

Effective Teaching and Learning Framework (for reference)

OUTCOME 1: The language of every session is music

- Students make music throughout every session
- Musical learning is primarily developed aurally and is supported by use of the voice and the use of notations.
- Students explore a range of different musical styles, genres and traditions, and this is evidenced in planning

Observed strategies might include:

- Learning is progressed through practical music making rather than solely through lengthy explanations
- Understanding a new musical concept is approached through practical musical activities such as vocalisation, singing or body percussion, ahead of moving to the instrument
- Subject specific language and terminology is used to enhance musical learning and musicality
- Aural proficiency and the ability to internalise music is developed through a range of musical activities
- Notations (staff notation, grid, tab, rhythm cards, graphic score etc.) are used, where appropriate, to support learning, and sight-reading skills are developed

Additionally, in small group, whole class and ensemble learning:

- Students regularly use their voices as an ensemble e.g. songs to support tuning of string instruments etc.

OUTCOME 2: Students are fully engaged in learning

- Positive relationships are established and sustained with all students
- Use of a variety of good quality activities and resources ensure that students are engaged throughout every session
- Where appropriate, technologies are used effectively to support students' musical learning

Observed strategies might include:

- Positive reinforcement is used regularly and appropriately
- A range of resources are used in every session e.g. books, audio examples, projected versions of notations, iPads, apps etc.
- Good quality accompaniments, such as backing tracks, are used to provide authentic musical contexts for performance

Additionally, in small group, whole class and ensemble learning:

- Teachers use appropriate strategies to manage behaviour

OUTCOME 3: All students are included in learning

- Teachers support students to overcome barriers to learning
- Students are always included in learning through suitably differentiated activities, resources and support
- **Observed strategies might include:**
- Teachers show evidence of knowing each individual student and their learning needs e.g. names, SEND
- For each session activity, teachers provide individual support to enable all to achieve the learning intentions
- Resources and activities are differentiated to be appropriate to all needs
- Additionally, in small group, whole class and ensemble learning:
- Teachers plan for how additional adults can support student learning

OUTCOME 4: Creative approaches to teaching and creative learning allow students to develop holistically as musicians

- In addition to developing instrumental skills, students engage in a range of integrated activities, including performing, composing, improvising and listening critically
- By adopting creative teaching approaches, teachers provide opportunities for students to experiment and explore and influence their own learning

Observed strategies might include:

- Teachers employ a range of strategies beyond teacher-led (didactic) approaches
- Musical features of a new piece are first explored through listening and improvising
- Students are encouraged to continue learning independently beyond the session e.g. using digital resources, watching YouTube videos, creating their own compositions and improvisations etc.
- Over time, students have opportunities to play as individuals and within larger groups and ensembles, both formally and informally

Additionally, in small group, whole class and ensemble learning:

- Students make musical decisions through discussion and experimentation with their peers
- Students develop musical understanding through active listening to recordings, demonstrations or parts played by others

OUTCOME 5: Students make clear musical progress in every session and over time

- Students' musical learning is enhanced through well-planned sessions and sequences of sessions, with clear focus and structure
- Students understand and achieve planned learning intentions in every session
- Students' learning is consolidated through clearly related learning episodes

Observed strategies might include:

- Starter activities are linked to the main learning intentions of the session
- Teachers communicate the learning intentions of the session to the students

Additionally, in small group, whole class and ensemble learning:

- Learning intentions are differentiated to support different rates of student progress
- Students' musical progress is evidenced in dynamic ways e.g. through audio or video recordings, as appropriate

OUTCOME 6: Teachers and students engage in continual assessment of progress

- Teachers engage in continual assessment to inform future planning and reflection
- Students are involved in assessing their own learning
- Summative assessment forms part of formative assessment processes

Observed strategies might include:

- Teachers provide tangible evidence of student progress
- Self-assessment features in every session to ensure that students are aware of their own progress

Additionally, in small group, whole class and ensemble learning:

- Students are involved in peer assessment