

Assessment Manual

Music

M1A23

Award Type: Minor

Award Level: 1

Version: 1.0

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1. Assessment Overview

Music M1A23 is a QQI Level 1 minor award. At QQI Level 1, a student is graded as Successful or Referred:

Successful means that all the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the Students Portfolio of Assessment.

Referred means that the portfolio of assessment needs further work by the student before they can demonstrate the standard and achieve certification from QQI. When a student has not achieved the minimum standards for an award the grade is recorded as referred.

This minor award contains the following assessment technique:
Portfolio Collection of Work (100%)

This minor award is assessed by a portfolio or collection of work. This is a collection of work produced by the learner over a period of time that demonstrates achievement of a range of learning outcomes.

All learning outcomes must be achieved to get a Successful grade.

Learners will be given an assessment completion date by their course tutor. **If learners do not complete their assessment by this date, they will be given a referred result.**

1.1 Assessment Criteria for Tutors

Tutor best practice is to ensure that all learners have the opportunity to demonstrate their learning, carry out each assessment and present it to the best of their ability.

Each module/course will have an assessment framework and a range of assessments and tasks for learners to complete.

The assessment brief clearly communicates to learners all assessments and learning tasks that need to be successfully completed to obtain the respective QQI qualification.

The assessment brief is structured to support learners to engage with and complete all module/course learning outcomes.

1.2 Assessment Brief

The assessment brief must be clearly laid out for the learner.

The assessment brief and agreed deadline must be communicated to the learner by the course tutor.

Learning outcomes must be mapped in the assessment.

The marking allocation for assessment must be clearly stated on the assessment brief.

1.3 Learner Declaration

Learners must ensure that all work presented is learner's own work. The learner will sign the learner declaration section. Signing this section means that learners confirm the coursework and assessment submitted is their own.

When all assessment work has been submitted the course tutor must ensure each learner signs the learner declaration section in the course assessment brief.

1.4 Assessment Overview

The assessment overview section in the assessment brief must be signed by **both the course tutor and the learner**.

The date the assessment brief was given to learners must be recorded.

The date all assessments were returned to the course tutor must be recorded.

This recording process ensures that the assessment brief has been distributed to the learner by the tutor and all assessment task elements have been submitted by the learner.

1.5 Tutor Marking Review

Some courses may have a course assessor who is not the course tutor.

The course assessor must be clearly identified in the assessment grading and recording process.

In the tutor marking review section of the assessment brief tutors/assessors must confirm that they have graded all assessment task elements and course assessments.

Tutors/assessors must clearly document if the learner has or has not completed all assessment tasks successfully.

2. Grading and Feedback

2.1 Grading

Assessors must complete all elements of the course marking sheet to award the learner their course grade.

Assessors will grade using the specified grading bands and outline the following:

The Assessment Criteria – Outline the learning outcome(s) the assessment is being graded against.

Allocation of Marks – Assessors will tick if the learning outcome has been achieved through successful completion of the relative assessment.

Evidence of Assessment – This must include the Assessment Title and Number. If there is an affiliated worksheet or handout allocated to the assessment the worksheet number must also be clearly outlined.

Grade Awarded – Assessors must specify the grade awarded and sign to validate the grade given to the learner. Date of grade issue records the date the grade was awarded by the course tutor.

2.2 Learner Feedback

Assessors must record the mode of feedback and date of feedback issue to the learner.

Overall course feedback to learners should contain the grade awarded to the learner as well as specific assessment related portfolio of work /skills demonstration feedback.

Feedback should be communicated in line with the learner's own preferred communication method and in line with SJOGCS13 Policy on using a Total Communication Approach.

3. Internal and External Verification

The course assessor must follow the process of preparing for internal and external verification.

All learner portfolios and assessment must be presented by the course assessor for internal/external verification.

The assessor is required to complete the course assessor section of the Lifelong Learning Internal Verification Submission Checklist. (See Appendix 1).

The assessor must present each learner portfolio as follows:

Portfolios

1. a) Module Name
 b) Module Code
 c) Learner Name
2. Completed assessment brief signed by the learner and tutor/assessor.
3. Completed marking sheet to include grading and feedback signed by module(s)/course assessor.
4. Evidence of learner assessment work – Clearly signposted and audio-visual work stored in the appropriate online location.

