

# Unit 6

## Developing curricular target setting in music

Following the training in the generic unit *Curricular target setting*, it is important to consider how the key messages of the training apply to music. As part of the whole-school focus on Assessment for learning, the following subject development material is intended to help you consider the key messages of the training unit and identify any areas requiring development in your department.

The following is a brief summary of the training unit.

### Objectives

- To define what is meant by curricular target setting.
- To explain and exemplify the principles of curricular target setting.
- To outline the process of setting curricular targets.

### Key messages

- A curricular target expresses in words, supported by data, a specific aspect of the curriculum as a focus for improvement. It may be focused by numeric outcomes. It is identified from a range of sources of evidence as an area of weakness in pupils' learning.  
Curricular targets can be:
  - for a whole class, a group of pupils, an individual pupil
  - long-term (e.g. term or year), medium-term (e.g. few weeks), short-term (e.g. few lessons).
- The target should detail specific cohorts, classes or groups of pupils who need more effective provision, intervention, support or monitoring in order to make better progress.
- It will need to be matched to year groups and classes to ensure progression towards achieving the planned improvement. This is known as a layered curricular target.
- Teaching objectives in medium-term plans or schemes of work will need to directly address the curricular targets. This will be further refined in learning objectives within lessons to ensure the target is being addressed. A target may be revisited several times in a unit, in a year and across the key stage to ensure there is progression towards the target.
- Curricular targets are established through an analysis of available information about what has and has not been learned. An appropriate target ensures that pupils' prior attainment and achievements are built on throughout the key stage. It will often focus teaching on areas of underperformance, supporting improved learning outcomes for underachieving groups of pupils.

- Curricular targets are established through a process of:
  - information gathering
  - information analysis
  - identification of issues
  - planned actions and related success criteria.

The following material builds on the tasks outlined in the 'Ready for more?' section of the *Curricular target setting* training unit and it is intended for all those who teach music.

## **Reviewing existing practice in curricular target setting**

The table on page 3 provides a tool for the department to self-review current practice and to help identify an appropriate starting point.

As a department, agree and highlight the statements below that best reflect the practice of the whole department. At the bottom of each column is a reference to the tasks that will support your current practice and provide the appropriate material to develop from this point.

Having completed this review you should read 'Making effective use of the subject development material' on page 4.

	<b>Focusing</b>	<b>Developing</b>	<b>Establishing</b>	<b>Enhancing</b>
Teachers	<p>The subject leader has identified that:</p> <ul style="list-style-type: none"> <li>although teachers are provided with prior attainment data and targets for individual pupils expressed as expected levels, this is rarely used to inform curricular targets</li> <li>target setting is left mainly to individual teachers with their own classes</li> <li>there is little or no link made between the numeric data and the teaching and learning objectives needed to achieve them.</li> </ul>	<p>Assessment data (information) in the subject is used to help identify the progress of individuals and groups of pupils.</p> <p>Teachers within a department have begun to identify and use curricular targets to focus their teaching on areas of underperformance and raise standards. However, this is not yet coordinated across the department.</p> <p>Some identification of gaps in pupils' learning is used to inform short-term planning.</p>	<p>Assessment data (information) is gathered and analysed on a regular basis. It is used to track progress and identify next steps for individuals and groups of pupils.</p> <p>At departmental level, some planning is informed through a review and identification of weaknesses in pupils' learning.</p> <p>Teaching objectives are derived from this and gaps in pupils' learning are addressed through this.</p> <p>Target setting is more established in some year groups or key stages than others.</p>	<p>There is a rigorous target-setting process in place as part of school and departmental improvement planning.</p> <p>Curricular targets are established through a process of information gathering, analysis, and identification of issues. This leads to planned actions and related success criteria.</p> <p>Pupil level data and complementary qualitative information is used on a regular basis in all year groups to identify individuals and groups of pupils with specific learning gaps. These are expressed as subject-specific curricular targets and are addressed in planning through focused learning objectives.</p>
Pupils	<p>The subject leader has identified that:</p> <ul style="list-style-type: none"> <li>pupils typically know their numeric targets expressed in terms of levels</li> <li>pupils make little link between these targets and the feedback about their work.</li> </ul>	<p>Some pupils are aware of the most immediate target to address in their subject work.</p>	<p>In many instances, pupils are aware of their targets in the subject that will help them to improve their achievement in the subject.</p> <p>Pupils are aware of the linkage between the objectives for the lesson and the opportunity for them to address their targets.</p>	<p>Pupils take an active part in the target-setting and target-getting process.</p> <p>They understand their targets in terms of what they are doing, how well they have done and how they can improve their work.</p>
	Start with Task 6A	Start with Task 6A	Start with Task 6B	Start with Task 6B

## **Making effective use of the subject development material**

The tasks you have been referred to are intended to support the development or extension of curricular targets in music and provide guidance on how to embed this into regular practice in music lessons.

