

SKILLS AND KNOWLEDGE

The skills and knowledge you need vary, depending on what your role is in **SCHOOL** or **COLLEGE** (see also chapter 1 notes and guidance), the age group (Key Stage) you teach and any specialist skills you have. You certainly need to have a broad knowledge of the curriculum, expertise in at least one instrument or area of work (such as music technology) and to be good at communicating and working with young people or adults.



MUSICAL SKILLS

Technical and performance ability on your main instrument

Knowledge of set curriculum in primary / secondary / further education (see "notes and guidance") for example, music appreciation, composition, performance

Theory skills needed for this type of work



PERSONAL QUALITIES AND SKILLS

Communication skills with children / young adults and other teachers

Organisational skills

Skills in motivating people

Positive, caring and supportive attitude with strong class / group management skills.

Reliability and timekeeping

Like working with children / young people in large groups

Like studying, academic work

LEARNING STYLES

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

HOW TO SET WORK AND MARK IT

It's an essential part of a teacher's job to plan out work to complete in class, work to hand in and work to be marked, so that you can assess the progress of your learners.

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

Full details are in this chapter. Also read "Assessing work" on P108-109

GROUP AND INDIVIDUAL TEACHING

Just as there are different learning styles, there are differences between teaching groups and individuals.

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

REFLECTIVE PRACTICE

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 2

WHAT DO I TEACH?

You need to learn about the set curriculum for your area of work. This covers things like performance, composition and musical appreciation.

» WORKBOOK 9 – TEACHING MUSIC – CHAPTER 1 – POLITICAL

Remember that **PRIMARY SCHOOL TEACHERS** have to teach across curriculum areas, such as English and Maths.

Teachers plan their own schemes of work, lesson plans and content for sessions based on national guidelines.

Look at the suggested websites for lots of examples of varied ideas for lessons, delivered in all sorts of ways.

PREPARING FOR WORK

The best way to prepare for work is:

Be realistic about your skills,
experience, personal qualities and
lifestyle
Research opportunities
Get some work placement
experience
Write a good application / CV /
Profile
Prepare for interview and audition
Apply for work and learn from
experience.

All of these are covered in workbook 2!

» WORKBOOK 2 – WORK AND JOBS – ALL CHAPTERS



Remember to think about your qualifications:
what do you need and how are you going to get it?

ASSESSING WORK

Assessing, marking or grading is difficult. Assessment is made easier by setting criteria – points – which you can make judgements against. Often these will be set by the curriculum you teach.

There are many different types of assignment. Investigate these through the weblinks. Here is one example.



Tips on feedback

- 1
- Written feedback gives the student something formal to read and keep for their records.
- 2
- Focus on both the strengths and weaknesses, offering constructive suggestions for improvement.
- 3
- Feedback should clearly relate to how the learner has done in relation to the assessment criteria, tasks or questions
- 4
- Make sure that you have the time and space to give verbal feedback properly, leaving some time for the learner to respond.

Assignment	Solo performance
	Deadline Friday 27th May 2pm, Main Hall
	Summary You will perform a solo piece before an invited audience as part of a 'musical showcase'.
How will I be assessed?	(Your tutor) will assess you according to the following criteria - Technical accuracy - Musical interpretation - Overall performance / communication with your audience
Tasks	- Choose a piece to play with help from your tutor - Practise your chosen piece in classes and in your own time - Practise performing in front of others - Perform at the event on 27th May
Feedback	Technical accuracy
	Secure playing, you did well with the triplets in the piece. Watch your intonation on 'G' which slipped at times.
	Musical interpretation
	Well done! You contrasted the quiet and loud sections of the piece well and I liked your slowing of the end of the first section. For even more effect, let the music 'ebb and flow' in the slurred arpeggios.
	Overall performance / communication with your audience
	Well done – you won your fight against nerves and gave the audience a glimpse of the piece as YOU wanted it to be heard! Don't be afraid to smile at your audience and leave the stage with an unhurried pride.
Learner's comments /evaluation	
Signed and dated	