



**UNSW**  
SYDNEY

**Arts & Social Sciences**

School of Education

**EDST6727**  
**Music Method 1**

**Term 1, 2019**

## Contents

<b>1. LOCATION</b> .....	2
<b>2. STAFF CONTACT DETAILS</b> .....	2
<b>3. COURSE DETAILS</b> .....	2
STUDENT LEARNING OUTCOMES.....	3
AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS.....	3
NATIONAL PRIORITY AREA ELABORATIONS.....	4
<b>4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH</b> .....	4
<b>5. TEACHING STRATEGIES</b> .....	4
<b>6. COURSE CONTENT AND STRUCTURE</b> .....	5
<b>7. RESOURCES</b> .....	7
<b>8. ASSESSMENT</b> .....	9

### **IMPORTANT:**

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

**The School of Education acknowledges the Bedegal people as the traditional custodians of the lands upon which we learn and teach.**

## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST6727 Music Method 1 (6 uoc)  
Term 1 2019

## 2. STAFF CONTACT DETAILS

Course convener: Jenny Robinson  
Email: [jennifer.robinson@unsw.edu.au](mailto:jennifer.robinson@unsw.edu.au)  
Availability: Please email to arrange an appointment

## 3. COURSE DETAILS

<b>Course Name</b>	Music Method 1
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

## SUMMARY OF COURSE

This course aims to provide foundational understandings of the concepts, skills, and issues in music education. Students will critically examine the music curriculum and its implementation in schools. Students will be introduced to the processes of planning individual lessons and sequences of lessons, teaching composing, listening, and performing, using information and communication technology (ICT) and assessing student learning. Learning will be contextualised in knowledge about the nature of music and music education in Australia.

## THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- *More detailed guidance on microteaching topics and timing of lessons*
- *Modelling of a short lesson to the tutorial*
- *Examples of Units of Work discussed in tutorials*

## STUDENT LEARNING OUTCOMES

Outcome	
1	Identify foundational aspects and structure of the NESA <b>Music</b> Syllabuses and the depth of subject knowledge required to implement the syllabus
2	Evaluate how student characteristics affect learning and evaluate implications for teaching students with different characteristics and from diverse backgrounds
3	Use a range of strategies to plan and teach effective lessons to engage all students, address relevant syllabus outcomes and ensure a safe learning environment
4	Select appropriate resources, including ICT, to engage students and expand learning opportunities
5	Design and evaluate formative assessment strategies and use assessment information to improve learning
6	Practise the ethical and professional values expected of teachers

## AITSL PROFESSIONAL GRADUATE TEACHER STANDARDS

Standard	
1.1.1	Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning
1.2.1	Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3.1	Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds.
1.4.1	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds
1.5.1	Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities
2.1.1	Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.
2.2.1	Organise content into an effective learning and teaching sequence.
2.3.1	Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.
2.4.1	Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5.1	Know and understand literacy and numeracy teaching strategies and their application in teaching areas
2.6.1	Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.
3.1.1	Set learning goals that provide achievable challenges for students of varying characteristics.
3.2.1	Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.
3.3.1	Include a range of teaching strategies.
3.4.1	Demonstrate knowledge of a range of resources including ICT that engage students in their learning.
3.5.1	Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.
4.1.1	Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2.1	Demonstrate the capacity to organise classroom activities and provide clear directions.

6.3.1	Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.
7.1.1	Understand and apply the key principles described in codes of ethics and conduct for the teaching profession

## NATIONAL PRIORITY AREA ELABORATIONS

Priority area	
A. Aboriginal and Torres Strait Islander Education	4, 7
B. Classroom Management	1
C. Information and Communication Technologies	1, 3, 4, 5, 6, 10, 12
D. Literacy and Numeracy	1, 3, 4, 5, 8, 9, 10, 11, 12, 18, 19
E. Students with Special Educational Needs	7
F. Teaching Students from Non-English Speaking Backgrounds	4, 5

## 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In addition to learning some basic skills and concepts in music education, students undertaking this course will think deeply about some of the most critical issues facing music educators. The course is designed with a view to students eventually becoming excellent teachers who are able to continue to improve the quality of music education in Australia. In addition to traditional lectures, the course also involves workshops where students will take part in simulated classroom activities, critical discussions, and reflective observations of music education in practice.