The results of the self-review will have suggested the appropriate task(s) that will support your department's development needs.

To make best use of the supporting material the following sequence will be helpful.

### **1 Read the task and the supporting exemplification.**

This describes how a department has approached the task and worked through each of its stages. It is given as an *example* of how the task might be addressed. It is not intended that you follow this approach, which is given as a guide to the process that will support improvements in your subject.

### **2 Identify what the department did and the impact it had on pupils.**

Discuss as a team the example provided and establish the key areas that helped to develop this practice and the impact it had on pupils. It will be helpful to identify the changes in teachers' practice and how these impacted on pupils' learning.

### **3 Agree and plan the actions that will develop your practice.**

As a department, agree how you intend to approach this task. Clarify what you are focusing on and why. The example given will act as a guide, but be specific about which classes, which lessons and which aspects of the curriculum will be your points of focus.

### **4 Identify when and how you will evaluate its impact on pupils.**

The purpose of focusing on this is to improve pupils' achievement and attainment in music. You will need to be clear on what has helped pupils to learn more effectively in your subject. Part of this will be how your practice has adapted to allow this. You should jointly identify what has worked well and which areas require further attention.

### **5 Having evaluated these strategies, consider what steps are required to embed this practice.**

You will need to undertake an honest evaluation of what you have tried and the impact it has had on your teaching and on pupils' learning. One outcome might be that you need to spend longer on improving this area or you may be in a position to consider the next task.

Other departments in the school will have been focusing on this area and you should find out about the progress they have made.

You may find that some teachers in the department will require further time to develop and consolidate new practice, while others will be ready to progress further through the tasks in this area (while continuing to support their colleagues). Practice across a department will need to be consolidated before focusing on a new area of Assessment for learning.

## The subject development tasks

### Task 6A

Identify a curricular target from the outcomes of an end of unit or end of year assessment.

For core subjects you may wish to refer to the relevant QCA *Implications for teaching and learning* document to stimulate discussion and inform relevant curricular targets for your subject.

Use **handouts 6.4** and **6.5** (see **appendices 6A.1** and **6A.2**) in the generic unit to assist in layering the target for each year group.

Consider how these targets might need to be modified for the most and least able in the year group, while remaining challenging for all groups of pupils.

### Task 6B

In pairs, carry out a scrutiny of pupils' work from a particular topic in a year group.

Identify areas of weakness in pupils' understanding and compare these outcomes with the *intended* learning outcomes.

Agree a relevant curricular target that matches this evidence and plan the teaching necessary to address it.

Evaluate the impact of this focus on pupils' learning.

The following pages provide exemplification of each task.

## Task 6A

**Identify a curricular target from the outcomes of an end of unit or end of year assessment.**

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**Use handouts 6.4 and 6.5 (see appendices 6A.1 and 6A.2) in the generic unit to assist in layering the target for each year group.**

**Consider how these targets might need to be modified for the most and least able in the year group, while remaining challenging for all groups of pupils.**

## Context

In one school, all subject departments had been asked to set numerical targets for improved attainment at Key Stage 3. Using the available data, the music department had set a challenging numerical target for *Listening and appraising*.

### Key Stage 3 numerical target

In music, the percentage of pupils achieving level 5 and above in *Listening and appraising* will improve from 64% to 70% by the end of the key stage in July 2006.

In the light of pupils' current attainment, this was ambitious. In order to make it achievable, the department recognised the need to identify areas for development and to establish curricular targets.

## Process

In the process of reviewing its Key Stage 3 curriculum and standards, the department used evidence from its latest Ofsted report, work scrutiny and end-of-unit teacher assessments. From this combined evidence, they found that in each year group most pupils achieved their lowest level in *Listening and appraising*. The department identified specifically that pupils found it difficult to recall the terminology of musical elements and could not apply it accurately. In order to improve this aspect of pupil achievement, the following curricular target was set.

### Key Stage 3 curricular target

All pupils will develop their knowledge and understanding of musical vocabulary and their ability to apply it with growing confidence to music they hear, compose and perform.

From this key stage curricular target, the department was able to construct layered curricular targets for each year group as shown below. To do this they used the National Curriculum level descriptors to identify the expected progression across the key stage.

Over the next month, the department revised their medium-term plans to ensure that the curricular target they had identified would be evident in teaching across the key stage.

