MUSIC at SCHOOL

Music resources for teachers

DIDACTIC FRAMEWORK

DESIGN AND EVALUATION PROGRAMME

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Starting from the goals and the competency to be developed, a design and evaluation programme has been compiled to foster development of the chosen competencies, monitor them, and take the relevant educational action.

The programme serves as a sort of scale to evaluate the different aspects of a competency.

1. **I choose Music Competency and I understand the aspects to be developed (as described in the Educational Framework)**

Starting from the competency, as a first step we must answer the question, *"What aspects of music competency do I choose to observe, on which I can then build the educational activity, and ultimately evaluate the performance?"*; we should never think that with one performance we can conclude the development of an entire competency; in the case of listening, for example, we cannot always think of developing the competency in its entirety even if we include several tasks; therefore, we must try to understand which specific aspects of listening need to be developed.

The description of the aspects present in the educational framework can be extended or aligned to individual needs.

In the column, the sequence proposed must not be seen as rigid, in fact, we should never forget that competence-based education is born from the actual training needs of the class; therefore, to say that we start from the Goals, as prescriptions, must not make us think of a mechanical managerial activity, but a flexible form of education born and enriched within and along with the living environment, open to and with an ear to the ground on all the opportunities that originate from the territory or from the students themselves, in which to then introduce and reinterpret the Goals.

2. **I describe the task**

The next step, or rather "coplanar", is a description of the educational activity identified to develop this competency and aspect.

I describe this part of the activity in depth. If necessary, several aspects may be combined and considered together in the description of the educational action; in some cases, it is difficult to separate in a particulate way the action proper from the single aspect, since the action may contain more than one.

3. **I describe the process evaluation**

In the evaluation part, once the dimension of competency has been defined, it is necessary to define some descriptors to allow evaluation of the processes: the question will then be, *"What should I evaluate in that performance of the task as described and defined for that particular aspect?"*

Once I have decided what to evaluate in relation to the task, and the aspect of the competency to be developed, I can then determine the levels.

The levels have been taken in sequence from DigComP 2.1: *The Digital Competence Framework for citizens with eight proficiency levels and examples of use*[1], in their division into 3 headings:

- Complexity of tasks;
- Autonomy;
- Cognitive domain *(Remembering, Understanding, Applying, Evaluating, Creating).*

[1] https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/digcomp-21-digital-competence-framework-citizens-eight-proficiency-levels-and-examples-use

Table 1: Main keywords that feature the proficiency levels

Levels in DigComp 1.0	Levels in DigComp 2.1	Complexity of tasks	Autonomy	Cognitive domain
Foundation	1	Simple tasks	With guidance	Remembering
	2	Simple tasks	Autonomy and with guidance where needed	Remembering
Intermediate	3	Well-defined and routine tasks, and straightforward problems	On my own	Understanding
	4	Tasks, and well-defined and non-routine problems	Independent and according to my needs	Understanding
Advanced	5	Different tasks and problems	Guiding others	Applying
	6	Most appropriate tasks	Able to adapt to others in a complex context	Evaluating
Highly specialised	7	Resolve complex problems with limited solutions	Integrate to contribute to the professional practice and to guide others	Creating
	8	Resolve complex problems with many interacting factors	Propose new ideas and processes to the field	Creating

"DigComp 2.1The Digital Competence Framework for Citizens", p. 13[2]

[2] https://publications.jrc.ec.europa.eu/repository/bitstream/JRC106281/web-digcomp2.1pdf_(online).pdf

To sum up:

- Identifying the competency (MUSIC COMPETENCY) and choosing the aspects of the competency to be developed (ASPECT);
- Description of the aspect of the chosen competency that one wishes to develop through the educational action and to evaluate (DESCRIPTION of ASPECT customizable without going beyond the primary meaning given in the Educational Framework);
- Clear and operational determination of the tasks and activities carried out in relation to the selected aspects of the competency (EDUCATIONAL ACTIVITY);
- Description of the criteria to be considered for evaluation in relation to the activity chosen to develop that aspect (EVALUATION OF PROCESSES);
- Level scales to describe the degree of achievement of goals or a competency (LEVELS).

DESCRIPTION OF THE PROGRAMME

The programme has been deliberately designed horizontally with a single path in order to highlight the continuity between the design phase, therefore the choice of the aspect of competency and activity designed, and the final evaluation of the aspects chosen. Compiled for a whole unit of declared learning levels it can also represent the “Where I want to get to” with the class. At which point, each teacher is free to prepare an evaluation column with the levels for each student indicated.