## 5. TEACHING STRATEGIES

- Explicit teaching, including lectures, to demonstrate an understanding of students' different approaches to learning and the use of a range of teaching strategies to foster interest and support learning.
- Small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals.
- Extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate and liaise with the diverse members of an education community, and to demonstrate their knowledge and understanding of method content.
- Online learning from readings on the Moodle website.
- Peer teaching in a simulated classroom setting and classroom teaching in small groups.
- Structured occasions for reflection on learning to allow students to reflect critically on and improve teaching practice.

These activities will occur in a classroom climate that is supportive and inclusive of all learners.

## 6. COURSE CONTENT AND STRUCTURE

Module	Lecture Topic	Tutorial Topic
1 18 <sup>th</sup> -22 <sup>nd</sup> February	<b>Introduction and overview</b> <ul style="list-style-type: none"> <li>Course aims and assessment procedures</li> <li>Overview of NSW Music Years 7-10 and Stage 6 syllabuses, including transition from Stage 3</li> <li>Physical, social and intellectual development of students and how this affects their engagement in learning</li> <li>What is ahead for Music education?</li> </ul>	<ul style="list-style-type: none"> <li>Stage 4 and 5 course outcomes and requirements</li> <li>Research on how students learn</li> <li>Role of Australian music</li> </ul> <b>Reading:</b> Music 7-10 Syllabus
2 25 <sup>th</sup> February – March 1st	<b>Designing and planning music lessons</b> <ul style="list-style-type: none"> <li>Setting challenging learning goals in lesson planning</li> <li>Preparing activities and resources (including ICT) used in music lessons</li> <li>Demonstration of microteaching</li> </ul>	<ul style="list-style-type: none"> <li>Approaches to music education</li> <li>Setting high expectations for learning</li> <li>Strategies for making learning goals explicit for students</li> <li>Writing a lesson plan</li> <li>Evaluating lesson plan samples</li> </ul>
3 4 <sup>th</sup> -8 <sup>th</sup> March	<b>Teaching students with mixed abilities</b> <ul style="list-style-type: none"> <li>Teaching strategies to respond to individual needs and backgrounds</li> <li>Importance of matching teaching strategies to individual needs</li> <li>Inclusive performance activities</li> <li>Organisation of classroom activities</li> <li>Providing clear directions</li> </ul>	<ul style="list-style-type: none"> <li>How to structure instructions, questioning and transitions between activities</li> <li>Performance for Stage 5</li> <li>Microteaching</li> </ul> NB: Email lesson plan to tutor
4 11 <sup>th</sup> -15 <sup>th</sup> March	<b>Stage 4 and 5 Listening</b> <ul style="list-style-type: none"> <li>Promoting inclusive student participation and engagement in the classroom</li> <li>How culture, cultural identity and linguistic background impact Aboriginal and Torres Strait Islander students</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for inclusion, participation and engagement</li> <li>Developing culturally responsive teaching strategies and resources</li> <li>Score reading</li> <li>Music literacy requirements for Stages 4 and 5</li> <li>Microteaching</li> </ul>
5 18 <sup>th</sup> -22 <sup>nd</sup> March	<b>Planning for Years 7-12</b> <ul style="list-style-type: none"> <li>What is differentiation? How is it implemented in the classroom to meet student needs?</li> </ul> <b>Formal and informal learning</b> <ul style="list-style-type: none"> <li>Motivating students to elect Music</li> </ul>	<ul style="list-style-type: none"> <li>Introducing Units of Work for Stage 5, with samples for discussion</li> <li>Strategies for differentiating subject content</li> <li>Microteaching</li> <li><b>Reading:</b> Hallam, S; Creech, A.&amp; McQueen, H. (2017) Teachers' perceptions of the</li> </ul>

