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| **Name of trainee** |  | **Trainee ID No** |  |
| **Name of observer** |  | **Subject** | **Music** |
| **Key stage/Year group** | **KS 1****Year 2** | **Number of learners in session** | **20** |
| **Number of the lesson observation** | **5** | **Date** | **23/05/2023** |

| **Subject knowledge and curriculum**  |
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| Evidence of what the trainee knows, understands, and can do. Pedagogical knowledge. Use of assessment. .Lesson structure was clearly planned, using technical language appropriately to engage children with ambitious vocabulary. Enthusiasm was mirrored by the children – seeing you so invested in the lesson brought the children a long with you. Modelling was clear and chunked into appropriate sections to support memory. At the start there was appraisal of gospel music and discussion in partners. There was a class vote to decide which song to sing – Yellow Bird was chosen.Very good behaviour management – very controlled throughout a less structured music lessonAll children were engaged and focused. Every child was singing (even the ones that don’t usually engage in music lessons were encouraged to join in and take part)Modelling lines in the song for the children to respond to worked well. You added solo parts for the children to sing and the rest to follow. You responded in the moment to support children. You were confident after the lesson to formatively assess the pupils.  | Key discussion points ***may*** include:* The trainee’s subject knowledge.
* The trainee’s teaching of the subject content.
* The teaching of subject specific skills and knowledge.
* Use of and understanding of technical vocabulary.
* Appropriate subject specific learning objectives.
* Ability to pre-empt and respond to subject specific misconception.
* Adaptive teaching.
* How children learn.
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| **Further key points emerging from the session** |
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| E.g., impact on learning, depth of understandingSee above commentaryHigh expectations of the pupils resulted in all children being fully engaged and involved.  | Key discussion points (relevant to this lesson) which ***may*** include:* High expectations and managing behaviour
* How pupils learn, classroom practice & adaptive teaching
* Subject knowledge and curriculum
* Assessment
* Professional behaviours
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| **Key strengths of lesson/session** (this would normally include an aspect of subject knowledge) |
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| [x]  High expectations and managing behaviour [x]  How pupils learn, classroom practice & adaptive teaching[x]  Subject knowledge and curriculum[x]  Assessment[x]  Professional behaviours |  * Subject knowledge of the music aspect of the KS 1 music curriculum
* All children engaged – mirroring your enthusiasm..
* Good behaviour management – children were focused and on taskt
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| **Opportunities for further development**  |
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|  Could children have started at different points and sung the song as a layer?Record the lesson so that children can appraise their singing at the start of the next lesson  | These ***may*** become targets in WDS but further opportunities can also be identified here, for example:* Observing expert teachers/discussions with expert colleagues -i.e., subject coordinators.
* Discussing/engaging with diversity and inclusion matters.
* Observing/teaching learners with EAL and SEND.
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