

ITAP 1 – How do I start lessons in a calm and purposeful manner?

To begin to be able to:

- Start a lesson in a calm and controlled manner
- Obtain silence and pupils' attention
- Respond effectively to disruption during teacher talk

We recommend the teaching episodes in ITAP 1 are around pupils entering, engaging with entrance tasks (if appropriate) and student teachers completing the review of the task, obtaining and maintaining silence in the process

ITAP 1 – Music Guidance:

Student teachers should take responsibility for the start of the music lesson, welcoming pupils into the music space and establishing calm, purposeful routines for managing instruments and specialist equipment. Pupils might begin with an independent starter task that engages them musically such as a listening activity or practice exercise. The student teacher might also lead a structured vocal, rhythmic or instrumental activity with the class as a “hook” into the lesson. Student teachers should practise gaining the attention of the whole class, using the school’s established routines and clear music-specific stop and start signals where appropriate.

ITAP 2 – How do I model and explain knowledge, processes and skills in my subject?

To begin to be able to:

- Model and explain one aspect of my subject
- Break down complex concepts or skills into bite-size chunks
- Practise the ‘hand-over’ from teacher to pupil activity

ITAP 2 – Music Guidance:

Student teachers should plan and deliver a short episode of musical modelling. For example, they might model a rhythmic pattern, instrumental technique or chord sequence. Musical learning should be broken down into manageable chunks, with pupils given opportunities to listen, imitate, rehearse and refine. Student teachers should practise the gradual hand-over from teacher modelling to pupil music-making, (e.g. “I play, we play, you play”). The emphasis is not simply on explaining how to complete a task, but on enabling pupils to hear what successful musical outcomes sound like and understand how they can achieve them.

ITAP 3 – How do I ask and respond to questions in my subject to check understanding?

To begin to be able to:

- Ask effective questions to check pupil understanding
- Respond effectively to hesitant or incorrect pupil responses
- Explore different modes of pupil responses (e.g. written responses)

ITAP 3 – Music Guidance:

Student teachers should work towards developing questioning strategies which check pupils' musical understanding as well as their awareness of the steps they need to take to make progress in the set task. In Music, responses do not always need to be verbal, and student teachers may consider how pupils can show understanding through musical demonstration. Misconceptions should be used diagnostically, with the student teacher using them as an opportunity to reinforce their modelling in order to embed pupil understanding. Student teachers should also practise probing pupils' initial responses, to elicit deeper learning and clarify the next steps for progression.

ITAP 4 – How do I deploy a subject-specific pedagogy effectively?

To begin to be able to:

- Use subject-specific pedagogy to support pupil knowledge, understanding and skills
- Promote the use of appropriate subject-specific vocabulary
- Recognise and respond to common pupil misconceptions associated with learning my subject

Subject leads to identify the specific pedagogy and send general mentors the brief overview of supporting literature

ITAP 4 – Music Guidance:

For Music, the focus should be on exploring informal approaches to musical learning, in which pupils have greater ownership of the music they make, how they learn it and the musical decisions they take. Student teachers should consider opportunities for pupils to learn through listening, copying by ear, experimenting and learning from one another. Where appropriate, pupils might have choice over repertoire, instruments, roles or approaches to learning. Student teachers should consider how the role of the teacher changes within informal learning. Rather than directing each stage of the musical process, they should practise observing, listening and intervening purposefully, recognising when pupils need support and when they should be given time and space to solve musical problems independently or with their peers. Music and musical sound should remain at the centre of learning, with student teachers facilitating peer-directed learning and recognise that musical knowledge can move between pupils, rather than always from teacher to pupil.