4. Learning Outcomes Mapping

Award Title:	Music
Award Type:	Minor
Framework Level:	1
Award Code:	M1A23
Credit Value:	5
Assessment Technique:	Portfolio of Work

Please note below all learning outcomes that must be achieved and evidenced for a learner to achieve a successful grade.

Module Learning Outcome	Assessment Technique(s) / Tasks
LO 1 Identify common instruments, e.g. piano, keyboard, drum, guitar.	Assessment 1
LO2 Respond to short pieces of music, e.g. clapping, tapping, marching, swaying.	Assessment 2
LO3 Repeat short rhythmic or melodic sequences.	Assessment 3
LO4 Use instruments to create sound, e.g. tapping a pen rhythmically, singing, beating a drum, plucking stringed instrument	Assessment 4
LO5 Describe the pace and pitch of pieces of music, e.g. loud, soft, fast, slow	Assessment 5
LO6 Performs songs with a sense of dynamic control, e.g. loud, soft, gentle, etc	Assessment 6

5. Staff Supporting Assessment Agreement

(Only to be completed by staff who are supporting learners availing of learning support to complete assessment)

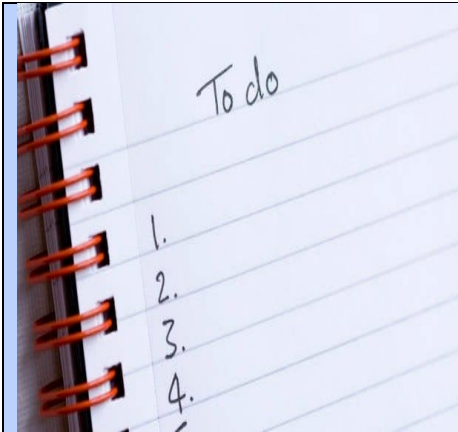
Supporting Staff Agreement I will:	Initial
Agree a time with the learner to provide learning support in order to assist the learner's independent completion of course and assessment related work. To add this learning support time to our weekly timetable.	
Support the learner to ensure they have signed and dated their assessment brief	
Support the learner to record their assessment submission date, deadline and encourage contact with tutor if required	
Encourage the learner to keep work safe and secure at all times	
Support the learner to complete student feedback and course evaluation	
Facilitate independent learning activities	
Encourage learning opportunities and skills use from course where appropriate	

5.1 Assessment Brief – Music

Learner Name:	
Module:	Music
Module Code:	M1A23
Level:	1
Technique:	Portfolio of Work
Grading:	S = All assessments are completed satisfactorily R = Assessment incomplete or not completed satisfactorily
Assessment Start Date:	
Assessment Submission Deadline:	

Programme Module Title:	Music
Component Title and Code:	Music M1A23
Level	1
Assessment Technique	Portfolio of Work
Weighting	100%
Agreed Deadline	





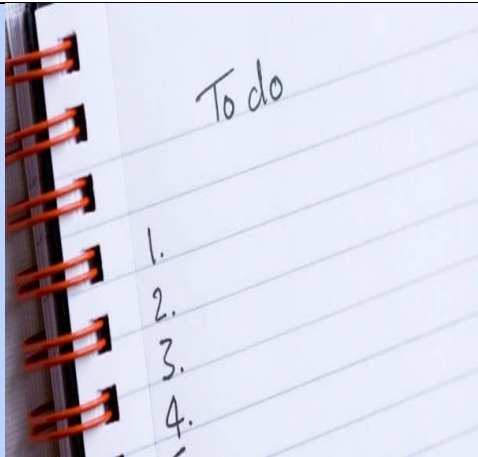
There are 6 **assessments** for you to complete as part of your portfolio of work for your module **Music**

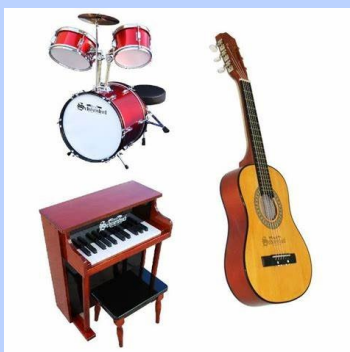


You can present your work in the way that works best for you.
Keeping a Learner Journal
Making a Video
Using Worksheets



You must complete all the **6 assessments**

	<u>Guidelines:</u> Within this module you will show that you have basic knowledge, skill, and competence in engaging with music. You will show appropriate use of language and concept, in your personal preferred communicative style.
	<u>Criteria:</u> - M1 – Identify common instruments - M2 – Respond to short pieces of music - M3 – Repeat short rhythmic or melodic sequences - M4 – Use instruments to create sound - M5 – Describe the pace and pitch of pieces of music - M6 – Perform songs with a sense of dynamic control



Title Assessment 1 – M1: ***Guidelines***

You will be able to identify common instruments, such as pianos, guitars, or drums.

