

## **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	<b>Discuss</b> how music/the Arts fits into the school curriculum/ faculty. <b>Discuss</b> how music composition skills are developed throughout the whole of KS3. How are skills incrementally developed in preparation for GCSE?  <b>Identify</b> 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	<b>Discuss</b> 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). <b>Observe</b> and <b>analyse</b> appropriate formative assessment strategies used. <b>Discuss</b> how to structure tasks and questions to enable the identification of pupil's knowledge gaps and misconceptions. <b>Discuss</b> 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.	<b>Discuss</b> how to adapt lessons, whilst maintaining high expectations for all, so that all pupils can meet expectations and <b>deconstruct</b> this approach of <b>modelling</b> and using worked examples. <b>Observe</b> how expert colleagues break tasks down into constituent components when first setting up independent practice and <b>deconstruct</b> this approach. <b>Discuss</b> 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.	<b>Discuss</b> 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 <b>discuss</b> school policy and effective practice. <b>Engage</b> in discussion with TAs regarding your SEND pupils' specific needs. <b>Observe</b> how expert colleagues adapt lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations and <b>deconstruct</b> this approach. <b>Make</b> and <b>plan</b> for the use of well-designed, appropriate resources.
Friday 8 DEC	Literacy in the Music classroom  Decolonising the curriculum	The school Literacy policy.	<b>Discuss</b> the literacy strategy for the department. <b>Consider</b> 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. <b>Explore</b> 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. <b>Explore</b> 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?	<b>Discuss</b> the methods of assessments used within the department/whole school setting. <b>Debate</b> the methods of tracking progression in key stage 3, records of progress. <b>Discuss</b> and <b>analyse</b> how to choose, where possible, externally validated materials, when required to make summative assessments. <b>Draw conclusions</b> about what pupils have learned by looking at patterns of performance over a number of assessments with support and scaffolding from expert colleagues. <b>Appreciate</b> that assessments draw inferences about learning from performance. <b>Complete Phase 2a review form</b>  <b>Reflect</b> on progress made in this phase and <b>identify</b> 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.itt-placement.com](http://www.itt-placement.com) website.**