DESIGN

COMPETENCE	ASPECT (dimension)	DESCRIPTION OF THE ASPECT (dimension)	Educational Activity: describe the activity in relation to the aspect of the competency to be developed.	Process Evaluation: describe what you will evaluate in relation to the activity described and the aspect chosen to develop.
#LISTENING	Sound perception	Development of sound perception in relation to specific didactic targets (e.g. distinguishing timbre among the timbre/sounds of a specific natural or musical environment, identifying rhythm, melody, harmony, etc.		
	Interpretation	Development of the ability to "give meaning" in many ways to sound / music (or to the score), re-expressing it (translating it) with sounds / music, words, images, gestures, etc.		
	Analysis	Development of breaking down capacity (which parts make up the total?) and identification of linking points (what is the common thread through the parts?); ability to identify the appropriate interpretations among those individually provided by the students, in order to give meaning to the music listened to (which/how many aspects of the structure and the piece execution justify the interpretation individually provided by the students?).		
	Comprehension	Development of the capacity to identify key music concepts in the music piece which can be transferred to other situations of listening or production; connecting the information included in the piece of music with knowledge deriving from other sources; evaluating the piece on the basis of the music concepts it expresses.		
#PRODUCTION	Execution	Development of the capacity to reproduce an already existing piece of music reflecting its characteristics and referring to written sources and different executive traditions; manage one's own cognitive/body/ emotional/relational dynamics in the public execution.		
	Improvisation	Development of the capacity to improvise music, generally using a backing track, or in the case of a music ensemble using shared rules.		
	Composition	Development of the ability to express music ideas grouping together and giving shape to sound effects, rhythmic and melodic motives, music chords etc.		
#READING AND WRITING	Use of a nonconventional music notation	Development of the capacity to read music sequences using a notation code, agreed by the group or proposed by the composer, where the shape of the sign has analogies with that of the sound, so that one refers to the other, read and intervene on the waveform using an audio editing programme or a video graphic notation.		
	Use of conventional music notation	Development of the capacity to write, read and transcribe music using the western rhythmic and melodic music notation and the symbols in use for the notation of dynamics, agogic and chord notations, manually or using a video writing programme.		

EVALUATION

FOUNDATION proficiency level		INTERMEDIATE proficiency level		ADVANCED proficiency level		HIGHLY SPECIALISED proficiency level	
LEVEL I – I'm a basic level, with guidance, I am able to:	LEVEL II – I'm a basic level, autonomously, but if necessary with guide, I am able to:	LEVEL III – Autonomously and by solving simple problems, I am able to:	LEVEL IV – Autonomously, according to my needs and dealing with well-defined, infrequent problems, I am able to:	LEVEL V – I'm in guiding others I am able to:	LEVEL VI – Working at an advanced level in complex contexts, coordinating my needs and those of others, I am able to:	LEVEL VII – I'm the highest level of specialization, I am able to:	LEVEL VIII – I'm the highest level of specialization, I am able to:

Once the Design and Evaluation Programme has been compiled, and it has therefore been decided where to start from and where to arrive, also in a holistic way, that is to say, a programme valid for several activities linked to the development of that aspect of competency, each teacher is then free to build, perhaps for every term (we envisage a certain length of time to develop a competency), the level of skills that the students in a class should achieve, and to create the type of assessment grid they deem best suited to their design.

CLASS EVALUATION

CLASS	NAME	SURNAME	COMPETENCE			FOUNDATION proficiency level		INTERMEDIATE proficiency level		ADVANCED proficiency level		HIGHLY SPECIALISED proficiency level	
			LISTENING	PRODUCTION	READING AND WRITING	LEVEL I – At a basic level, with guidance, I am able to:	LEVEL II – At a basic level, autonomously, but if necessary with a guide, I am able to:	LEVEL III – Autonomously, and by solving simple problems, I am able to:	LEVEL IV – Autonomously, according to my needs and dealing with well-defined, infrequent problems, I am able to:	LEVEL V – Also in guiding others I am able to:	LEVEL VI – Working at an advanced level in complex contexts, considering my needs and those of others, I am able to:	LEVEL VII – At the highest level of specialization, I am able to:	LEVEL VIII – At the highest level of specialization, I am able to:
TERM													

