# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## Music

Subject rationale

Teachers should feel confident and positive about teaching primary music, utilising pupils’ motivations, understanding and creativity. BSTs should be secure with the progression of music from the EYFS to KS2 and equipped with the skills and knowledge to plan and deliver a high-quality curriculum. We give BSTs a good grounding in the four aspects of performing, composing, listening and appraising and this is intended to be a foundation on which to develop their practice.

## **Sequencing the subject for each phase**

Phase 1: Explore music’s essential role in the curriculum; inclusion, building pupils’ creative abilities, confidence, collaborative skills, wellbeing; Ensure music participation is accessible to all. Basic explorations of sounds, instruments and voices spark individual and group creativity. ‘Mistakes’ are a vital part of creative and performing processes, and learning how to listen to and evaluate music improves those skills. Pupil choice and exploration are examples of many overlaps with the ECRA model. Through practical tasks of composing, performing, and listening and appraising, BSTs learn how to model musical elements, encourage participation, give constructive feedback, and assess musical outcomes. As a result, BSTs learn that sessions should be carefully planned and sequenced so that pupils make links and progress, built on prior learning. This stems from having a well-managed, positive classroom environment.

Phase 2: Musical elements are briefly revisited. Vocal warmups are used to develop BSTs’ understanding of how songs are structured and why singing is such a vital part of pupils’ musical experience, wellbeing and confidence building. Single line melodies, 2-part songs and rounds are explored as a means of understanding pedagogical approaches to teaching solid performing skills. Many of these are instinctive and a process of sequencing these for pupils in manageable steps so that they make regular progress. BSTs learn the difference between linear, deep and broad forms of musical learning and progression. We explore a range of online singing resources that can be used to support vocal work in schools, including Sing Up/Sing for Pleasure/Kapow/Sparkyard/Charanga.

Phase 3: This is a more in depth look at learning and progression / planning and assessing in music. Using vocal warm-ups as examples, taking the regular and often, coupled with the Ofsted overview of ‘slowly, incrementally, over time’, BSTs consider how to break down learning into manageable steps while having clear assessment goals in mind. Learning and progress must be musical and assessed in musical ways.

### How mentors can support BSTs in school

* ​​​​​​​​​​​​​​​​​​​​​Ensure BSTs observe and teach regular curriculum music sessions as well as assemblies or concerts for Christmas/Harvest, etc.
* ​​​​​​​Model how to choose and lead effective rhythmic and vocal starter activities that feed into later musical learning.
* ​​​​​​​Model how to establish and maintain good routines for instrumental use that factor in both pupil health and safety, and instrumental care.
* ​​​​​​​Model how to instil good performance practices, including, but not limited to, standing together, sitting together, paying attention, etc.
* ​​​​​​​Plan sequences of music lessons in which pupils learn and make progress across performing, composing and listening & appraising skills.
* ​​​​​​​Use/adapt additional resources (Sparkyard/Sing-Up/Kapow/Charanga etc.) to support pupil musical progress.
* ​​​​​​​Observe and give subject-specific feedback on at least two music sessions during the placement.

### Indicative open access reading

1. DfE (2021) Model Music Curriculum. Available at: [Model\_Music\_Curriculum\_Full.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/6061f833d3bf7f5ce1060a90/Model_Music_Curriculum_Full.pdf)
2. UK Government (2022) National Plan for Music Education. Available at: [The power of music to change lives: a national plan for music education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education)
3. ISM Primary Music Toolkit and ISM Primary Singing Toolkit. Available at: [Primary Music Toolkit - Independent Society of Musicians (ism.org)](https://www.ism.org/event/primary-music-toolkit/)