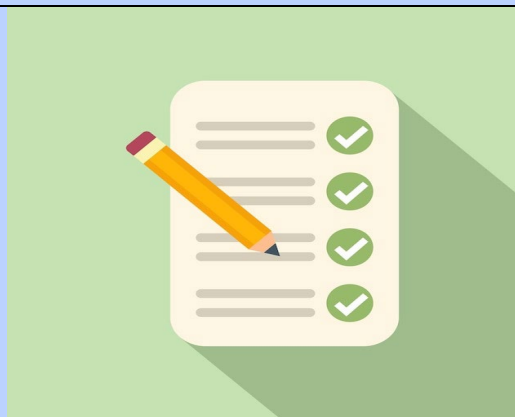
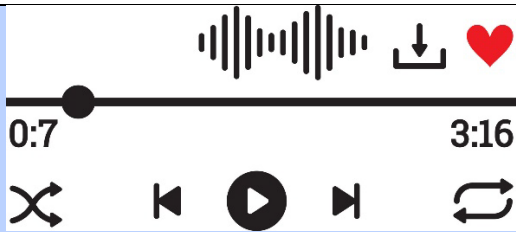
How Will You Do This:

Activity One:

- You will play a game with flash cards that have pictures of different instruments on them
- Your tutor will hold up a flashcard with a picture of an instrument on it. People can call out the name of the instrument they see. Whoever calls out the right instrument first gets a point.
- Whoever gets the most points wins the game.
- Your tutor may record some of the game being played

Activity Two:

- You will split into pairs or small groups
- Your tutor will play a recording of an instrument sound
- You will work with your partner or group to identify what instrument you hear



Activity Three:

- You will complete worksheets relevant to identifying different instruments

Learning Outcome:

Being able to identify common instruments

Title Assessment 2 – M2: ***Guidelines:***

You will be able to respond to short pieces of music, for example, clapping or tapping

How You Will Do This:

Activity One:

- Your tutor will clap a short rhythm
- You will copy your tutor's clapping rhythm
- You will sit in a circle with your group



- Your tutor will clap a short rhythm, and the person beside your tutor will copy that rhythm, and add one extra beat
- The next person will copy this rhythm and add one extra beat
- You will go around the circle and each person will add to the rhythm until everybody has had a turn and as a group you will clap the full rhythm
- Your tutor may record a video of the group clapping to the beat



Activity Two:

- Your tutor will play a short piece of music
- You will listen to the music, and when it is finished, you will use a pen, stick, or your finger to tap out the next three beats of the song
- You may do this for multiple songs
- You may make an audio or video recording of your tapping



Activity Three:

- You will fill out relevant worksheets



Learning Outcome:

You will be able to respond to short pieces of music such as clapping or tapping



Title Assessment 3 – M3:

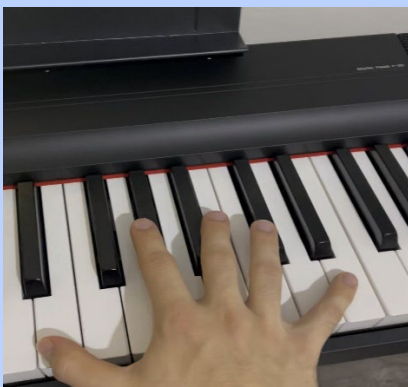
Guidelines:

You will be able to repeat short rhythmic or melodic sequences

How You Will Do This:

Activity One:

- You will discuss your favourite songs or your favourite music as a group
- You will have a discussion about what music means to you



- You may take turns in your group playing your favourite song out loud and saying what you like about it

Activity Two:

- You will have a karaoke session in your group
- You may use a microphone (or a pretend one) and sing along with your favourite song
- You may make a recording of this

Activity Three:

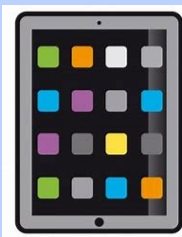
- You may fill out relevant worksheets from your workbook

Activity Four:

- Your tutor will play a short melody on a keyboard or similar instrument, of 3 to 5 notes
- You will repeat the short melody your tutor demonstrated

