Pen Portrait Part 1

Introductory Information

This document is completed progressively throughout training in collaboration between the trainee and the Professional Development Tutor (PDT). A copy will be sent to each placement school by way of introduction and to summarise professional progress.

Trainee Name:  
Specialist Subject:  Music  
First Degree and Classification:  Professional Music Performance - BMus (Hons) 2:1  
Previous HE Institution:  Academy of Contemporary Music London (Middlesex University London)  
Other Qualifications:  
A levels: Music Technology (C), Physics (D), Chemistry (E)  
AS levels: Music (C), Critical Thinking (B), Maths (E)  
GCSE's: Music (A), Art (A*), R.E. (A*), Science (AA), Maths (A), Business Studies (A), English (B), Media Studies (B), D&T: Graphics (B), ICT (C)  
Previous Relevant Experience:  
- Pershore High School at The Base (SEND and Behavioural Problems): Helping those with behavioural problems and special educational needs take part in a lottery funded project called 'Rising Stars.' This involved motivating and helping pupils write, perform and record songs in groups. I worked with them closely to keep them on task and work through any problems they faced. Also worked in other subject areas supporting those with ASC in classes like Science and Maths.  
- Worcester Sixth Form College: Helping with setting up recording equipment, recording coursework. Sharing expertise on Sibelius and Cubase with sequencing tasks and compositional tasks. Making sure they had access to practice rooms and equipment.  
- Pershore High School: Helping out with group tasks during lessons: ranging from keeping them on task, to suggesting how to complete the task. Ensuring every student had materials and stationary so they could work. This involved working with a range of year groups (8-12) and across many subject areas.  
- Private Guitar Tutor: tuition ranging from one-to-one, up to small groups of 3. This included varying age ranges from 10 year olds right the way up to 50 year olds, and sometimes included mixed groups of these. These lessons focused hard on subjects such as: technique, performance tips, effective practice and self-reflection, musicianship, and theory.  

Areas of Subject Expertise or Strength:  
Contemporary Music Styles & Performance  
Sibelius Scoring Software  

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### Areas of Professional Expertise or Strength:
*(base this on your previous experience, qualifications, selection and interview, Professional Practice Audit and pre-course tasks including HBSE and/or SKE)*

- Understanding the responsibilities in the SEND department
- Working with teams and colleagues in a school environment
- Understanding of how the progress of learners is affected by a range of factors

### Other Relevant Trainee Information:
*(interests, other skills etc)*

- ICT (particularly web development) and graphic design.

### Areas for Particular Support or Consideration:
Trainees are invited to note down any areas where they feel they would benefit from particular help and support from mentors in school. For example:

- Specific help with aspects of spoken or written English for trainees with English as an additional language
- Specific input on educational culture, climate or systems for trainees whose own education was outside England or Wales or on exam systems
- A request for the opportunity for religious observance where possible (maximum of two days) *(http://www.bbc.co.uk/religion/tools/calendar/)*

- None

### Areas for Development – Subject:
*(base this on your qualifications, other subject study, selection and interview, Subject Audits and pre-course tasks including HBSE and/or SKE)* Aim for three areas. These will form the basis of your Subject Action Plan

1. Western Art Music
2. World Music
3. Keyboard Skills
4. Singing Skills

### Areas for Development: Professional Practice:
*(base this on your previous experience, qualifications, selection and interview, Professional Practice Audit and pre-course tasks including HBSE and/or SKE)* Identify one per category.

#### General Professional Practice:
1. Contributions to whole-school activities (8a, 8e)

#### Planning and Teaching:
2. Planning work to extend the learning in out-of-school contexts such as extra-curricular activities and the extended day (4c)

#### Assessment and Monitoring:
3. Self-evaluation of your work to support pupil progression (2d, 6c)
Place Placement School:

Progress made with Areas for Development – Professional Practice:
(refer to each of the areas for development agreed in Part 1 and base your evaluation on your own reading and research, PDP, weekly reviews, discussions with mentors, lesson evaluations and your School 1 A&E report). What specific training have you received in help you make progress in these areas?

• General Professional Practice:
  • 8a: I have participated and taken part in various school activities such as a staff charity football match, Christmas Jumper Friday and sports non-uniform day. For music I have helped setup and pack away equipment ready for concerts in Church and for assembly (setting level etc.). For the choir concert I supported the department and the pupils one Saturday evening, building rapport and helped to monitor them. I have provided support to other departments, such as Science and English in which I performed on my guitar to provide a good stimulus for their UoW. I have offered the use of my car to help move equipment to the church ready for the concerts. I have run an after-school Guitar Club, in which around 15 pupils learn techniques for improvisation, practice, instrumental techniques and worked towards and end of term concert in which they performed ‘Have yourself a merry little Christmas.’ For which I arranged and scored all the parts. I also helped out in Ukulele club offering my expertise on technique and arranging.
  • 8e: I attended parents evening and reviewed pupils progress. I briefly spoke with parents and learnt how their levels and tutor comments were used to feedback an overall progress account for that individual.