		<p>impact on students of the Musical Futures approach, <i>Music Education Research</i>, 19:3, 263-275.</p>
<p>6 25<sup>th</sup>-29<sup>th</sup> March</p>	<p><b>Appropriate selection of ICT resources to support learning</b></p> <ul style="list-style-type: none"> <li>exploring notation software,</li> <li>recording equipment, student laptops</li> </ul>	<ul style="list-style-type: none"> <li>How to use ICT to engage students with subject content</li> <li>Creative activities for composition</li> <li>Microteaching</li> </ul> <p><b>Reading:</b> Burnard, P. (1995). Task design and experience in composition. <i>Research Studies in Music Education</i>, 5, 32-46.</p>
<p>7 1<sup>st</sup> -5<sup>th</sup> April</p>	<p><b>Planning and programming – Stage 5</b></p> <ul style="list-style-type: none"> <li>Sequencing subject content across lessons within a unit of work</li> <li>Giftedness and Talent</li> <li>Assessment in Stage 5</li> </ul>	<ul style="list-style-type: none"> <li>Content selection and scope of content for effective lesson sequences for one stage</li> <li>Microteaching</li> </ul> <p><b>Reading:</b> McPherson, G. E., &amp; Williamon, A. (2006). Giftedness and talent. In G. E. McPherson (Ed.), <i>The child as musician: A handbook of musical development</i> (pp. 239-256). New York: Oxford University Press.</p>
<p>8 8<sup>th</sup> -12<sup>th</sup> April</p>	<p><b>Composition for Stage 4 and 5</b></p> <ul style="list-style-type: none"> <li>Teaching and formative assessment strategies for composition</li> <li>Self and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>Practical applications for composing in class</li> <li>Work samples for discussion and assessment</li> <li>Microteaching</li> </ul>
<p>9 29<sup>th</sup> April-3<sup>rd</sup> May</p>	<p><b>Conducting and rehearsal techniques</b></p> <ul style="list-style-type: none"> <li>Teaching and formative assessment strategies for performance</li> </ul>	<ul style="list-style-type: none"> <li>Practical skills in leading and managing ensembles</li> <li>Microteaching</li> </ul>
<p>10 6<sup>th</sup> May-10<sup>th</sup> May</p>	<p><b>Students with special learning needs</b></p> <ul style="list-style-type: none"> <li>Life Skills outcomes</li> </ul> <p><b>Preparing for Professional Experience</b></p> <ul style="list-style-type: none"> <li>Becoming a reflective teacher through the feedback cycle</li> </ul>	<ul style="list-style-type: none"> <li>Strategies to meet diverse needs in the music classroom</li> <li>On-line MyExperience evaluation</li> </ul> <p><b>Reading:</b> Select one from special issue of Music Educators Journal dedicated to students with special needs. See table of contents at <a href="http://www.jstor.org/stable/i367929">http://www.jstor.org/stable/i367929</a>. Music Educators Journal, Volume 87, Issue 4. (Jan 2001)</p>

**Professional Experience**

## 7. RESOURCES

### Required Readings

You are required, for this course, and in the future, to have copies of the following syllabus documents. It is highly recommended that you download them or have them printed for yourself.

Australian Curriculum, Assessment, and Reporting Authority (ACARA). (2010 to present). The Arts. Retrieved from <http://www.australiancurriculum.edu.au/>

These documents can be found on the NESA website:

<http://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

Board of Studies NSW (2006). *Creative Arts K-6 Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW (2003). *Music Years 7-10 syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW (2004). *Music Years 7-10 syllabus: Advice on programming and assessment*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW. (2009). *Music 1 Stage 6: Syllabus*. Sydney, NSW, Australia: Board of Studies NSW.

Board of Studies NSW. (2009). *Music 2 and Music Extension Stage 6: Syllabuses*. Sydney, NSW, Australia: Board of Studies NSW.

### Further Readings

ABC. (2010). *Sing! 2010 Teacher's Handbook*. Ultimo, NSW, Australia: ABC.

Anstey, M. & Bull, G. (2006). *Teaching and learning multiliteracies: Changing times, changing literacies*. Curriculum Press, Melbourne.

Attwood, B. (2005). *Telling the truth about Aboriginal history*. All and Unwin, Crows Nest.

Bamberger, J. (2006). What develops in musical development? In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 69-92). Oxford, England: Oxford University Press.

de l'Etoile, S. (2005). Teaching music to special learners: children with disruptive disorders. *Music Educators Journal*, 91(5), 37-43.

Finger, G., Russell, G., Jamieson-Proctor, R. & Russell, N. (2006). *Transforming Learning with ICT Making IT Happen*. Pearson Australia

Gibbons, P (2002) *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, Heinemann.

Hallam, S., Rogers, L., & Creech, A. (2008). Gender differences in musical instrument choice. *International Journal of Music Education*, 26, 7-19.

