**Primary Initial Teacher Education: Curriculum Plan**

**Subject : Music Undergraduate**

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| **Curriculum Intent:** **MUSIC**- Our music education curriculum is intended to allow student teachers to learn the necessary vocabulary, concepts and curriculum knowledge to begin their primary music teaching. The curriculum is developmental, allowing students to build on their prior learning and their ongoing school-based experience so that they learn more, understand more, and remember more. The curriculum is informed, in particular, by Ofsted’s 2021 Research Review. In particular, that music includes three key composites (Pillars of Progression):the Technical; the Constructive; and the Expressive, as well as three types of musical knowledge: Tacit knowledge, Procedural knowledge and Declarative knowledge. The entire music curriculum is centred around these concepts.The Music ITE curriculum requires the students to engage in practical musical activity, so that they learn how to introduce and sustain musical learning. They will learn that all musical activity should serve the key aspects of musical learning, which are performing, composing and listening. In addition, they will learn that musical activity should teach children about music from different times and places, and that there are many different genres and styles of music. Furthermore, the students will be encouraged to engage in creative ‘risk taking’ (Kinsella and Faultley, 2021) as they engage in their own imaginative compositional music making. The students will learn that music teaching should be *musical* (Paynter, 1982) and that music learning happens through repeated and regular musical rehearsal (Platz et al. 2014; Haith and Krakauer, 2018). They will understand how teachers can enhance children’s musicality by building musical schema (Eriksson & Kintsch, 1995; Oakley & Sejnowski, 2018) and by applying knowledge about the interrelated dimensions (DfE, 2014) which include pitch, rhythm, dynamics, duration, tempo, texture and rhythm.The students will learn how music can be graphically represented; however, they will learn that in early musical learning, sound should precede symbol (Mills and McPherson, 2015). They will learn about grid notation, and that there can be progression between the notation of pulse, rhythm, pitch and additional embellishments such as dynamics and structure.The students will learn a repertoire of songs, musical games and composing activities. Furthermore, they will learn about the many resources that are available to support their teaching. They will learn how to plan an individual music lesson, and they will learn that there is a simple, efficient approach to song teaching which is underpinned by working memory and cognitive load theory (Carner and Pashler, 1992; Lindsay et al. 2014; Ofsted, 2019; McPhail, 2020). |
| **Phase** | **Learn that…** | **Learn how to…** |
| **Phase 1 – University led** | **Trainees will know:**  | **Trainees will be able to:**  |
| * NC music programmes of study, and appropriate vocabulary including the interrelated dimensions of music. In addition, they will learn wider music terminology, including the component knowledge for composing, the names of classroom percussion and the standard ways they should be played. **(LT3.2; 3.3; 3.6)**
 | * Employ the language of the NC along with the components of composition to inform feedback. **(LH3.1; 3.3; 3.14)**
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| * That there is a connection between musical sound and symbol, and that sound precedes symbol.
 | * Perform from simple rhythmic and melodic notation (graphic, gesture, staff notation) **(LH3.1)**
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| **Trainees will understand:**  |  |
| * That there are many forms of music, music making, and approaches to music education. In addition, they will understand that there are a range of musical pedagogies and that this is a key area of debate within the music education community.
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| * How to teach a song, efficiently, drawing on WMT and CLT to support understanding **(LT2.2-2.9) (LH2.1-2.11; 4.2 – 4.5).**
 | * See Phase 2 for application
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| * That music, speech and movement are inseparable within children’s musical learning experience and that children need time to rehearse, improvise, and experiment with musical ideas.
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|  |  **Phase 1 Assessment**1. Efficient Song Teaching Analysis
2. ‘High Quality singing’ analysis
 | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:***The three pillars of Musical Progression (musical composites): The Technical; The Constructive; The ExpressiveThe three forms of musical knowledge*By the end of this phase trainees will* ***understand:******The components of the three pillars of musical progression (composites) and how these should be at the heart of all musical learning.****By the end of this phase trainees will* ***be able to:*****Teach a song efficiently****Explain key musical terminology relating to the component knowledge, set out above.** **Name and explain how to play a range of classroom instruments** |
