

Instrumental Music as a QCAA Recognised Study

Advice to Schools and Teachers

The department's [instrumental music curriculum](#) has been approved as a QCAA Recognised Study, allowing year 11-12 students to obtain one QCE credit point when completing each of levels 7-10 of the curriculum. Students engage with the [Instrumental Music Program](#) at the appropriate level, attend weekly group lessons and participate in school ensembles.

The conditions around which students may access these points are as follows:

1. Nomination

- Schools register students, submit assessment data and certify attendance.
- Schools nominate students through a secure nomination survey. Schools contact IM.QCE@qed.qld.gov.au and receive a secure password for entering student data. Nomination requires the following information for each student;
 - Surname;
 - Date of Birth;
 - LUI number;
 - Year Level;
 - Recognised Course (instrument and level);
 - Enrolled date;
 - Completed date (must be 55 hours);
 - Level of achievement on completion.
- Assessment data is later entered by the school.
- The student's successful completion is certified by the principal by email to IM.QCE@qed.qld.gov.au.
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2. Time requirements

- The weekly contact time required for this program includes 1 x 1hr ensemble rehearsal and 1 x 30-35min group lesson, as well as regular home practice.
- Each level will comprise of a minimum of 55 contact hours across 37 weeks.

3. Data recording

- Schools receive a secure password by emailing IM.QCE@qed.qld.gov.au.
- Schools nominate students through the online survey for each student
- Students must be entered by the end of the term in which the student commences the unit and level.
- Schools submit assessment data for students through the survey.
- Attendance is certified by email from the principal.
- Teachers/schools must retain records and evidence of student assessment and attendance until the end of the Term I after they exit year 12. These documents may be requested by audit or by regional or state-wide moderation and random-sampling processes.

4. Validating judgements



- All formal assessment must be video recorded to allow students to monitor their own progress and support teacher judgement when asked to justify standards by parents or administrators.
- Moderation occurs twice-yearly between teachers to ensure consistent and transparent application of achievement standards, the processes of which are determined and administered within regional structures.
- All teachers participate in regional moderation processes. Samples required for moderation must to be video-recorded to provide suitable evidence for moderating teachers. All student work at this level of the curriculum may be random sampled for moderation both at regional and state-wide level.
- State-wide calibration/verification processes requires submission of the full profile (see sample below) of the student, with evidence of all assessment completed within that level.
- Student samples may be requested for review by QCAA.

5. Timeline

Term 1	
End	All students nominated
Term 2	
Throughout	Regional moderation processes
Week 8	State Calibration samples due (if required)
End	Any new students nominated (Year 11 only)
Term 3	
End	Any new students nominated (Year 11 only)
Term 4	
Week 4	All assessment complete
Throughout	Regional moderation processes
Week 6	Calibration samples due (if required)
End	Any new students nominated (Year 11 only)

6. Planning

Teachers plan programs for QCE enrolled instrumental music students according to the Instrumental Music Curriculum. Teachers plan and implement their usual unit plan and assessment plan for the appropriate level. Teachers may choose to use [templates for unit planning and assessment planning](#). Teachers;

- Plan and implement units for students;
- Maintain accurate attendance rolls for each student;
- Participate in regional moderation processes;
- Maintain all records for unit planning for possible moderation, calibration or review by QCAA until the end of Term 1 in the year after the student leaves Year 12.

7. Extension work beyond the curriculum

Students may be given extension work beyond, or deeper within, the levels of the curriculum, where appropriate to their learning. Students will receive gain recognition (QCE credit points) at the level at which they are assessed.

8. Assessment

Teachers plan assessment according to the [Instrumental Music Curriculum](#) requirements (pp.30-34). Exemplars and samples are available on the [IM Curriculum EdStudio](#). The following assessment plans and worked profiles may assist teachers to plan assessment tasks;



Sample Assessment Plans

Level: 7		Year: 11		Instrument: Trumpet									
Task Details	Objectives to be assessed	Literacy					Technique					Perf	
		INST	S&T	R&M	SR	POST	T&I	ZONE	ART	PITCH	PERF		
		Task 1	Level 7 scale and Level 7 ensemble. Prepared piece (2mins) - formal task, term 1		✓	✓		✓	✓				✓
Task 2	Sight-reading (level 5 repertoire) and Level 7 solo prepared piece (2mins) - formal task, term 2	✓			✓			✓	✓			✓	
Task 3	Sight-reading (level 5 repertoire) and Level 7 ens. Prepared piece (2mins) -formal task, term 3		✓	✓	✓	✓	✓				✓	✓	
Task 4	Level 7 scale and Level 7 solo prepared piece (2mins) - formal task, term 4		✓	✓				✓	✓			✓	
Task 5	Meaningful engagement and progress made in lessons and in ensemble - informal, throughout	✓	✓			✓	✓				✓	✓	