## Layering a curricular target in music

<b>Key Stage 3 curricular target</b>	To improve pupils' knowledge and understanding of musical vocabulary and their ability to apply it with growing confidence to music they hear, compose and perform.		
	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Year group target</b>	Pupils can identify clear changes in tempo and dynamics using Italian terms, such as <i>allegro</i> , <i>andante</i> , <i>crescendo</i> , <i>diminuendo</i> , <i>forte</i> and <i>piano</i> , and use this knowledge in making their responses to music.	Pupils are increasingly confident in using musical vocabulary to explain how the musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used expressively to create different moods and effects.	Pupils are increasingly confident and independent in using musical vocabulary to analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard.
<b>Whole-class target</b>	Pupils can describe music, showing understanding of dynamics, pace, duration and timbre.	Pupils can describe, compare and evaluate using the elements.	Pupils discriminate and recognise the main characteristics from a wide variety of music.
<b>Individual target</b>	I can describe music in terms of dynamics, pace, duration and timbre.	I can recognise and understand how each of the elements is used.	I can evaluate music from a range of genres, periods and places in the world.
<b>Able pupils</b>	Pupils develop their use of musical vocabulary related to the full range of musical elements and how these are combined to produce different effects.	Pupils are able to do the above with increased confidence and with a growing level of independence.	Pupils are able to articulate critical judgements, using musical vocabulary, about how different contexts are reflected in their own and others' compositions.  <i>(continued)</i>

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
<b>Whole-class target for able pupils</b>	Pupils can make broad distinctions between the elements and use simple terms to describe how they are used.	Pupils describe, compare and evaluate, using the elements.	Pupils discriminate and recognise the main characteristic from the widest range of music.
<b>Individual target</b>	I can describe how the elements are used.	I can evaluate music to compare and improve, using all the musical elements.	I can evaluate music from all musical periods using all genres, including world music.

## **Evaluation**

In their review of the process, the department agreed that while it had seemed daunting and had proved time-consuming, it had taken them back to the National Curriculum level descriptors and focused the department on progression. Department members felt that the layering of targets would enable teachers and pupils to track their progress towards achieving the target. The department agreed a timescale for the regular reviewing of the progress of each teaching group and year group towards the target.

## Task 6B

**In pairs, carry out a scrutiny of pupils' work from a particular topic in a year group.**

**Identify areas of weakness in pupils' understanding and compare these outcomes with the *intended* learning outcomes.**

**Agree a relevant curricular target that matches this evidence and plan the teaching necessary to address it.**

**Evaluate the impact of this focus on pupils' learning.**

## Context

In a school with a full-time head of department and a part-time main-scale teacher, the Year 9 pupils worked on a blues unit. Part of the unit assessment required pupils to work in groups of three to five to compose and perform a standard blues song. The teachers wanted to discover the areas in which pupils were not achieving the intended learning outcomes so that they could identify what curricular targets should be set.

## Process

Having agreed that a work scrutiny would provide the evidence they needed, they decided to use video recording of pupils' performances. This allowed the two teachers to watch some of the video together and discuss the performances at a department meeting. They realised that without a video recording such an opportunity, to compare criteria for assessment and analyse the factors underpinning performance, very rarely arises.

Pupils had been provided with written instructions giving specific requirements for the piece. It had to include:

- 12-bar backing track
- lyrics that 'scanned' with the backing
- an original melody that included syncopation and used the blues scale.

Pupils were told that more credit could be gained if the piece included:

- a walking bass line
- instrumental improvisation using call and response.

The performance needed to be secure and fluent, with a certain 'sparkle'.

The scrutiny of work (watching the video) revealed that pupils were most successful when they had 'internalised' the structure of the blues and could feel how the melody and harmonies should fit together. Pupils who had not been able to do this struggled to fit the lyrics into a fluent phrase and were often unable accurately to synchronise their melody with the 12-bar accompaniment. When they made a mistake, they were unable to hear it and therefore became further and further out of time.

Using this evidence, the teachers were able to agree a curricular target:

90% of pupils are able to perform the 12-bar chord sequence from memory and accompany an instrumental improvisation before beginning the group work.
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Achieving this target would mean that the chord sequence would be fairly automatic, thus developing an internal register so that pupils could hear and feel if they were making mistakes.

It was agreed that the teaching needed to focus more closely on the skill of performing by ear and memory. More time would be given to building-up skill levels in these areas earlier in the term, using a variety of listening tasks and short-term performance tasks, allowing less time to complete the extended composition and performance assessment task but providing a stronger foundation. This was addressed by providing opportunities for pupils to listen regularly to songs in blues style. Pupils were asked to identify specific features of the blues – e.g. bending notes, blues notes and syncopation – and they practised identifying chord changes aurally.

