


Subject		FUNCTIONS OF ASSESSMENT		
Music KS3		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
		<p>The instructional guidance that identifies central points of learning and plans for the progression of individuals students.</p>	<p>This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)</p>	<p>This is about institutional accountability and comes after terminal exams.</p>
TIMESCALE	<p><b>Annually</b></p>	<p>Baseline Assessment to assess the students prior learning</p>	<p>Six End of Unit Observations which have teacher feedback, peer feedback and self-assessment to develop learning</p> <p><u>Year 7</u> Rhythm and Theory Keyboard Skills and Christmas Music Gamelan or Steel Pans, Fusions, Singing Pop Music</p> <p><u>Year 8</u> Musicals, Film Music, Baroque and Classical Music Samba, Dance Music or Radio Project Programme Music</p>	<p>End of year grade is compared to their projected band and analysed to gain insight into levels of progress made.</p>
	<p><b>Interim</b></p> <p>Could be termly or half termly</p>	<p>Half termly topics/units in which verbal feedback and peer feedback is given every lessons.</p> <p>Lesson ready is given when necessary and takes the form of learning a piece of music at home before the lesson or researching the composer before playing a piece.</p>	<p>Half termly schemes of learning assessed against criteria at the end of every half term.</p> <p>At the data points, an average of the activities completed so far is taken.</p>	
	<p><b>Weekly</b></p>	<p>Use of level ladders are used every lesson which is differentiated for all learners.</p> <p>Teacher, peer and self-evaluation used in lessons to ensure progress and next steps considered.</p> <p>Assessments during lessons in the form of verbal feedback, questioning and clarification of understanding.</p>		

	<b>Hourly</b>	Within lessons students will be assessed by; <ul style="list-style-type: none"><li>• Questioning in class</li><li>• Quizzes</li><li>• Practical tasks on various different instruments</li><li>• Keyword anagrams and spelling</li><li>• Reflecting against the set objectives</li></ul>	
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