Level: 9		Year: 11		Instrument: Cello									
Task Details	Objectives to be assessed	Literacy					Technique					Perf	
		INST	S&T	R&M	SR	POST	T&I	ZONE	ART	PITCH	PERF		
		Task 1	Level 9 scale and Level 9 ensemble. Prepared piece (3mins) - formal task, term 1		✓	✓		✓	✓				✓
Task 2	Sight-reading (level 7 repertoire) and Level 9 solo prepared piece (3mins) - formal task, term 2	✓			✓			✓	✓			✓	
Task 3	Sight-reading (level 7 repertoire) and Level 9 ens. Prepared piece (3mins) -formal task, term 3		✓	✓	✓	✓	✓				✓	✓	
Task 4	Level 9 scale and Level 9 solo prepared piece (3mins) - formal task, term 4		✓	✓				✓	✓			✓	
Task 5	Meaningful engagement and progress made in lessons and in ensemble - informal, throughout	✓	✓			✓	✓				✓	✓	

Notes for consideration

- Every task assesses literacy, technique and performance (see p. 30 Principles of Assessment)
- All objectives are assessed at regular intervals across the assessment program (see p. 30 Principles of Assessment)
- A balance of performance types is evident (see p. 31 Assessment Conditions)
- Prepared pieces should be selected to demonstrate appropriate levels of the syllabus, such as that listed on the [Instrumental Music Curriculum edstudio](#) for suggested repertoire and sight-reading at Levels 7 and 8.
- Assessment Conditions are specified on p.31.
- Prepared pieces should be at the required length (see p. 31 Assessment Conditions);
- All formal assessment is to be video recorded and available for moderation (see p.31 Assessment Conditions)



- Ensemble performance must clearly show the individual player and allow their part to be clearly heard (see p. 31 Assessment Conditions); suggested one student per part, with recording device in close proximity to student. If this is unable to be achieved in a large ensemble, assessment should be planned in a different context such as small ensemble and solo.

Sample Worked Profile

Level: 7 Year: 11 Instrument: Trumpet				
	Task details	Literacy	Technique	Performance
Task 1	Level 7 Scale and Level 7 Ensemble Prepared Piece (2mins)	B	B	C
Task 2	Sight-reading (level 5 repertoire) and Level 7 Solo Prepared Piece (2mins)	B	C	B
Task 3	Sight-reading (level 5 repertoire) and Level 7 Ensemble Prepared Piece (2mins)	B	D	C
Task 4	Level 7 Scale and Level 7 Solo Prepared Piece (2mins)	C	C	C
Task 5	Meaningful engagement and progress made in lessons and in ensemble	B	C	B
LEVEL OF ACHIEVEMENT		B	C	C
		C		

9. Checklist - Assessment overview

The following checklist may assist teachers in planning assessment overviews.

	Yes	No
• Does the proposed assessment plan contain both “formal and informal tasks in a range of styles” (Curriculum p. 30)?		
• Does each task assess across all three dimensions (Curriculum p. 30)?		
• Are all ten objectives assessed across each semester? (Curriculum p. 30)		
• Are semester judgements about student achievement based on an assessment program of continuous assessment collected at suitable intervals (Curriculum p. 30) e.g. one formal task per term and informal and anecdotal assessment throughout the learning period?		
• Is there opportunity for assessment instruments to have both a formative purpose for improvement of teaching and learning outcomes, as well as a summative purpose for reporting? (Curriculum p.30)		
• Does the assessment plan include a balance of performance types including solo performance, small chamber group performance, large ensemble performance? (Curriculum p. 31)		
• Is there a balanced assessment program including scales and technical exercises, prepared pieces, and sight reading? (Curriculum p. 31)		
• Is this repertoire suitable for the Level given for this student?		
o Sight-Reading		
o Scale/Technical Work		
o Solo Piece		
o Ensemble Piece		



Moderation/Calibration samples submissions;

The following checklist may assist teachers submitting samples for moderation and calibration.

Does the sample include;

	Yes	No
• School		
• Student details		
○ Name		
○ LUI		
○ Year Level		
○ Instrument and level		
○ Level of Achievement		
• Teacher contact details		
• Assessment plan (tasks and dates)		
• Task sheet		
• Marked achievement standards		
• Video recordings of assessment items to date		
• Copies of repertoire		

