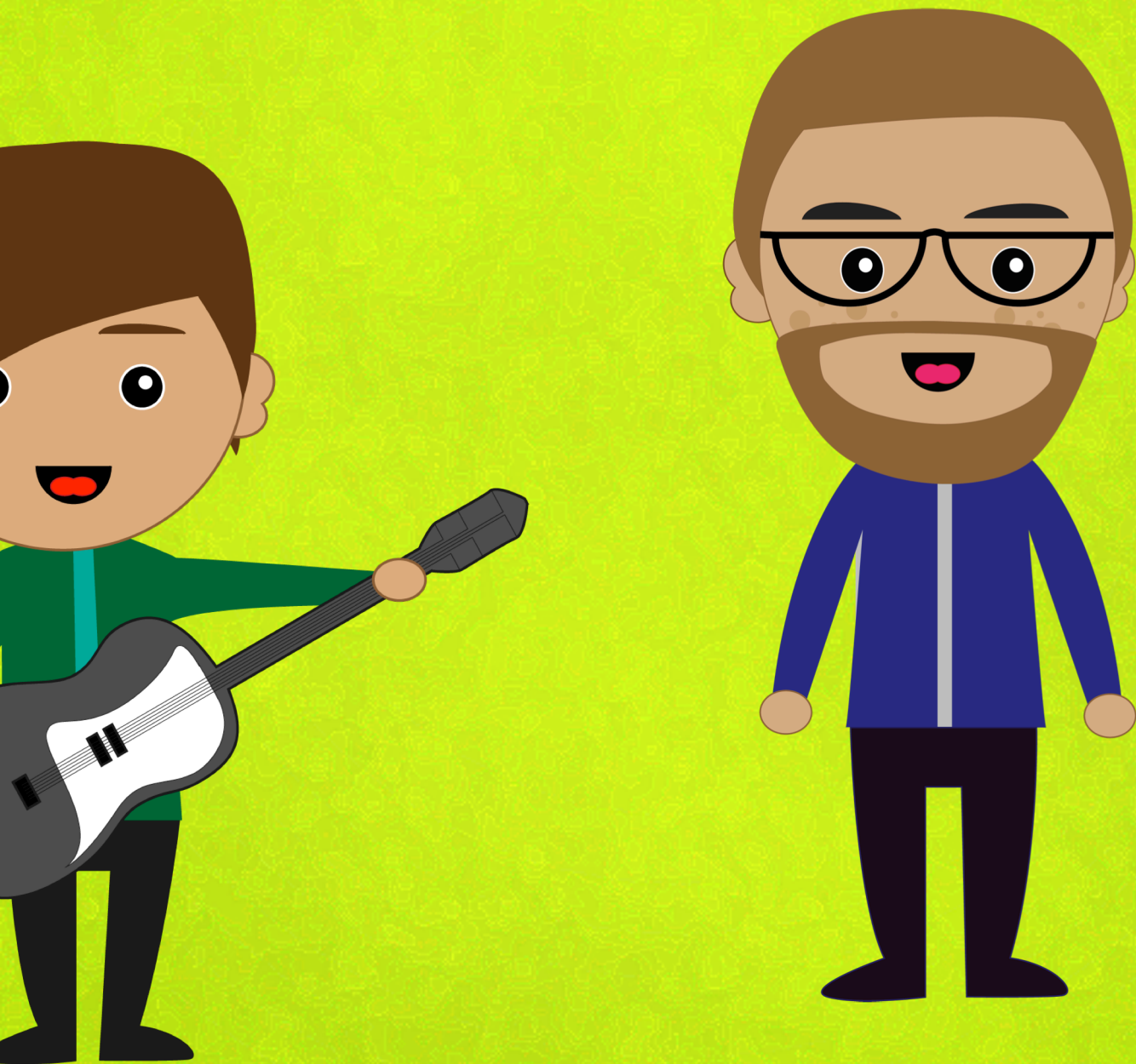


# PLUGGED IN



National Foundation for  
Youth Music



# MUSICAL ME



Here at Plugged In we strongly believe that everyone has a 'Musical Me'.

This is the level of musical interest or ability that each person has and **SHOULD BE USED** as a starting point for your involvement in their musical development.

The young people you work with are on a musical journey.

Your job is to ensure that they travel as far as they can and experience as much as they can during their time with you.

Musical Me's may not show themselves if they don't trust you or the environment they're in.

How would you overcome this?



# MUSICAL ME



Their Musical Me could be really visible and obvious involving writing songs, performing at concerts, designing and selling merchandise etc

Or it could be kept hidden, secret and protected...ask to see it and they will leave the room or become abusive towards you

Musical Me's may also not show themselves if they don't think you are equipped with the skills or understanding to speak to them about the style of music they are passionate about.