| **Phase 1 is informed by the Ofsted (2021) Research Review for music, and the following key texts:** | DfE (2019) ITE Core Content Framework* J Paynter, ‘Music in the secondary school curriculum’, Cambridge University Press, 1982.
* V Kinsella and M Fautley, ‘Giving value to musical creativity’, in ‘Creative and critical projects in classroom music: fifty years of sound and silence’, edited by J Finney, C Philpott and G Spruce, Routledge, 2021, pages 65 to 76, quote on page 66.
* B Oakley and T Sejnowski, ‘Learning how to learn’, Penguin Random House, 2018.
* J Mills and GE McPherson, ‘Musical literacy: reading traditional clef notation’, in ‘The child as musician: a handbook of musical development’, edited by GE McPherson, 2nd edition, Oxford University Press, 2015, pages 192 to 207;
* G McPhail, ‘The search for deep learning: a curriculum coherence model’, in ‘Journal of Curriculum Studies’, 2020, pages 1 to 15.
* F Platz, R Kopiez, AC Lehmann and A Wolf, ‘The influence of deliberate practice on musical achievement: a meta-analysis’, in ‘Frontiers in Psychology’, Volume 5, Issue 646, 2014, pages 1 to 13.
* JA Sloboda, JW Davidson, MJA Howe and DG Moore, ‘The role of practice in the development of performing musicians’, in ‘British Journal of Psychology’, Volume 87, Issue 2, 1996, pages 287 to309.
* J Sloboda, ‘Exploring the musical mind: cognition, emotion, ability, function’, Oxford University Press, 2005.
* KA Ericsson, RT Krampe and C Tesch-Römer, ‘The role of deliberate practice in the acquisition of expert performance’, in ‘Psychological Review’, Volume 100, Issue 3, 1993, pages 363 to 406.
* EF Clarke, ‘Generative principles in music performance’, in ‘Generative processes in music: the psychology of performance, improvisation, and composition’, edited by JA Sloboda, Oxford University Press, 2001.
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| **Phase 2 – school led** |  |
|  | * To observe the school’s health and safety policy in the context of music education and to learn how to care for musical resources.
 | * Apply health and safety criteria within their own planning for music.
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|  |  | * Teach song, using key techniques including modelling, call and response, gesture, isolation, and repetition. **(LH2.1-2.11)**
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|  | **Phase 2 Assessment** – Subject specific placement feedback |  |
|  | **Trainees will know**: | **Trainees will be able to:** |
| **Phase 3 – University-led** | * Trainees will be required to recall, rehearse and embellish their understanding of phase 1 knowledge through musical activity, through self and peer assessment, and through incidental quizzes and reflective tasks. In particular, they will revise key Music NC programmes of study and associated terminology: performing, composing, listening; the interrelated dimensions & musical elements: tempo, timbre, structure, dynamics, duration, texture; component knowledge for composing, including ostinato, drone, canon, call and response, and pentatonic scales. Where opportunities exist, sessions will be adapted to include modal scales. Furthermore, students will be encouraged to use their own specialist instruments, where available. **(LT3.2; 3.3; 3.6; 3.7)**
 | * Take part in musical activity where they rehearse musical language and processes; where they learn about musical instruments and where they rehearse their understanding of component knowledge for composing through practical experience. **(LH3.1; 3.4)**
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| * That learning experiences should build upon prior musical learning by using components which lead to composite knowledge. They will learn that musical activity should be purposeful and that music teaching should be ‘musical’ with musical sound being the dominant language of the lesson. They will learn to use key resources such as Sing Up; MMC; BBC 10 pieces, along with a range of other musical starting points, to design learning experiences. **(LT2.2 – 2.8; 3.7)**
 | * At university, plan a single music lesson, based on a core scheme of work such as Music Express taking note of progression, organisation, assessment and adaptive teaching. In school plan a short sequence of lessons with support. **(LH2.1; 2.7; 2.10)**
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| * **Trainees will understand:**
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| * That component and composite knowledge for music, particularly in relation to composition, notation, and music history, should be well-sequenced across a school’s curriculum plan. **(LT4.1; 4.3)**
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| **Phase 3 Assessment**1. Three Pillars of Musical Progression
2. Three forms of Musical Knowledge
3. Component knowledge for composing
4. Component knowledge for efficient song teaching

