

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

Outcome for students:	Impact on students:	Observed teaching strategies might include:
<p>Students learn through the language of music-making</p>	<ul style="list-style-type: none"> • Students are engaged in making music throughout every session • Over time, students explore a range of different musical styles, genres and traditions through authentic pedagogies • Musical learning is primarily developed aurally and is supported by the use of the voice 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 • Students regularly use their voices as an ensemble e.g. songs to support tuning of string instruments etc.
<p>Students are fully engaged in learning</p>	<ul style="list-style-type: none"> • Students benefit from positive, sustained relationships with teachers • 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 	<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 students' learning

<p>Creative approaches to teaching and creative learning allow students to develop holistically as musicians</p>	<ul style="list-style-type: none"> • In addition to developing instrumental skills, students engage in a range of integrated activities, including performing, composing, improvising and listening critically • Students have the opportunity to experiment and explore and influence their own learning through creative teaching approaches adopted by teachers. • Students have opportunities to develop a range of musical understandings in addition to instrumental skills. 	<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 • 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 • 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
<p>All students are included in learning, and make clear musical progress over time</p>	<ul style="list-style-type: none"> • Students are always included in learning through suitably differentiated activities, resources and support • 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 	<ul style="list-style-type: none"> • Teachers show evidence of knowing each individual student 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 student 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 students • 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
<p>Teachers and students engage in continual assessment of progress</p>	<ul style="list-style-type: none"> • Teachers engage in continual 'assessment for learning' of each individual, which informs planning, and reflection on their own practice • Students are involved in assessing their own learning 	<ul style="list-style-type: none"> • Teachers provide tangible evidence of student progress • Self-assessment ensures that students are aware of their own progress • Students are involved in peer assessment and feedback • Students are engaged in their learning through dialogue and open questioning