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| **Name of trainee** |   | **Subject** | **Music** |
| **Name of mentor** |  | **Key stage** |  |
| **Name of link tutor** |  | **Class** |  |
| **Programme** |  | **Number of learners in session** |  |
| **Professional practice****Phase (please check box)** | Introductory [ ]  | Developmental [ ]  | Consolidation[ ]  | **Number of the lesson observation** |  |
| **School/setting name** |  | **Date** | **Enter date** |

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| **Key points emerging from the session**  |
| *Evidence of what the trainee knows, understands, and can do linked to the EHU curriculum.*  |

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| **Music Research and Subject Association Links:**<https://www.subjectassociations.org.uk/member/uk-association-for-music-education-music-mark/><https://www.subjectassociations.org.uk/member/music-teachers-association/><https://www.subjectassociations.org.uk/member/independent-society-of-musicians-ism/>  |
| Subject Specific Elements. *What makes an effective Music lesson?* | *Some of the prompts may be useful to support your feedback. There is no requirement to comment against each prompt.* |
| ***Planning****:** Planning in music clearly includes opportunities for performing and listening and will often include composing.
* Planning may support children’s understanding of music from specific times or places.
* Planning may show connections between musical sounds and musical symbols.
* Lesson plans should articulate musical knowledge.
* There should be opportunities for formative ‘sharing/listening.’ This might be in the form of sharing work-in-progress, or a final performance.
* The trainee may consider digitally recording the children’s work to facilitate continuity between lessons, or to capture the children’s achievement for recording purposes.
* There should be opportunities to extend musical cultural horizons.
* Is there an opportunity for children to evaluate their own and each other's music making?
* Has the trainee shown awareness of how children learn, both in terms of musical memory and in the creative application of musical knowledge?

***Teaching**** The balance between teacher talk and musical activity should favour music making.
* The trainee should consider how to ‘model’ musical language and musical ideas?
* Does the trainee make effective use of music resources>
* Is the trainee showing enthusiasm for the children’s music making?
* Is the trainee considering how to promote high musical standards?
* Is the trainee able to promote effective learning behaviour which is rich in music-making?

***Assessment and Evaluation**** Is the trainee’s assessment of children’s musical learning accurate? Does the trainee use specific musical vocabulary within assessments?
* Are the children encouraged to appraise their own and each other’s musical performances?
* Has the trainee considered their own development needs for future music teaching?
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| **What strengths of subject, curriculum and pedagogical knowledge has the trainee demonstrated?** |
| [ ]  High Expectations and Managing Behaviour[ ]  How Pupils Learn, Classroom Practice & Adaptive Teaching[ ]  Subject Knowledge and Curriculum[ ]  Assessment[ ]  Professional Behaviours |  |

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| **Opportunities for further development** **Target setting prompts** [Primary subject specific target setting - Mentor Space](https://sites.edgehill.ac.uk/mentorspace/support-for-target-setting/primary-target-setting/)  |
| What needs developing? Choose 1 or 2 targets for development. | How, where or when could the trainee observe practice and/or receive feedback. | Who will organise this? |

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| **Observer (mentor)** | **Name** | **Signature** |
| **Observer (link tutor)**  | **Name** | **Signature** |
| **Trainee** | **Name** | **Signature** |