	<u>Learning Outcome:</u> You will be able to repeat short rhythmic or melodic sequences
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 	<u>Title Assessment 4 – M4:</u> <u>Guidelines:</u> You will be able to use instruments to create sound <u>How You Will Do This:</u> <u>Activity One:</u> • You will choose an instrument to play. This could be a drum, a keyboard, a stringed instrument, or any other type of instrument. • Your tutor will demonstrate how this instrument is played. • You will play the instrument of your choice and show how it is meant to be played, for example, you hit a drum, you strum on guitar strings, or you may sing with your voice • Your tutor will audio or video record you playing your chosen instrument
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Activity Two:

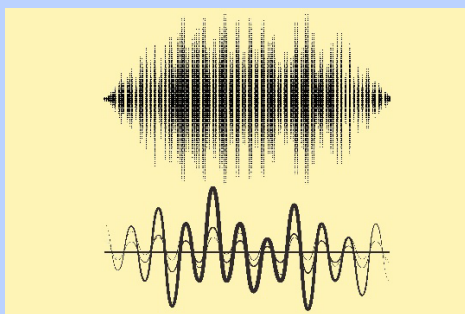
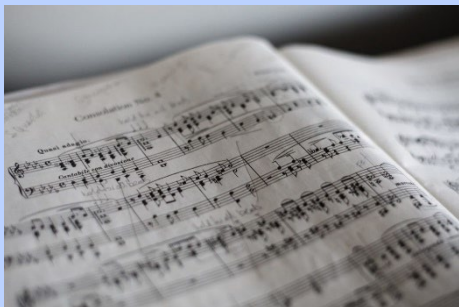
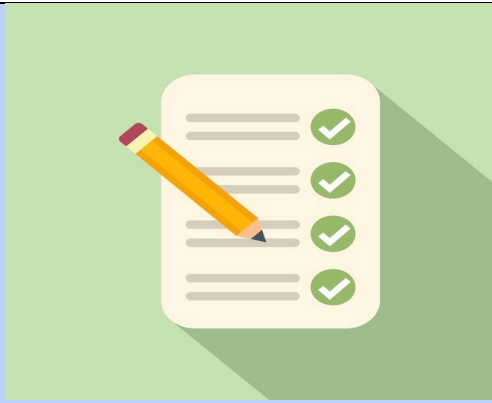
- In your group you may consider how ordinary objects can be used to make music
- You may demonstrate making music using ordinary objects, for example, tapping with a pen, using a pot as a drum, etc
- You may video or audio record this

Activity Three:

- You will complete a relevant worksheet

Learning Outcome:

You will be able to use instruments to create sound



Title Assessment 5 – M5:

Guidelines:

You will describe the pace and pitch of pieces of music

How You Will Do This:

Activity One:

- In the group, your tutor will explain the meaning of “pitch” and “pace”.
- You will listen to a song and you will say if you think it is fast or slow, loud or soft
- You may answer questions about the pace and pitch of a song for a video recording

Activity Two:

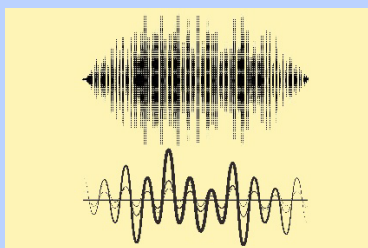
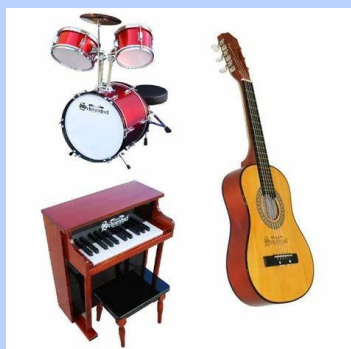
- Your tutor will ask you to play a song that is “fast”, and you will elect a “fast” song from youtube or your preferred musical platform
- Your tutor will ask you to put on a song that is “soft”, “loud”, “slow”, etc, and you can show your understanding by selecting songs

Activity Three:

- You may complete relevant worksheets

 	<u>Learning Outcome:</u> You will be able to describe the pace and pitch of pieces of music
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 	<u>Title Assessment 6 – LS6:</u> <u>Guidelines:</u> You will perform songs with a sense of dynamic control <u>How You Will Do This:</u> <u>Activity One:</u> • Your group will pretend to be a choir • You can take turns being the “conductor” of the choir, and the conductor can tell the group to sing a musical note loud, slow, fast, etc • You can continue until each person has had a turn to be the conductor • Your tutor may record a video of each person being the conductor and the group choir performance
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Activity Two:

- You may choose an instrument to play. This can be the instrument you played for module 4, or a different instrument.
- Your tutor will ask you to play this instrument “loudly”, or “quickly”, or “slowly”. You will show your understanding by playing the instrument as prompted.
- You may audio or video record this.