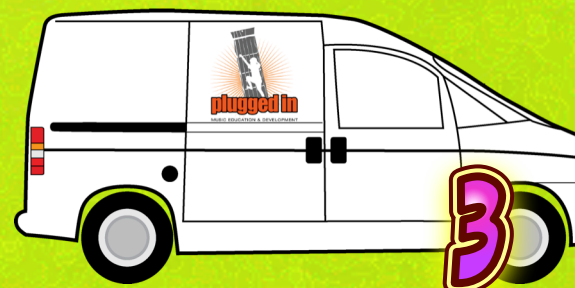
How would you overcome this?



# MUSICAL ME



You should assume that All are worried about failing and if not overcome this fear will be a barrier to their learning and progression

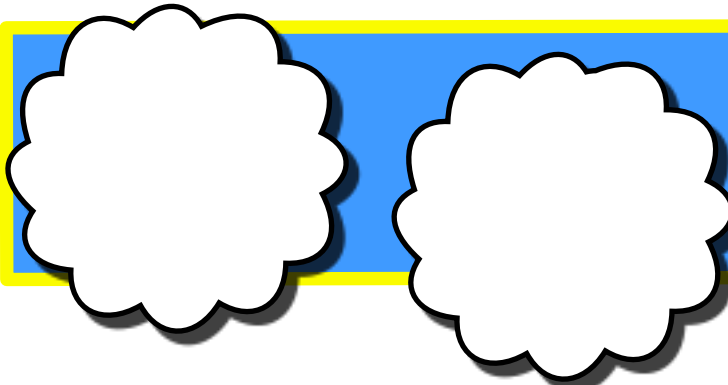




# GOAL SETTING AND PROGRESSION

Helping your students to set and work towards realistic goals is a great way to guide and motivate them to develop and progress.

Work with them to choose SMART, long-term goals and write them in the clouds



Goals should be:

**S**pecific  
**M**easurable  
**A**chievable  
**R**ealistic  
**T**ime-based



Referring to the Long-Term goals, identify the SMART Short / Medium-term goals which will help them to achieve their aspirations and write them on the piano keys. Tick them off as they are completed!

E.g: Learn to use a computer to record my songs	Achieved? <input checked="" type="checkbox"/>
Achieved?	
Achieved?	
Achieved?	
Achieved?	
Achieved?	
Achieved?	





Write your Long-Term Goals, Dreams and Aspirations in the clouds

Write the goals that you are setting yourself to help you reach the clouds on the keys.

Tick the Goals that you have completed as you complete



Date:

Group:

Name:

# Goal Setting!

E.G:  
SELL MY  
SONGS ON THE  
INTERNET  
BEFORE THE  
END OF THE  
YEAR

Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
E.g: Learn to use a computer to record my songs	Achieved? <input checked="" type="checkbox"/>