Harrison, N (2008), *Teaching and learning in Indigenous education*. Oxford, Sydney.

Henderson, R. (2012) *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

Hyde, M., Carpenter, L. & Conway, R. (2010). *Diversity and Inclusion in Australian Schools*. Oxford University Press, Australia

Joseph, D., & Southcott, J. (2007). Retaining a frisson of the 'other': imperialism, assimilation, integration and multiculturalism in Australian Schools. *Music Education Research*, 9(1), 35-48.

Martin, K. (2008) The intersection of Aboriginal knowledges, Aboriginal literacies and new learning pedagogy for Aboriginal students. In Healy, A (Ed.) *Multiliteracies and diversity in education: New pedagogies for expanding landscapes*. Pp 59-81. Oxford University Press, Melbourne.

Mccord, K. A. (2004). Moving beyond "That's all I can do:" - Encouraging musical creativity in children with learning disabilities. *Bulletin of the Council for Research in Music Education*, 159, 23-32.



- McPherson, G. E., & Gabrielsson, A. (2002). From sound to sign. In R. Parncutt, & G. E. McPherson (Eds.), *The science and psychology of music: Creative strategies for teaching and learning* (pp. 99-116). New York: Oxford University Press.
- McPherson, G., & Dunbar-Hall, P. (2001). Australia. In D. J. Hargreaves and A. C. North (Eds.), *Musical development and learning: The international perspective* (pp. 14-26). London: Continuum.
- Pascoe, R., Leong, S., MacCallum, J., Mackinlay, E., Marsh, K., Smith, B., et al. (Eds.). (2005). *National review of school music education*. Canberra, Australian Capital Territory, Australia: Australian Government.
- Price, K (2012), *Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession*. Cambridge University Press
- Riveire, J. (2006). Using improvisation as a teaching strategy. *Music Educators Journal*. 92(3), 40-45.
- Schafer, R. M. (1985). *The composer in the classroom*. Toronto, Canada: BMI.
- Sloboda, J. A. (2005). The psychology of music reading. In J. A. Sloboda, *Exploring the musical mind: Cognition, ability, function*. Oxford, England: Oxford University Press.
- Trehub, S. E. (2006). Infants as musical connoisseurs. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 33-50). Oxford, England: Oxford University Press.
- Welch, G. F. (2006) Singing and vocal development. In G. E. McPherson (Ed.), *The child as musician: A handbook of musical development* (pp. 311-352). Oxford, England: Oxford University Press.

The Flipped Classroom,

<http://www.teacherstandards.aitsl.edu.au/Illustrations/ViewIOP/IOP00173/index.html>

**TPACK** (created by Dr. Matthew Koehler and Dr. Punya Mishra <http://www.tpack.org/>), Technological Pedagogical Content Knowledge (TPACK) is a framework that identifies the knowledge teachers need to teach effectively with technology.

**S A M R** (created by Dr. Ruben R. Puentedura); provides a framework to answer the question of what types of technology use would have greater or lesser effects upon student learning.

**[Rural & Distance Education NSW](http://rde.nsw.edu.au/tpack-samr)**: A local resource presenting both frameworks, <http://rde.nsw.edu.au/tpack-samr>

**Teaching Teachers for the Future - What is TPACK?** , <http://www.ttf.edu.au/what-is-tpack/what-is-tpack.html>

Reflections of pre-service teachers, <http://www.ttf.edu.au/psts-talk.html>; this series of video clips shows the reflections of several pre-service teachers each of whom trialed one of the twelve Teaching Teachers for the Future (TTF) Australian Curriculum resource packages with a practicum class. At the end of their lesson the pre-service teachers were invited to reflect on the experience of working with the resource package and adapting it to their class situation. They were also asked to reflect on their understanding of TPACK.

Student teachers are encouraged to set up their own blog (It is free) at Edublog , <http://edublogs.org/> to create and share resources and lessons they create.

