



### Learning Intentions and success criteria (including effective feedback)

#### Using Rubrics to support learning - Keith Murphy

From as early in S1 as possible in music, pupils are given more responsibility and agency for their learning. One of the challenges we face is how to capture and track learning and to also make it visible to pupils. Our lessons are largely pupil led and teacher supported. Learning Intentions and Success Criteria do not lend themselves easily to this approach as pupils are working on different pieces of music, at different times, at different stages of learning. Given we have 50 minute periods, we did not want to spend a long time on protracted target setting exercises. We now use a system in S1 & S2 which is being developed into S3 where we use formative assessment rubrics to track the learning process. These rubrics identify key skills on an instrument and break down the process of learning a piece of music. They are designed to support young people owning their learning and to be accountable to both themselves and the teacher. It has been an interesting process breaking down instrument specific and creative learning into component parts and to develop a progression framework for each skill. This is also now aligned with our summative rubric based on the new 4 step assessment currency.

Keyboard Skills	I am beginning to...	I am understanding...	I can confidently...
<b>Playing Technique</b>	1 Know the basics of using the correct fingers but don't always remember to use the correct fingering	2 How to use the correct fingers but I need to work to make it consistent throughout the music.	3 Use the correct fingers and hand position in the music I am playing.
<b>Melody &amp; Accompaniment</b>	4 Practice small sections of music with each hand individually, focussing on the melody (RH)	5 How to piece bigger sections of music together with both hands and understanding the difference between treble and bass clef.	6 Play the full piece of music using both hands.
<b>Fluency &amp; Timing</b>	7 Play the correct rhythms and feel the pulse of the music but I still hesitate a lot	8 About the importance of improving my timing, but I need to work to make it consistent throughout the music.	9 Play at the correct tempo and I can comfortably play along with others/backing track
<b>Reading/Literacy</b>	10 To be able to work out the note lengths and recognise the notes on the staff, but I need time to think about it.	11 Note lengths and identify notes on the staff. I can also recognise repeat signs.	12 Work out the notes and rhythms in a new piece of music.
<b>Expression</b>	13 Become more aware of the mood and character of a piece of music.	14 How to play the song and fit with the right mood and style but need to practice a little more.	15 Play with the right feel and in the right style.

At the start of the lesson the pupils complete their daily target sheet by selecting a skill from the rubric. They will use this skill as their primary focus when learning a piece of music. They can check in with a peer or teacher for feedback. At the end of the lesson they state whether they think they have achieved that particular skill and if not to give a reason.

The system is still a work in progress and we are making tweaks and improving as we go to reflect how our courses are changing.

Rubric Skills Check

Name:

Class:

Date	Instrument	Piece of Music	Rubric Skill Number	Achieved Y/N	If no, what stopped you achieving this today? (Tick one)	Checked by a peer or Teacher Y/N?
26/4	Keyboard	All of Me	4	N	<input checked="" type="checkbox"/> Need help to progress <input type="checkbox"/> Need more practise time <input type="checkbox"/> Didn't understand what to do Other reason: Write below!	
3/5	Keyboard	All of Me	4	Y	<input type="checkbox"/> Need help to progress <input type="checkbox"/> Need more practise time <input type="checkbox"/> Didn't understand what to do	Yes, peer.
					<input type="checkbox"/> Need help to progress <input type="checkbox"/> Need more practise time <input type="checkbox"/> Didn't understand what to do	

## Evidence of learning

### Personal Writing and Differentiation - Stephen Milligen

What do we do when we have young people who find extended writing quite challenging?

In this instance, we are still able to evidence their learning in a number of ways. When completing this unit, the final outcome is differentiated for young people. Therefore, the most able are encouraged to produce an 'old fashioned' piece of writing where they evidence the key skills they have learned in traditional essay format. While they are producing this piece of writing, at every stage they share ideas with their peers (swap Chromebooks and read each other's paragraphs, for example). Therefore, they are able to evidence their learning to each other and to me, as well as encourage each other with different ideas, ways of expression etc.

For less able students, the task can be differentiated by those pupils who find extended writing quite challenging completing a personal reflective storyboard or verbal/video response. This is something that works well - they still demonstrate the key skills they have learned.

When describing the skills involved in personal reflective writing, we discuss how students can reflect implicitly rather than explicitly. In order to do this, they evidence their learning through drama. For example, Pupil A - can you show me how you are bored? Pupil A then proceeds to make facial expressions or hand movements that demonstrate boredom. The other students write this down

By clearly differentiating and evidencing learning in process and in outcome, pupils can produce excellent pieces of writing.

## Instructing others

### Group-Based Test Preparation – Paul Beards

This is a great way for pupils to revise for a test by helping each other learn essential facts. Organise the class into groups of 5 or 6. Each pupil is given a task related to one of the topics in the test.

Two examples for a recent test were:

- 1. Explain 'The Design Process' to the rest of the group, naming each stage in the correct order.**
- 2. Explain the term CAD and describe the advantages this offers a designer**

Give them time to prepare (this will depend on the topic/task). I normally give the class books or web-links to read up. Many prepare their facts in the form of a simple A3 poster using felt pens. Each member then presents to the group. At the end of each presentation the group should traffic light the response and then suggest any improvements/additions.

## Owning learning

### Using Starters for Tracking - Iain Christie

Lesson starter questions have long been used in Maths for two main reasons. Firstly they allow regular reinforcement of the necessary building blocks on which progress is built and, secondly, they allow pupils to practise certain standard and predictable exam type questions on a regular basis. Now we also use them as a simple but effective means of tracking progress.

Pupils have a list of relevant topics and sub-topics in their jotters, each coded alphabetically. That alphabet code is attached to each starter question and success or failure can be entered on a grid using ticks and crosses. Newer topics appear more frequently until seen to be embedded in the long term memory but still make regular appearances to keep them to the forefront of a pupils mind.

This gives pupils a record of individual progress in their jotters that is instantly available to them; to their families and to their teachers. It can guide home or Supported Study revision and, in some cases, homework choice. A teacher can view it on a daily basis and use it formatively in learning conversations with individual pupils as well as in pinpointing areas where whole class reinforcement is required.