## **Evaluation**

To evaluate the impact of this focus on pupils' progress, a further similar assessment and scrutiny was carried out after six months. There was evidence that pupils had become more confident in both their aural awareness and their performing and composing skills. The confidence was reflected in the fact that nearly all pupils were prepared to improvise vocally in front of the class and all could do so on the keyboard. Only very few needed assistance to keep in time with a backing track. Importantly, pupils' motivation had significantly increased and teachers felt inspired by their ability to shift the performance of a sizeable number of pupils and inject new enthusiasm into the whole year group.

This had been achieved through taking time to analyse systematically pupil response to classroom tasks, to identify barriers to attainment at the higher levels, then to shape and implement plans to overcome these barriers. The teachers were able to plan their lessons with much greater precision. Although they had to give up some of the activities done in previous years in order to achieve this curricular target, this was shown and acknowledged to be a very valuable 'trade off'.

The most successful pupils were those who were prepared to listen to others' opinions and combine and refine ideas. This was a significant learning point for the teachers concerned, who had not previously fully recognised the extent to which high attainment might be linked to collaborative working. Significantly, there was no discernible gender bias in terms of pupil attainment, as boys responded just as positively as girls.

## Handout 6.4 – Principles for layering curricular targets

### Group or pupil target

- Generally applicable to all pupils in a class but may be modified for specific groups
- Can be discussed explicitly with pupils, particularly during the plenary where pupils are encouraged to reflect on what they have learned and what they need to do next

### Term 1 target for Class 8AB

- Drawn from the termly objectives of the subject framework or the learning objectives in a scheme of work incorporated into teachers' planning
- May be given a particular emphasis in teachers' medium-term plans (i.e. more time to cover the objective, specific opportunities to apply this)

### Year group target

- How a specific year group contributes to the overall key stage target. There may be a target for each year group to ensure progression across the key stage. This reinforces that all teachers across the key stage contribute towards the achievement of the target
- This can be monitored over the course of the year, e.g. 'How many pupils in the cohort can do this at the start of the year/at the midpoint/at the end of the year?'

### Key Stage 3 curricular target

- Usually arrived at by audit, data analysis, scrutiny of pupils' scripts or work samples – an overall area of weakness which needs to be targeted
- Can be openly identified and discussed with pupils as an aspect of work, which everyone will be particularly focusing on this year

## Handout 6.5 – Examples of layering a curricular target

Subject	Key stage target	Year group target	Class target	Group/pupil target
Science	Pupils need to make progress in their investigative skills.	In an investigation pupils are able to identify the key variables that they can and cannot control.	Pupils can use the science department's planning posters to plan their own investigations. (Year 8)	I can plan my own investigation and say what I will change, what I will measure and what I think will happen.
MFL	Promote pupils' independence as language learners.	In spoken work pupils can sustain short unscripted discussions and exchanges building on scripted (Year 8) supported work started in Year 7.	Pupils can read aloud from a simple written text of familiar language, using correct pronunciation and expression.	I can understand, and speak some simple sentences describing what I have done and what I'm going to do.
English	Ensure that pupils can use paragraphs appropriately.	When writing, pupils will use topic sentences to begin their paragraphs. (Year 8)	Pupils can explore and compare different methods of grouping sentences into paragraphs of continuous text that are clearly focused and well-developed, e.g. by chronology, comparison or through adding exemplification.	I can write a paragraph using a topic sentence and group all the following points, so they are clear and support the topic sentence.
Mathematics	Pupils should be able to use proportional reasoning to solve a problem, choosing the correct numbers to take as 100%, or as a whole.	Pupils will be able to use the unitary method to solve simple word problems involving ratio and direct proportion.	Pupils will consolidate understanding of the relationship between ratio and proportion.	I can identify when proportional reasoning is needed to solve a problem.
Geography	Pupils need to improve the extent to which they can describe and explain the physical and human features contributing to the distinctive character of places.	In written work, pupils should be able to explain how (Year 7) physical processes change a landscape.	Pupils can explain the development of a landscape as a series of sequential events and processes.	I can explain how landscapes are changed by putting events in order.
Music	Practise, rehearse and give performances demonstrating awareness of different parts, the contribution of the different group members and the audience and venue.	Perform significant parts from memory and from notations with awareness of their own contribution such as leading others, taking a solo part and/or providing rhythmic support.	Within a small group, pupils can perform a standard 12-bar blues from memory using internalised rhythm in time with others in the group.	I can perform a standard 12-bar blues from memory and keep in time with the other people in my group.
ICT	Improve pupils' visual literacy, i.e. their ability to select, acquire, extract, deploy information from a variety of visual resources.	In communicating information, make appropriate use of different categories of still imagery, in particular, clip art and photographic quality images.	Pupils can make a presentation fit for audience and purpose, sequenced appropriately, and deploying appropriate clip art and photographic images from a limited collection.	I can make a presentation describing what makes a website good, choosing clip art and detailed images to make a point.