

## ASSESSMENT A community of practice

### Short Film Worksheet

#### Discussion Questions (General)

- Was there anything that you heard in this film that really struck a chord for you?
- Do these stories reflect your experience of KS3 music?
- Are you part of any 'communities of practice' in which people with shared interests learn to do things better, together?

#### Questions for teachers

- Are you using National Curriculum Levels, or a similar system, to assess the musical progress of pupils in your school?
- How effective do you feel your current assessment strategies are in supporting and monitoring your pupils' learning?
- Are there any strategies from this film that you would be interested to explore in your teaching?
- In what ways could you and others watching this film today support each other to develop your approach to musical assessment?

#### Questions for others

- What did you learn from this film about the professional development needs of teachers?
- What could you/your organisation do differently that would help KS3 teachers to develop their teaching?

## More Information

This short film captures a number of KS3 music teachers from London schools talking about approach to music assessment. They discuss

- Why they chose to attend the TTM *Principles of Assessment* Inspire Event
- How they approach musical assessment now and what they would like to change
- learning from the TTM *Principles of Assessment* Inspire Event
- the importance of being part of a wider community of practice
- how their approach to assessment has changed and the impact this has had

Principles of Assessment was an Inspire Event developed and delivered for Teach Through Music by Dr Ally Daubney (University of Sussex) and Professor Martin Fautley (Birmingham City University). It responded to difficulties encountered by teachers in developing or advocating for alternatives to the use of National Curriculum Levels to assessing musical progress.

### Why did we make this film?

Teach Through Music (TTM) research found that the average number of teachers in the music departments of participating schools was 2.5. That means that many music teachers only have one or two specialist peers with whom to discuss their teaching, share experiences or exchange ideas. Of those teachers who enrolled to Teach Through Music, more than 50% cited isolation from other subject specialists or the desire to know more about what is happening in other schools as important Learning Goals.

TTM Short Films capture KS3 Music teachers in conversation about their experiences. Each focuses on one key area of practice as well as how a specific model of professional development has supported them to develop their teaching.

### Who is this film for?

TTM Short Films are for everyone and anyone who cares about access to high quality musical learning experiences for young people. Whether you are a KS3 teacher, music hub, cultural organisation, senior leader or policy maker, they aim to provide insight into the perspectives of teachers and inform your work.

### How can I use this film as a resource?

- Why not show this film to colleagues? This could be other teachers at your school, a Music Hub Network Meeting or a team meeting within a cultural organisation. Could you show it to a school Senior Leader or policy maker?
- If you can, please take the opportunity to discuss the film and issues it raises. This worksheet provides a series of questions you might like to consider.

### Additional Resources:

Find further information on Teach Through Music's Assessment Inspire Event within the Resource Bank located in [www.trinitylaban.ac.uk/musicprofessionals](http://www.trinitylaban.ac.uk/musicprofessionals).

You may find the Framework developed by Martin and Ally with Incorporated Society of Musicians (ISM) [here](#) helpful too. Follow Martin and Ally on twitter, and subscribe to [Martin's blog](#) if you would like to keep up to date on the discussion around Musical Assessment.

