

Guidance for Observation and Target Setting in Primary Music

National Curriculum Purpose of study: A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon.

6 Key Questions to ask when observing Music lessons:

	Question	Additional Information
1	Is 'sound' the dominant language and practice, with <i>appropriate scaffolding</i> , of the lesson? Most, if not all the lesson, should be conducted in the target language.	<i>Is the focus on 'playing and making' music more than learning 'about' music or discussing 'how' to play music? Do the activities enable the children (and teacher) to think, feel and act like a musician?</i>
2	Do the learning intentions relate to the clear development of musical understanding:- technical understanding – development of vocal and/or instrumental techniques; and/or constructive understanding – increasing knowledge of the interrelated dimensions of music; and/or expressive understanding – extending musical quality and creativity previously	<i>Are the children developing fine motor skills and gradually developing greater control over the sound they are producing? Are they building competence in using different forms of notation? Do the children enjoy responding to music through moving instinctively? Are they able to talk about the construction of the piece and how it develops? e.g. ABA with a bridge. Do the children identify key elements of the style? Can they articulate why the choice of instruments support the specific sound created or how using different instruments may change it?</i>
3	Does the teacher model and demonstrate by 'showing' the children? Are they leading by example as an 'active musician' in the classroom? This includes providing quality feedback to support children's musical development.	<i>Are practical tasks broken down into chunks where vocal/ instrumental techniques are explained? When composing, is the teacher deconstructing the process so the children can see it as a series of steps, demonstrating examples of how the piece could sound? Formative 'developmental' assessment in music is a vital part of the learning process itself. It helps pupils and teachers to understand the possible next steps. It is far more important than making summative judgements.</i>
4	Is the teacher using/explaining/reinforcing music specific terminology and are there opportunities for pupils to develop this vocabulary?	<i>Focus on the interrelated dimensions of music (i.e. pitch, tempo, rhythm, texture, timbre, dynamics and duration). The understanding of these concepts should be built upon. e.g. using words to remember rhythms or other notational cues, perhaps posters or other resources containing terminology.</i>
5	Do the practical tasks allow the pupils to be able to realise their expressive intentions in composing work? Are the children able to talk about why they have chosen a particular sound or expression within a composition?	<i>Is there a fluidity between doing and learning? through making and thinking? Are the children given time and space to experiment and practice and are they encouraged to take risks? How do children express their choices regarding instrumentation, tempo and timbre?</i>
6	Is the choice of resource material reflective of music from a range of genres, historical periods and diversity of styles and traditions including the works of great composers and musicians? Have the children's musical interests and experiences been considered?	<i>Active music listening should be a creative activity which involves individual, affective responses and not simply identifying musical characteristics. Do the listening activities encourage imaginative and subjective responses? Do the musical examples invite the children to explore beyond the ordinary and engage deeply with the rich tapestry of musical expression?</i>

Potential **Music Specific** Targets on Lesson Analysis Forms.

Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum & pedagogy) Next Steps:
Through high-quality active listening experiences, children will be able to respond to specific questions on mood, instruments and styles/genres.
Develop a range of call and response activities that will enable the development of vocal skills. Children will develop their aural ability and as well as oral response.
Develop greater confidence through demonstrating more frequently, a range of performing and composing techniques.

Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:
Plan opportunities for pupils to have a large amount of practice e.g. performing to consolidate learning, develop technically and deepen expressive understanding.
Progress will be incrementally achieved gradually becoming more complex. Less formal assessment should be used to measure pupil progress through regular and context specific diagnostic feedback i.e. modelling of musical examples to demonstrate the process and quality for the pupil is more effective than written feedback.
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Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum & pedagogy) Next Steps
Make clearer references to subject knowledge and in particular the three pillars.
Develop an awareness of a range of resources to broaden your pupils' musical horizons. Look at the Music Model Curriculum for starting points beyond the National Curriculum
Develop your understanding and knowledge of different genres of music so that you are able to identify misconceptions and adapt your teaching.

<https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music#pedagogy>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

<https://www.gov.uk/government/publications/subject-report-series-music/striking-the-right-note-the-music-subject-report>