

Effective Teaching and Learning Framework - The Music Education Hub for Cheshire East

Outcome for pupils:	Impact on pupils:	Observed teaching strategies might include:
<p>The language of every session is music</p>	<ul style="list-style-type: none"> • Pupils are engaged in making music throughout every session. • Over time, pupils explore a range of different musical genres and traditions through authentic pedagogies and vocabulary. • Musical learning is primarily developed aurally and is supported by singing and, over time, the use of notations. 	<ul style="list-style-type: none"> • 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 • Pupils regularly use their voices as an ensemble e.g. songs to support tuning of string instruments etc.
<p>Pupils are fully engaged in learning</p>	<ul style="list-style-type: none"> • Pupils benefit from positive, sustained relationships with teachers • Use of a variety of good quality activities and resources ensure that pupils are engaged throughout the session. • Where appropriate, technologies are used effectively to support pupils' musical learning. 	<ul style="list-style-type: none"> • Positive reinforcement is used regularly and appropriately • Appropriate language is used to support and challenge learners • 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 • Teachers use appropriate strategies to manage behaviour • Pupils are engaged in leadership roles as appropriate • Learning questions/ outcomes are used to anchor and support reflection on pupils' learning

<p>Creative approaches to teaching and creative learning allow pupils to develop holistically as musicians</p>	<ul style="list-style-type: none"> ● In addition to developing instrumental skills, pupils engage in a range of integrated activities, including performing, composing, improvising and listening critically. ● Pupils have the opportunity to experiment/explore and influence their own learning. ● Pupils have opportunities to develop technical proficiency on their instrument. ● Pupils have opportunities to develop a broad musical understanding. 	<ul style="list-style-type: none"> ● Teachers employ a range of strategies beyond teacher-led approaches ● Musical features of a new piece are first explored through listening and improvising ● Pupils 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, pupils have opportunities to play as individuals and within larger groups and ensembles, both formally and informally ● Pupils make musical decisions through discussion and experimentation with their peers ● Pupils develop musical understanding through active listening to recordings, demonstrations or parts played by others
<p>All pupils are included in learning, and make clear progress over time</p>	<ul style="list-style-type: none"> ● Pupils are always included in learning through suitably differentiated activities, resources and support. ● Pupils' musical learning is enhanced through well planned sessions and sequences of sessions, with clear focus and structure. ● Pupils understand what they're learning and why. 	<ul style="list-style-type: none"> ● Teachers show evidence of knowing each individual pupil and their learning needs e.g. names, SEN/D, G&T etc ● 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 ● Teachers plan for how additional adults can support pupil learning ● Starter activities are linked to the main learning intentions of the session, and time is used productively e.g. tuning before main body of session ● Teachers communicate the learning intentions of the session to the pupils ● Learning intentions are differentiated to support different rates of pupil progress ● Pupils' musical progress is evidenced in dynamic ways e.g. through audio or video recordings, as appropriate
<p>Teachers and pupils engage in continual assessment of progress</p>	<ul style="list-style-type: none"> ● Pupils learn from formal teacher assessment to help refine musical development. ● Pupils are involved in assessing their own learning through peer and self reflection. 	<ul style="list-style-type: none"> ● Teachers provide tangible evidence of pupil progress ● Self-assessment ensures that pupils are aware of their own progress ● Pupils are involved in peer assessment and feedback ● Pupils are engaged in their learning through dialogue and open questioning