End of Phase 1 quiz (Learning Edge): 3 pillars, musical knowledge, Musical elements/interrelated dimensions, component knowledge for composing | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:***How to plan for music from a published resourceThat creative application helps to embed musical learning within LTM. That ongoing formative assessment of pupils’ learning is key to the delivery of a well-sequenced series of lessons*By the end of this phase trainees will* ***understand:**** The characteristics of efficient music teaching (vocal and instrumental) which draw upon key principles of planning, which are synonymous with Rosenshein’s principles
* That music has a historic and a social context (meaning) which has important implications for a school curriculum.
* That planning for progression across a series of lessons is key to children’s learning in Music

*By the end of this phase trainees will be* ***able to:*** * Plan a music lesson, based upon a published scheme of work, which is attentive to both musical learning and to creative application.
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| **Phase 3 is informed by the Ofsted (2021) Research Review for music, and the following key texts:** | M Fautley and A Daubney, ‘Some thoughts on curriculum in music education’, in ‘British Journal of Music Education’, Volume 36, Issue 1, 2019, pages 1 to 4.172.L Green, ‘How popular musicians learn: a way ahead for music education’, Ashgate Press, 2002; TM Amabile, ‘Within you, without you: the social psychology of creativity, and beyond’, in ‘Theories of creativity’, edited by MA.Runco and RS Albert, Sage, 1990. |
| **Phase 4 – school led** | To plan a sequence of music lessons, with close attention to musical learning (Technical, Constructive, Expressive)To learn about the curriculum sequence for music within the student’s base class, and in relation to the adjacent year groups.  |
|  | **Assessment**: Subject specific placement feedback |  |
| **Phase 5 – University-led***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:** | **Trainees will be able to:** |
| * How to enhance musical knowing – extra-curricular music, instrumental music lessons, music visits and visitors, hub/music service activities **(LT1.6;)**
 | * Identify targets for their own professional development within music. **(LH8.5 - 8.7)**
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|  | * That a primary music curriculum captures the values, pedagogies, repertoire of musical experiences, and the syllabus for music across the primary phase.
 | * Devise a curriculum intent statement to capture the vision, values of principles for primary curricular and extra-curricular music. **(LH1.2; 1.3)**
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| * That a teacher’s own tacit, procedural and declarative knowledge for music continues to develop over the entire course of their career, but that they have to plan for this development, and be attentive to their own music teaching development needs. (LT**8.1; 8.3; 8.7)**
 | * Articulate the work of the local music hub and the importance of rich, aspirational musical experiences **(LH1.3; 1.4)**
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| **Trainees will understand:**  |  |
| * The work of the local music hub and other national organisations who provide support for music teaching and CPD for primary teachers. **(LT8.1; 8.3; 8.7)**
 | * Articulate a target for their own professional development within music education, with awareness of potential CPD provision. **(LH8.5 – 8.7)**
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| **Phase 5 Assessment**1. Knowledge of key music networks/organisations that could support pedagogy/resources and ongoing CPD
2. Students set their own ECT targets for music education.
 | **Composite knowledge / understanding / skills***By the end of this phase trainees will* ***know:**** approaches to retrieval and the sequencing of lessons that enable children’s musical learning to be embedded in their long-term memory
* be able to make assessments of children’s musical learning, and to plan their next steps accordingly

*By the end of this phase trainees will* ***understand:**** that a range of effective behaviour and class management strategies will be required during music lessons including during whole class, group and paired learning episodes.

*By the end of this phase trainees will* ***be able to:**** research, plan, deliver and reflect upon a well-sequenced series of music lessons, drawing on appropriate primary music resources.
* Manage the music classroom, including the safe deployment of music resources
* Reflect on their own musical learning and identify targets to expand their own musical horizons
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| **Phase 5 music is informed by the following literature on assessment, taken from Ofsted, 2021.** | M Fautley and R Colwell, ‘Assessment in the secondary music classroom’, in ‘Music learning and teaching in infancy, childhood, and adolescence: an Oxford handbook of music education’, edited by G McPherson and G Welch, Oxford University Press, 2018, pages 257 to 276.M Fautley and A Daubney, ‘Curriculum and assessment in music education – the research context: an explanation of the process underpinning the production of the ISM materials’, Incorporated Society of Musicians, 2019.S Hennessy, ‘Overcoming the red-feeling: the development of confidence to teach music in primary school amongst student teachers’, in ‘British Journal of Music Education’, Volume 17, Issue 2, 2000, pages 183 to 196; F Seddon and M Biasutti, ‘Non-music specialist trainee primary school teachers’ confidence in teaching music in the classroom’, in ‘Music Education Research’, Volume 10, Issue 3, 2008, pages 403 to 421 |