Activity Three:

- You will complete a relevant worksheet or create a poster of your musical learning

Learning Outcome:

You will be able to perform songs with a sense of dynamic control.

Learner Declaration (Learner to complete this section)	
I confirm that all work in my portfolio has been completed by me.	Learner Signature: _____
	Date: _____
Assessment Overview (Both learner and course tutor complete this section)	
Date the assessment brief was given (insert date below) _____ Date the assessment was submitted by learner (insert date below) _____	Learner Signature: _____
	Date / /
	Course Tutor Signature: _____
	Date / /
Tutor Marking Review (Course tutor to complete this section)	
The tutor will deem the work successful when all assessments have been completed correctly and independently.	I can certify that < Insert Learner's Name> has / has not completed ALL elements of the assessment tasks correctly and independently.
	Course Tutor Signature: < Insert Tutor Signature>
	Date / /

6. Marking Sheet

Learner Name:		Date:		Course Code:	M1A23
Course Name:	Music	Level:	QQI Level 1		

Portfolio /Collection of Work – 100%
Grading Bands

Successful	Referred
Successful means that the learner has: Reached the required standard as outlined by the assessment criteria in the component specification. Provided sufficient evidence which has relevance and clarity.	Referred means that the learner has: Not achieved the minimum standards required as outlined by the assessment criteria in the component specification. Portfolio/Collection of work requires further work by the learner before they can demonstrate the required standard outlined in the assessment criteria in the component specification.

Assessment Criteria	Allocation of Marks	Evidence of Assessment
Learning Outcomes Demonstration	Tick if achieved	Assessment Workbook Title and Number
LO 1 Identify common instruments, e.g. piano, keyboard, drum, guitar.		Assessment 1
LO2 Respond to short pieces of music, e.g. clapping, tapping, marching, swaying.		Assessment 2
LO3 Repeat short rhythmic or melodic sequences.		Assessment 3
LO4 Use instruments to create sound, e.g. tapping a pen rhythmically, singing, beating a drum, plucking stringed instrument		Assessment 4
LO5 Describe the pace and pitch of pieces of music, e.g. loud, soft, fast, slow		Assessment 5
LO6 Performs songs with a sense of dynamic control, e.g. loud, soft, gentle, etc		Assessment 6
Grade Awarded	Tick as appropriate	Successful ☐ Referred ☐
Grade provided by (Tutor/Assessor Signature)		Date of grade issue: / /
Learner Feedback		
Mode of feedback provided to learner:	Tick as appropriate Video ☐ Text ☐ LEAP ☐ Audio ☐ Visual ☐	
Learner Feedback provided by (Tutor/Assessor Signature)	Date of feedback issue: / /	

Appendix 1: Submission Checklist for Course Assessor and Internal Verifier

Information Needed	Details	Assessor check	Internal Verifier check
Assessor Responsibility			
Name of component(s) and component codes being assessed.			
Learner Name			
Date of Assessment			
Is the portfolio corrected?			
Is DOB and PPS sent to QQI coordinator/included if first time being assessed?			
Is there evidence of all LO's included and are they clearly marked?			
Is audio visual evidence stored in the appropriate online location?			
Are all elements of the marking sheet completed i.e all LO's ticked and proper code included?			
Has Learner and Assessor signed all relevant sections the assessment brief?			
Is assessor feedback included in portfolio?			

Internal Verification Responsibility			
Is portfolio clearly labelled and in the appropriate folder?			
Has label been printed and attached with Learner Name, Title of Component and code on Label?			
Are audio visual elements of portfolio stored in the appropriate online location?			
Has the tutor given the I.V. the correct Assessment Brief and Marking Sheet?			
Is the record of Award and component in the results pack?			
Is the I.V. report completed and included in the results pack?			
Is the Assessment Brief and Marking sheet for each component in the results pack?			

Review Record

Date Portfolios were handed to I.V: Date / /

By Assessor (Name): <Insert IV Assessor's Name Here>

Date Portfolio handed in for EA submission: Date / /

By I.V. (Name): <Insert IV Assessor's Name Here>