

Music – Feedback Prompts

Tacit Knowledge (musical ‘knowing’)

Comes about through musical encounters and enculturation. It involves sensitivity to the nuance of styles and musical cultures.

Substantive (Declarative) knowledge (I know that...)

Relates to the theoretical knowledge which underpins musical understanding. This includes knowledge of musical notation, of chords, of musical styles, and includes cultural literacy.

Procedural Knowledge (I know how to...)

Relates to the muscle memory involved in singing or playing tuned and untuned musical instruments. Procedural knowledge requires time to practice.

Musical knowledge develops through frequent musical engagement (‘a little and often’). Because of the limitation of time, students should be aware that we should be realistic in our curriculum design, but aspirational with regards to children’s musical potential.

Effective approaches
Does the lesson clearly focus on National Curriculum musical activity?
Clearly articulate what the children will do and what the children will learn.
Provide a clear sense of progression.
Build in formative ‘sharing/listening’ opportunities
Is there an opportunity to extend musical cultural horizons?

The balance between teacher talk and musical activity should favour music making.

Has the trainee considered how to 'model' musical language and musical ideas?

Are the teaching resources well produced and appropriate?

Is the trainee showing enthusiasm for the children's music making?

Is the trainee considering how to promote high standards?

Is the trainee's self-evaluation of the lesson fair?

Is the trainee's assessment of children's musical learning accurate?

Has the trainee considered for follow-up 'little and often' learning opportunities?

Has the trainee considered their own development needs for future music teaching?