

Music Feedback Prompts

Please refer to the music section of Birmingham City University's Subject Specific Development Journal for specific details of what the Associate Teacher has learned prior to their school-based training.

Curriculum Frameworks: Reference should be made to the current curriculum framework for KS1, KS2 and EYFS.

Music Subject Knowledge: Associate Teachers should demonstrate accurate subject knowledge in their planning and teaching.

The following prompts are designed to support in giving subject-specific feedback and are informed by the Model Music Curriculum

Procedural knowledge

- Enable their pupils to confidently listen, appraise, play tuned and untuned instruments.
- Be able to explain; note names, dynamics and the link between the written note and the played note,
- Be able to develop the pupils understanding that tempo is fundamental to rhythmic activities

Declarative knowledge

- Be able to use standard and non-standard notations
- Have a growing understanding that pitched music is founded on important notes and is classed in keys

Tacit Knowledge –*knowledge* refers to the *knowledge* gained through experience eg Listening to music

- Members of a culture gain some tacit knowledge of the workings of the main musical systems they hear
- Pupils engaging with music move from this undeclared and highly abstract knowledge

The following prompts are designed to support in giving subject-specific feedback and are informed by the National Curriculum, the EYFS Framework and current research.

Key Idea:	What to look for
Warm Up	➤ Does the warmup enable pupils to revisit prior learning or explore instruments or movement that will be the focus of the learning in the lesson? ➤ Does the warmup activity further embed duration (rhythm) and tempo in the pupils.
Introduction of New learning	➤ What musical strands (Listen, play sing, improvise, compose perform) is the associate teacher teaching, and how are they being developed? ➤ How were the children given opportunities to independently explore their instruments, timbres, before being encouraged to compose?
Development of Learning	➤ How does the associate teacher approach the 3 pillars of progression: technical, constructive and expressive? What are they doing in this lesson? ➤ Did the Associate Teacher model/demonstrate any key fundamental musical skills – if so, how was this done? (Teacher modelling/video/audio demonstration etc) ➤ Were teaching points for specific skill development used to enable the children to know how to develop a particular skill? ➤ How did the children collaborate with each other to develop their improvisatory/compositional skill competencies?
Application of Learning	➤ How does the Associate Teacher structure the tasks to enable the children to apply their musical skills? ➤ How does the Associate Teacher organise the children and what impact did that have on their skill progression? ➤ Are the children given opportunities to make decisions about interpretation, direction, combination of sounds? ➤ How does the Associate Teacher assess the progression? What interventions and feedback are given to support individuals or groups?
Target Setting: At least one subject specific target should be set following an observation. This should include what is the next step (to support Associate Teacher progress) why is this important (impact on pupil progress) and how will this be achieved (what actions are needed?) E.g. Teach how to support your voice with good breath control, so that the children can sing to the end of a musical phrase, by modelling good breath control techniques.	