*Professional Association:*

Australian Society for Music Education [www.asme.edu.au](http://www.asme.edu.au)

*Further Resources:*

Musica Viva: [musicaviva.com.au](http://musicaviva.com.au)

SSO Education: <http://www.sydneysymphony.com/education>

## 8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	AITSL Standards	National Priority Area Elaborations	Due Date
Assessment 1 Planning and Teaching	2,000 words (indic.)	40%	1,3,4,5,6	1.1.1, 1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.3.1, 3.4.1, 3.5.1, 4.1.1, 4.2.1	A.4, 7 C. 1, 3, 4, 5 D1.3, 3, 4, 5, 8, 9, 10 F..4	<b>Week 6 Tuesday March 26<sup>th</sup>, 2019 5pm</b>
Assessment 2 Unit of Work	3,500 words	60%	1,2,3,4,5,6	1.2.1, 1.3.1, 1.5.1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 6.3.1	A. 2, 5 C.6, 10, 12 D. 11, 12, 18, 19 E. 7 F.5	<b>Week 10 Tuesday May 7<sup>th</sup>, 2019 5pm</b>
Assessment 3 Microteaching	10 minutes	S/U	1,3,4,5,6	1.2.1, 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.5.1, 2.6.1, 3.1.1, 3.2.1, 3.3.1, 3.4.1, 3.5.1, 4.2.1, 6.3.1	B.1 D, 1, 5 F.4	As allocated in tutorials <b>Weeks 3-9</b>

### **Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## Assessment 1 – Planning and Teaching

Plan and design one 60-minute lesson for a mixed ability Stage 4 music class. The lesson plan must follow a standard SED format and be presented using the template provided.

Plan your lesson for a class in a comprehensive high school which would typically include EAL/D students, Indigenous students and students with various religious and cultural backgrounds. Some students may have low levels of literacy. Differentiation to cater for some students is therefore required. Appropriate differentiation strategies are scaffolding, group work and/or an alternative task or mode of presentation.

1. Write a rationale for your lesson plan. Your rationale should address the questions: What do I want the students to learn? Why is it important? What strategies will I use? What assessment for learning strategies will I use to monitor progress?
2. Prepare the lesson plan to demonstrate how you will use appropriate structure, activities, strategies and formative assessment to develop understanding of the material.

Make sure you:

- choose an appropriate topic for the year group<sup>[L]<sub>SEP</sub></sup>
- support your rationale using references indicating your professional reading<sup>[L]<sub>SEP</sub></sup>
- choose appropriate outcomes and lesson content<sup>[L]<sub>SEP</sub></sup>
- demonstrate knowledge of effective teaching and learning strategies
- use appropriate format and provide sufficient detail for an effective lesson plan<sup>[L]<sub>SEP</sub></sup>
- include an aspect of literacy/numeracy which integrates with the lesson focus
- provide in full one activity (which may be ICT-based)
- express yourself in clear, standard Australian English.

## Assessment 2 – Unit of Work for Stage 5.

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans. You should include a score analysis and activities that require students to produce notation

You must write a rationale for the unit (600-800 words) in which you

- provide a brief outline of the school and class context
- state precisely what you want the students to learn and why it is important
- justify your choice of topic/text to suit the needs and abilities of this class
- justify your teaching strategies by referring to readings, research and material presented in <sup>[L]<sub>SEP</sub></sup>lectures and the Quality Teaching framework
- demonstrate how differentiation will support a diverse range of learners
- state the prior knowledge students have to begin this unit and discuss how you would <sup>[L]<sub>SEP</sub></sup>assess and build on this prior knowledge.

Include in your unit outline:

- learning intention(s) for each lesson
- one full activity for formative assessment (not an essay)
- one ICT-based activity (not watching a video or PowerPoint presentation)
- one group-work task with a focus on literacy/numeracy (not a mind-map)
- one incursion/excursion/performance/product activity
- outlines only for the other teaching materials required.

## **Microteaching**

Microteaching is the planning, presentation and evaluation of a lesson. This semester there will be two compulsory sessions for microteaching:

1. Team teaching with a Stage 4 or Stage 5 music class. The lesson topic will be given to you. You will plan either a listening, performance or composition lesson. Class times and groups will be organised in tutorials. Each student must teach a 10 minute continuous section of the lesson. A written reflection is also required.
2. A lesson based on a resource or stimulus given by the tutorial leader. Part of the teaching sequence needs to focus on explicit teaching of a literacy/numeracy skill. Students will again work in groups to prepare a lesson plan and presentation will be given to peers.

**Initial Lesson Plan:** All students must submit to the method lecturer their proposed lesson plan at least one week prior to the presentation. This will be returned with comments on the suitability of the proposal.