• Planning and Teaching:
  • 4c: For each unit of work and year group I had set a 6 week homework project that would support their learning in the class and get them ready for their assessment lesson in which they would use both. They were made aware of the importance of their attitude towards their own study and had the option to choose a project they would do well (i.e. essay, song, PowerPoint etc.). I ran an after-school guitar club that ran to 4.45pm in which pupils could extend their knowledge of the instrument and play in an ensemble.

• Assessment and Monitoring:
  • 2d: I have regularly reflected on my practice and altered resources and my approach based on how pupils learn. This often was pre-empted and took factors such as how information should be chunked, how skills should be targeted and how physical limitations may affect the learning. I used the lesson reflections and feedback from colleagues to help me improve my pedagogy and effectiveness within the classroom.
  • 6c: For each lesson I used my class data which included pupil’s prior attainment grades, any SEND needs and those who were gifted. I supported this as I was teaching and created resources and directed support staff to help certain named individuals. I used various AfL techniques to gain knowledge of the pupils and implemented this during the assessment lessons (peer and self-assessments, progress graphs and levels).
Progress made with Areas for Development – **Subject:**

(Refer to each of the areas for development agreed in Part 1 and base your evaluation on your own reading and research, your Subject Action Plan, PDP, weekly reviews, discussions with mentors, lesson evaluations and your School 1 A&E report). *What specific training have you received in help you make progress in these areas?*

- **Western Art Music:**
  - I have devised a whole unit of work on the classical period: specifically working on symphonies and studying the composer Mozart. I have implemented this knowledge for the entire block placement in my teaching, resources and PowerPoint’s.
- **World Music:**
  - For the serial placement I helped deliver the unit on Indian music in which pupils had to recognise and implement key features such as a Raga, Tan and Meend to compose a piece.
  - I have created and taught a year 10 GCSE lesson on Gamelan: getting them to play a piece as an ensemble using cipher notation on a chamber gamelan set. I created all the resources and slides and used the GCSE course specification to include the relevant information.
- **Keyboard/Piano Skills:**
  - For the UoW on Classical I demonstrated throughout the theme and variations using the piece Twinkle Twinkle. This incorporated both hands to demonstrate key features such as: Alberti bass, modulation and cadences, decorations (trills, turns and passing notes).
- **Singing Skills:**
  - I have taught a unit on singing in rounds, focusing on the Kodaly Methodology and hand signals. I have implemented various warm-ups such as BINGO and Boom Chikka Boom.

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**Attainment by the End of School 1:**

(Refer to your School 1 A&E report and list the grades achieved for each Standard)

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**Reflection on School 1 Attainment:**

(Refer to your PDP and comment on your attainment against the Standards in School 1) *What specific training have you received in help you make progress in these areas?*

- S3: directed resources such as books, websites and GCSE specifications given to help devise the units of work and lesson materials.
- S3: school literacy strategy used to promote good literacy within all lessons (tasks such as using synonyms and comprehending the WALT in their own words).
- S4: mentor trained using TEEP lesson cycle to include mini plenaries and AfL techniques such as SA, PA and formative feedback.
- S5: advice and training given to help with the development with ‘Higher Order Thinking' tasks, not ‘More Of The Same.' Blooms taxonomy and the department differentiation tree were used to help with this.
- S6: departmental documentation protocols for assessments were given, with techniques for AfL proposed.
- S7: school behavioural policy document allowed the implementation of behaviour management during the lessons with all pupils knowing the progressive routes for good and bad behaviour. The work on 'Pace' was extremely helpful in managing behaviour as a result of effective use of lesson time.

Other School 1 Achievements:

What are the other significant features of this placement, whether positive or negative? How would you evaluate the progress you are making in your training so far? **What specific training have you received in help you make progress in these areas?**

- I have successfully led an after-school Guitar Club in which we got a performance ready ensemble to play at the Christmas Concert in which schools around the area came together to provide an evening of music. This tested my arranging ability, conducting skills, and behaviour management as guitarists are prone to ‘twiddling.’ Ideas such as bass movements, improvisation, chord structures and voicing’s were studied. The extra-curricular group lasted for 1½ hours every Tuesday and I provided all the arrangements and differentiated parts for all abilities to play (ranging from year 5, to year 8).

Target Setting:

(refer to your PDP, especially the “b” pages and list targets for your next phase of training)

1. Address shortcoming in learning pupils names for all classes: this will allow factors such as behaviour management and praise to be more effective within the classroom (S1a; S7d)
2. Ensure that pupils of all abilities are catered for in every stage of the lesson, not just in the practical stages (S5a)
3. Use appropriate and context specific KS3 assessments and grading criteria for GCSE during the assessment phases (S6a)
4. Communicate effectively to parents regarding pupils progress and well-being (S8e)