The DigComP 2.1 levels

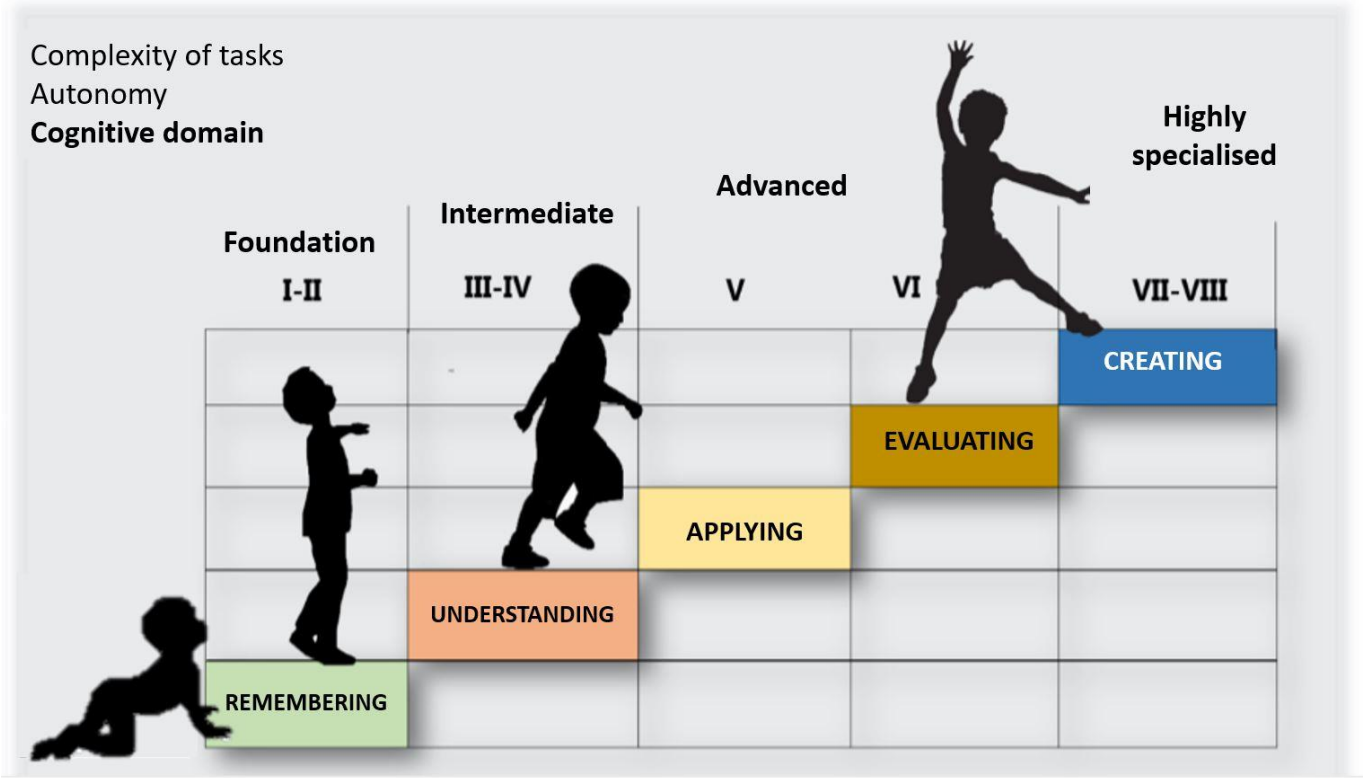
This EU publication, dedicated specifically to digital competency, but applicable in a general way to any competency, shows us a subdivision into 4 proficiency levels: FOUNDATION-INTERMEDIATE-ADVANCED-HIGHLY SPECIALIZED, each of which is in turn divided in two, according to the "progression steps" related to three headings which allow us to understand our students' work:

- COMPLEXITY OF TASKS
- AUTONOMY
- COGNITIVE DOMAIN (Remembering, Understanding, Applying, Evaluating, Creating)

Although describing levels of digital expertise, this structure may be used for any other programme.

With this guide it is easy to describe the level achieved through a definition of the type of task carried out (basic, simple, in a known/unknown context, …) through a description of the student's work with respect to his/her level of autonomy and finally with respect to the cognitive level reached (Remembering, Understanding, Applying, Evaluating, Creating)

	FOUNDATION		INTERMEDIATE		ADVANCED		HIGHLY SPECIALIZED	
PROFICIENCY LEVEL	**LEVEL I –** At basic level and with guidance, I can:	**LEVEL II –** At basic level and with autonomy and appropriate guidance where needed, I can:	**LEVEL III –** On my own and solving straightforward problems, I can:	**LEVEL IV –** Independently, according to my own needs, and solving well-defined and non-routine problems, I can:	**LEVEL V** As well as guiding others, I can:	**LEVEL VI –** At advanced level, according to my own needs and those of others, and in complex contexts, I can:	**LEVEL VII** At highly specialised level, I can:	**LEVEL VIII** At the most advanced and specialised level, I can:
COMPLEXITY OF TASKS	Simple tasks	Simple tasks	Well-defined and routine tasks, and straightforward problems	Tasks and well-defined and non-routine problems	Different tasks and problems	Most appropriate tasks	Resolve complex problems with limited solutions	Resolve complex problems with many interacting factors
AUTONOMY	With guidance	Autono-mous and with guidance when needed	On my own	Independent and according to my needs	Guiding others	Able to adapt to others in a complex context	Integrate to contribute to professional practice and to guide others	Propose new ideas and processes to the field
COGNITIVE DOMAIN	Remembering	Remembering	Understanding	Understanding	Applying	Evaluating	Creating	Creating


Complexity of tasks
Autonomy
Cognitive domain
Foundation
I-II
Intermediate
III-IV
Advanced
V
VI
Highly specialised
VII-VIII
REMEMBERING
UNDERSTANDING
APPLYING
EVALUATING
CREATING