



Harrow Way
Community School
Learning for life, success for all



Assessment

PERFORMING ARTS

PERFORMING ARTS Department Assessment Principles

At Harrow Way we believe that assessment is a core element in the process of learning and takes two distinct forms; formative and summative assessment. The process of learning is defined as a change in long term memory and assessment enables teachers to establish whether a change in long term memory has occurred and where there are gaps in students' knowledge.

Formative assessment is an ongoing process that will take place in every lesson. This is more simply referred to as 'assessment for learning'. Learning is a process which is supported by formative assessment.

Summative assessment can be more simply defined as 'assessment of learning'. This process happens in order that teachers can establish what students' have learned following a sequence of lessons, at the end of a topic, unit, term or academic year.

Assessment in the Performing Arts department

Formative assessment	
Which methods of formative assessment have you chosen to use in your subject area?	In the Performing Arts we use a variety of formative assessment methods: <ul style="list-style-type: none"> ● Peer feedback ● Peer or Teacher in role as Director/Choreographer/Musical Director during rehearsal ● Verbal teacher feedback ● Self-reflection following milestone rehearsals
How does KS3 differ from KS4?	The methods of formative assessment we use in KS3 do not differ hugely in KS4 but the depth and detail of the feedback in KS4 is greater. Teaching staff use more technical, vocational language and the same is expected of the students.
Why do you think these methods are best suited to your subject and how do you know they are successful?	Formative feedback is intrinsic to the Performing Arts - what is a dress rehearsal if not an opportunity for formative feedback? What does a Director/Choreographer/Musical Director offer if not formative feedback?

Summative assessment	
How does summative assessment work in your subject area? Are you assessing Disciplinary knowledge/ Substantive knowledge/ Practical skills/ Processes?	In the Performing Arts we are often assessing our students' ability to apply practical skills and procedural knowledge independently. If a student cannot act, dance or play without their teacher's input then they are not an actor, dancer or musician - we cannot be on stage with them, they have to be independent.

	<p>To foster independence we provide:</p> <ul style="list-style-type: none"> ● Half-termly summative assessments, often in the form of in-class performances. ● Half-termly student-led evaluation of work. This encourages and develops their ability to self-direct and direct/choreograph others.
<p>Brief details about KS3 and KS4 assessment points. What is being assessed and what is the intended outcome?</p>	<p>In KS3 our half-termly assessments will often help us track the new skills we have taught in that unit but they will also, due to the spiral nature of our curriculum, also help us to judge how embedded the core skills of our subjects are.</p> <p>In KS4, the summative assessment points are set by the exam board; one in Year 10 and two in Year 11. While the assessments are different each year, in theme at least, they assess our students' ability to analyse professional work, apply professional rehearsal and performance techniques, and also compose music. These assessments all contribute to the final grade our students will earn at the end of Year 11.</p>
<p>What do you do with the information that you collect from these assessments?</p>	<p>In KS3 the summative assessments let us track how well the skills have been taught and allow us to reflect on how we might better deliver those units in the future.</p> <p>In KS4 the assessment information is sent to the exam board to inform the students' final grades.</p>