

## Self-Evaluation Subject Profile

**Curriculum Area - Music**

**Evaluation Area - Assessment, Recording & Reporting**

Descriptor	1	2	3	4
Assessment is <b>linked to NC Programmes of Study &amp; level descriptions</b> for Music				
<b>Specific criteria</b> are applied when marking pupils' work e.g. NC level descriptors				
Assessment is <b>internally moderated</b> by staff to ensure consistency and reliability				
There is <b>regular and substantial marking</b> of pupils' work				
There is regular and substantial <b>feedback</b> to pupils in order to identify their strengths & weaknesses				
Assessments are used by teachers in their <b>planning &amp; to set appropriate targets</b> for pupils (e.g. targets linked to specific pupil weaknesses and / or NC level criteria)				
Teacher <b>records</b> contain a full picture of pupils' achievements & progress				
Information from assessments is <b>analysed</b> effectively & used to improve pupil performance and contribute to whole-school self monitoring / evaluation procedures				
Reports to parents provide a full & accurate picture of their children's achievements and <b>guidance for further improvement</b>				

1 =good with outstanding features

2 =good features and no important shortcomings

3 =good features outweigh shortcomings

4 =some good features but shortcomings in important areas

## Self-Evaluation Subject Profile

**Curriculum Area - Music**

**Evaluation Area - Subject Standards**

<b>Descriptor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Most / many pupils: -</b>				
Demonstrate <b>technical competence and accuracy</b> appropriate to their development in both; - <ul style="list-style-type: none"> <li>vocal performance</li> <li>instrumental performance</li> </ul>				
<b>Perform confidently</b> - with increasing control of the sounds they produce				
<b>Sing in tune</b> with clear diction				
<b>Communicate effectively</b>				
Explore a <b>range of sound sources</b> (instruments) from which they select, combine and arrange sounds effectively, imaginatively and with musical expression				
<b>Improvise and create</b> complete compositions in response to a variety of stimuli				
<b>Produce outcomes</b> which are musically interesting & represent specific moods or atmosphere				
<b>Appraise their own and others' music</b> perceptively, focussing on specific elements and evaluating these				
Appraise music from a broad range of <b>styles &amp; cultures</b>				
Acquire musical; - <ul style="list-style-type: none"> <li>knowledge</li> <li>skills and</li> <li>understanding – by <b>direct engagement through practical activities</b></li> </ul>				
Make progress through <b>regular practise and by evaluating</b> their own and others' work				
<b>Apply</b> what they have learned in a range of contexts				
Produce work which displays <b>musical imagination</b> and achieves good technical / expressive standards				

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## Self-Evaluation Subject Profile

**Curriculum Area - Music**

**Evaluation Area - Teaching Effectiveness**

<b>Descriptor</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Presentation of work</b> engages and interests pupils				
<b>Appropriate balance</b> of teacher demonstration and pupil activities				
<b>Rigorous questioning</b> of pupils to probe and extend their understanding				
Encourages and enables pupils to achieve <b>high musical standards</b>				
Makes <b>effective use of lesson time</b> to; - <ul style="list-style-type: none"> <li>• allow adequate coverage of NC</li> <li>• provide appropriate opportunities for extended periods of practical activities</li> </ul>				
Provides opportunities for each pupil to make progress in <b>making music</b> whether individually or with others				
Ensures that <b>assessment procedures</b> focus on pupils' progress in performing, composing and appraising music				

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## Self-Evaluation Subject Profile

**Curriculum Area - Music**

**Evaluation Area - Key Skill development**

Descriptor	1	2	3	4
<b>Most / many pupils: -</b>				
Reinforce <b>basic language concepts</b> and develop vocabulary through rhythm, rhyme & song				
<b>Use language appropriately</b> when discussing or writing about music				
Reinforce basic <b>numeracy skills</b> through song and use number & other mathematical skills in musical contexts				
Use appropriate <b>ICT applications</b> (music technology, audio equipment etc) in order to improve the quality of their music making				
<b>Evaluate their own work</b> and improve its quality – in particular by practising regularly and with appropriate focus				
Acquire and practise <b>collaborative skills</b> in the preparation of group compositions and performances				
Develop skills in particular aspects of <b>problem-solving</b> related to; - <ul style="list-style-type: none"> <li>• musical composition</li> <li>• performance</li> </ul>				

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