**Microteaching:** This will be assessed according to the attached criteria, and will be graded as **Satisfactory or Unsatisfactory**. Any student whose first microteaching episode is judged as unsatisfactory will be given a further (one only) opportunity to gain a satisfactory grade.

**NOTE: If a student is assessed as unsatisfactory in microteaching s/he will automatically fail Method 1 overall, and not be permitted to undertake Professional Experience or any further method work in that teaching area until the key concerns have been resolved**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6727 MUSIC METHOD 1

Student Name:  
 Assessment Task: 1

Student No.:

SPECIFIC CRITERIA	(-) <span style="font-size: 2em;">→</span> (+)				
<b>Understanding of the question or issue and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Links to outcomes, clear learning goal</li> <li>• Rationale that supports approach to the lesson</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Synthesis of information</li> <li>• Creative teaching strategies for effective learning</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>• Reference to resources in a range of relevant areas</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Lesson plan format followed</li> <li>• Ability to sequence and scaffold activities</li> <li>• Appropriate strategies for the class and topic</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity of communication in academic English</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:**  
**Recommended:**     /20     (FL PS CR DN HD)

**Date:**  
**Weighting:**     40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION  
 FEEDBACK SHEET  
 EDST6727 MUSIC METHOD 1

Student Name:  
 Assessment Task 2

Student No.:

CRITERIA	(-) $\longrightarrow$ (+)				
<b>Understanding of the task and the key concepts involved</b> <ul style="list-style-type: none"> <li>Syllabus and topic followed, clear links to outcomes, clear lesson structures</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>Creative and engaging strategies</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> <ul style="list-style-type: none"> <li>Incorporation of ICT and links to wider resources</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>Rationale with approach justified and prior knowledge considered</li> <li>Sequential lessons incorporating performance, composition and listening activities</li> <li>Notation literacy and score reading included</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>Clarity of communication in academic English</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

Lecturer:  
 Recommended: /20 (FL PS CR DN HD)

Date:  
 Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Microteaching Feedback Form for Pre-service Teacher



STUDENT TEACHER			
Name:		zID:	
		Date:	
Details			
Method		Topic/level	
Standards		Comments	
<p><b>A. Teachers know their subject content and how to teach that content to their students (AITSL Standard 2)</b></p> <ul style="list-style-type: none"> <li>Was the lesson or unit of work relevant to the needs of the students and based on the appropriate syllabus document requirements? (1.3.1, 2.3.1)</li> <li>Was knowledge of relevant concepts, topics and themes demonstrated, including ATSI perspectives? (2.1.1, 2.4.1)</li> <li>Were relevant linguistic structures and features and literacy /numeracy knowledge and skills integrated into the lesson? (2.5.1)</li> <li>Was a clear and coherent sequence of activities undertaken to engage and support the learning of all students within a class or cohort? (2.2.1, 3.2.1)</li> <li>Were the teaching resources and materials suitable for the aims of the lesson? (2.1.1)</li> <li>Were tasks required of students modelled and scaffolded? (2.1.1, 3.3.1)</li> </ul>			
<p><b>B. Teachers plan for and implement effective teaching and learning (AITSL Standard 3)</b></p> <ul style="list-style-type: none"> <li>Were challenging yet realistic and achievable goals in teaching and learning activities planned? Were these explicitly articulated in the lesson plan/to students? (3.1.1)</li> <li>Were instructions, explanations and questioning techniques effective? (3.3.1)</li> <li>Were verbal and non-verbal communication strategies used effectively in the classroom to support student understanding of content and encourage participation and engagement of students? (3.5.1)</li> <li>Was students' understanding continually monitored and students' achievements of the learning outcomes noted? (3.6.1)</li> </ul>			
<p><b>C. Teachers create and maintain supportive and safe learning environments (AITSL Standard 4)</b></p> <ul style="list-style-type: none"> <li>Was rapport with the learners established and responsiveness to their needs in the class demonstrated? (4.1.1)</li> <li>Were activities well organised and direction clear? (4.2.2)</li> <li>Was respect and appreciation of others demonstrated through active listening, being accessible to all students and exhibiting a caring attitude? (4.1.1, 4.4.1, 1.1.1)</li> </ul>			
Comments			

Lecturer:

Date:

Satisfactory /Unsatisfactory (circle)