?
 - Enrichment visits with school groups? Outside of school?
 - Self assessment opportunities? If so, what are they?
 - Taking responsibility for their musical learning in any way?
 - Organising a performance?
 - Performance opportunities and the joy and confidence this can bring?
 - Full musical engagement during their learning process?
 - Non-musical outcomes eg social?
 - Reflection within their learning experience?
3. The Evidence tab for your class in the ‘My Pupil Groups’ area of ‘My Workspace’ on the Charanga website

Digital evidence of continued musical progression reflects achievement at the end of a learning episode ie the end of the year or the end of a Key Stage. Create recordings of all performances undertaken, include the rehearsals and sharing sessions at the end of a lesson/step. The process is as important as the final outcome and enlightening to revisit as a group.

Progress will be seen visually on both of the logs above and from stored digital evidence created from lessons and performances.

Assessment Framework

A One-page Overview — The Teaching And Learning Flow

Plan:

Read the End of Key Stage Expectations document for your given year group. This provides five progressive teacher statements with supporting pupil statements for each Strand of Musical Learning within each Unit of Work. The combined outcome of knowledge from each Strand can be added to the **Assessment Log** by using the shorthand; working towards (WT), working at (WA) or working beyond (WB) or perhaps -, @ and +. The document comprises:

- End of Key Stage 1 Expectations (Year 2)
- End of Lower Key Stage 2 Expectations (Year 4 - interim)
- End of Upper Key Stage 2 Expectations (Year 6)

Now read the Full Lesson Plan for knowledge and depth of understanding but use the One-page Lesson Plan to teach from. Remember to create your Pupil Group.

Do:

- Teach using the One-page Lesson Plan, it is a live teaching and learning log.
- Use this lesson plan as a working document, it is derived from the Full Lesson Plan.
- Note exciting and informative, musical and non-musical outcomes.
- Add any relevant evidence from the lesson to your One-page Lesson plan. Later it can be added to the Assessment Log or perhaps the Cultural and Personal Development Log.
- Have you collected digital evidence? If so, add it to Evidence tab for your class in 'My Pupil Groups'.

Check:

- Are you using the One-page Lesson Plan when delivering your lesson?
- Is differentiation being consistently employed throughout the lesson?
- Is in-depth musical learning taking place? This is vital in order to encourage confidence and progression.
- Are all the pupils engaged with the lesson? Are they enjoying themselves?
- Is there a general focus for the next lesson? Pupils need to be part of this decision-making process.
- Use the Pupil Statements from the End of Key Stage Expectations to reinforce musical learning.
- During the lesson, watch, listen and learn from the pupil's responses - react suitably and responsively. This will inform the teaching and learning for the next step/lesson.
- General information and evidence collected and noted in the lesson plan can be added to the Assessment Log or perhaps the Cultural and Personal Development Log and evidenced digitally.

Review:

- Review and reflect upon your own teaching / delivery to inform the next step/lesson.
- Reflection with the pupils is also valuable.
- Create engaging conversations with the pupils about their feelings and progress etc.
- Refer to the Self Assessment questions.
- Use the Pupil Statements from the End of Key Stage Expectations.

Summative assessment: Performance should be at the centre

Add relevant outcomes and information to:

1. The Assessment Log (use your chosen shorthand) - record of musical outcomes.
2. The Cultural and Personal Development Log - a record of enrichment activities.
3. The Evidence tab for your class in the 'My Pupil Groups' area of 'My Workspace' on the Charanga website - digital evidence.