

The LJMU Mentor Guide to the MUSIC curriculum in Phase 2a Secondary



Phase 2a student teachers will start to develop their independence for planning and teaching with the support of expert colleagues. With support, they will plan lessons which match the needs of groups and individuals and develop longer term planning through sequences of lessons as part of an ambitious curriculum.

At the end of Phase 2 we expect student teachers to:

- Create a learning environment which reflects consistently high expectations and manage pupils' behaviour in line with school policies.
- Plan and teach music lessons which demonstrate understanding of how pupils learn and develop, and which select and use appropriate teaching strategies for the subject matter and classes taught.
- Demonstrate secure subject knowledge in their daily teaching and be proactive in addressing any areas of need.
- Use a range of assessment strategies to accurately evaluate both their own teaching and pupils' learning and progress, and be able to use this information to design, adapt and sequence future plans.
- Adapt planning and teaching to respond to a range of learning needs, and if necessary, know where to seek help and advice to support pupils with SEND.
- respond constructively to challenge, feedback and critique and continuously improve their understanding and practice.
- Have a positive impact on pupil progress and an increasing confidence in teaching across the curriculum.

Prior to Phase 2a; student teachers will have been taught about:

Behaviour management
Rosenshine's Principles
Curriculum and progression
Questioning and dialogue in learning
Subject knowledge and pedagogy
Cross Arts teaching
Influential Arts practitioners
The evolution of the Music National Curriculum, Music Research review & the NPME

They will also have been taught about: (the timing & sequence of these may vary for School Direct students)

The role of their subject in the wider curriculum and statutory requirements
Fundamental principles of how children learn
Cognitive science and memory
Principles of assessment
Observing learning & deconstructing learning following observation
Preparing for Phase 1 – the QTS file and mentoring expectations

The Phase 2a ITE Music Curriculum:

In Phase 2a, the centre-based curriculum focuses on specialist Music subject knowledge and pedagogy. We ask you to support students in exploring these further in schools.

The focus of weekly discussions is in black. Professional Development Activities for STUDENTS are in blue.

Date (LJMU)	Taught LJMU session	School-based focus	Mentor curriculum in weekly meeting and Professional Development Activities.
Friday 10 NOV	Performing Arts subject knowledge workshops. Teaching composition in KS3.	Teaching and developing composing skills in KS3	Discuss how music/the Arts fits into the school curriculum/ faculty. Discuss how music composition skills are developed throughout the whole of KS3. How are skills incrementally developed in preparation for GCSE? Identify gaps in KS3 subject knowledge and opportunities in teaching and observation to develop this knowledge.
Friday 17 NOV	Retrieval practice & introduction to Formative Assessment	Formative assessment activities in the music classroom	Discuss how to plan formative assessment tasks which link to lesson objectives and think ahead about what would indicate understanding (e.g. by using hinge questions to pinpoint knowledge gaps). Observe and analyse appropriate formative assessment strategies used. Discuss how to structure tasks and questions to enable the identification of pupil's knowledge gaps and misconceptions. Discuss the use of assessments to check for prior knowledge and pre-existing misconceptions.

Friday 24 NOV	Modelling, demonstrating, questioning and the art of instruction.	Effective teaching strategies – active guided instruction.	Discuss how to adapt lessons, whilst maintaining high expectations for all, so that all pupils can meet expectations and deconstruct this approach of modelling and using worked examples. Observe how expert colleagues break tasks down into constituent components when first setting up independent practice and deconstruct this approach. Discuss lesson sequencing and planning in order to provide sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.
Friday 1 DEC	Meeting individual needs in the music classroom.	Adaptive and responsive teaching strategies in order to support learning in the classroom.	Discuss how to support pupils with a range of additional needs, including how to use the SEND Code of Practice, which provides additional guidance on supporting pupils with SEND effectively. Arrange a meeting with the SENCO in school to discuss school policy and effective practice. Engage in discussion with TAs regarding your SEND pupils' specific needs. Observe how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and deconstruct this approach. Make and plan for the use of well-designed, appropriate resources.
Friday 8 DEC	Literacy in the Music classroom Decolonising the curriculum	The school Literacy policy.	Discuss the literacy strategy for the department. Consider ways in which the individual needs of pupils are addressed in lessons and where to find support for pupils who have difficulties in accessing learning. Explore applications of scaffolding to support all learners considering capability. Make connections to the ways pupils may learn, store, recall and apply knowledge and obstacles pupils face in the subject. Explore ways of teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to specialist vocabulary.
Friday 15 DEC	Assessment & Progression in the Arts	Analyse pupils progress – how do pupils get better in music? and how do we know?	Discuss the methods of assessments used within the department/whole school setting. Debate the methods of tracking progression in key stage 3, records of progress. Discuss and analyse how to choose, where possible, externally validated materials, when required to make summative assessments. Draw conclusions about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues. Appreciate that assessments draw inferences about learning from performance. Complete Phase 2a review form Reflect on progress made in this phase and identify targets for teaching in alternate placement.

In Phase 2b, student teachers go to their alternate placement with no centre-based Curriculum but with continued support from their Liaison Tutor. The Phase 2b mentor guide will be accessible via www.ittp-placement.com website.