# Setting your Goals

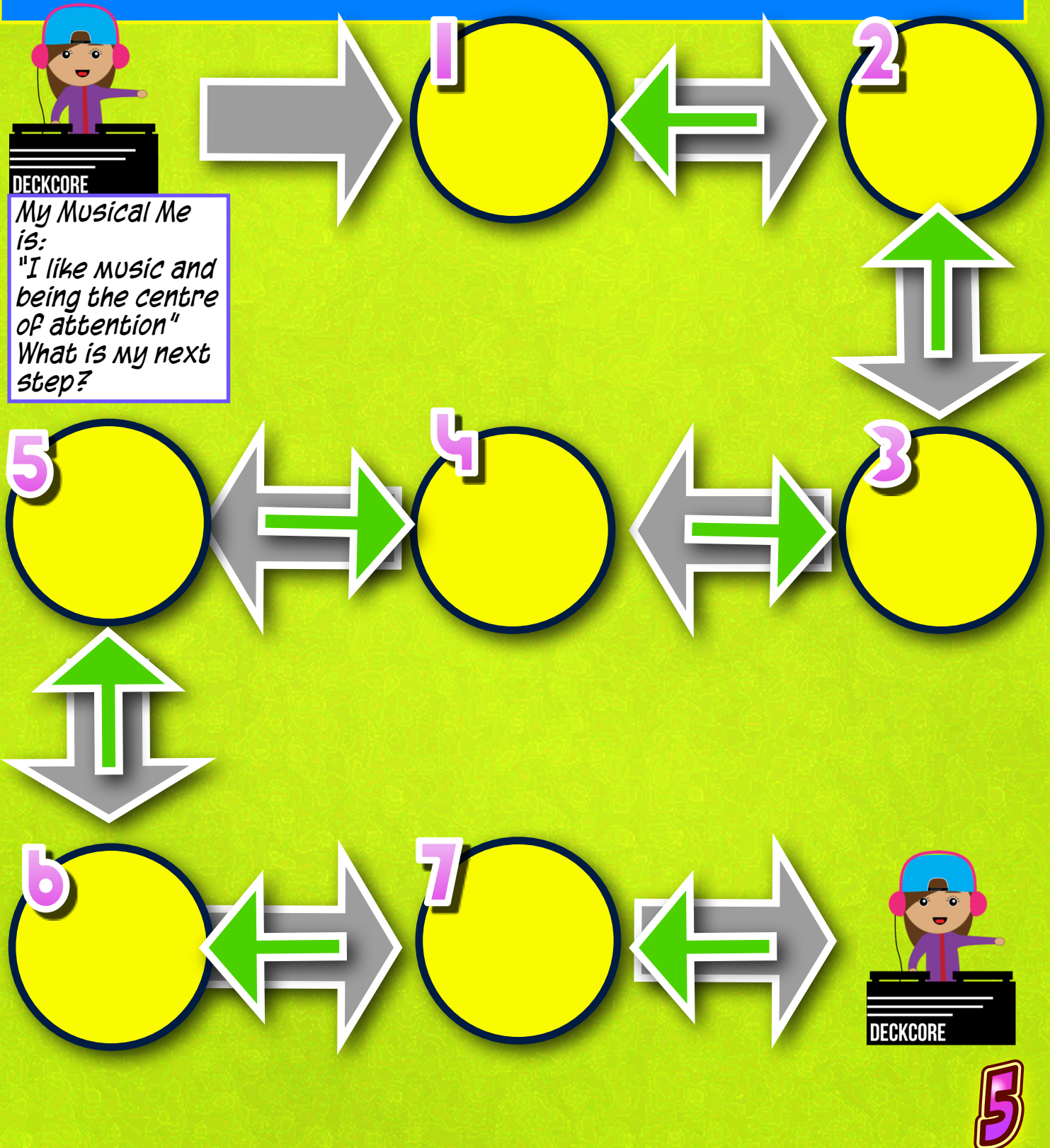


**Improvement and Progression** should be at the ForeFront of your delivery.

To ensure that your students improve and progress you need to :

1. Make a quick assessment on their performance /skill
2. Show/Tell them how to improve and/or
3. Show/Tell them how to move Forward
4. Repeat over and over and over...








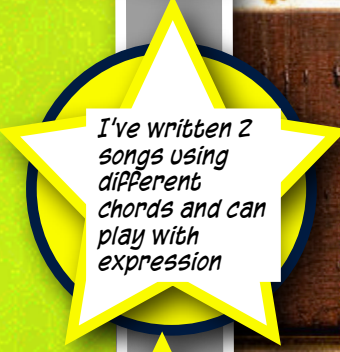








(**Green arrows** - Sometimes they might have to go backwards to improve or perfect the skills needed to progress)





# Progression

Support your students to fill in the Skill/Activity boxes and progression stars. Don't set goals here, just record the change and improvement that takes place over time for each skill / activity.

Guitar	Music Technology		Skill / Activity
			
			
			
			
			



# AIMS & LEARNING OUTCOMES

**Aims:** An 'Aim' sums up the overall purpose of the session and is written from the tutor's perspective. What's the big picture? What's the ultimate goal for this work?

Aims use general verbs such as 'explore', 'introduce' or 'get to know' and there's usually 1 per session

e.g ' Aim: To introduce the concept of.....'

## Learning Outcomes (LO's):

These are specific and measurable statements of what you intend the students to have the opportunity to learn as a result of completing the session.

They should be made personal to the student and usually 2-3 per session

e.g LO 1: 'By the end of this session you will be able to....'

I HAVE  
NO IDEA WHAT  
I'M DOING TODAY  
OR WHAT IS  
EXPECTED OF  
ME





# AIMS & LEARNING OUTCOMES

Learning outcomes are measurable and assessable so avoid words like 'know' and 'understand'

Here are some examples of Learning outcomes that are actually Aims.

LO1: "By the end of this session you will be able to Understand the difference between dynamic and condenser mics" could become

LO1 "By the end of this session you will be able to **state the difference between dynamic and condenser mics and suggest uses for each**"

LO2: "By the end of this session you will understand how to play the scale of C Major" could become:

LO2: "By the end of this session you will be able to demonstrate your ability to **successfully play the scale of C Major**"





# AIMS & LEARNING OUTCOMES

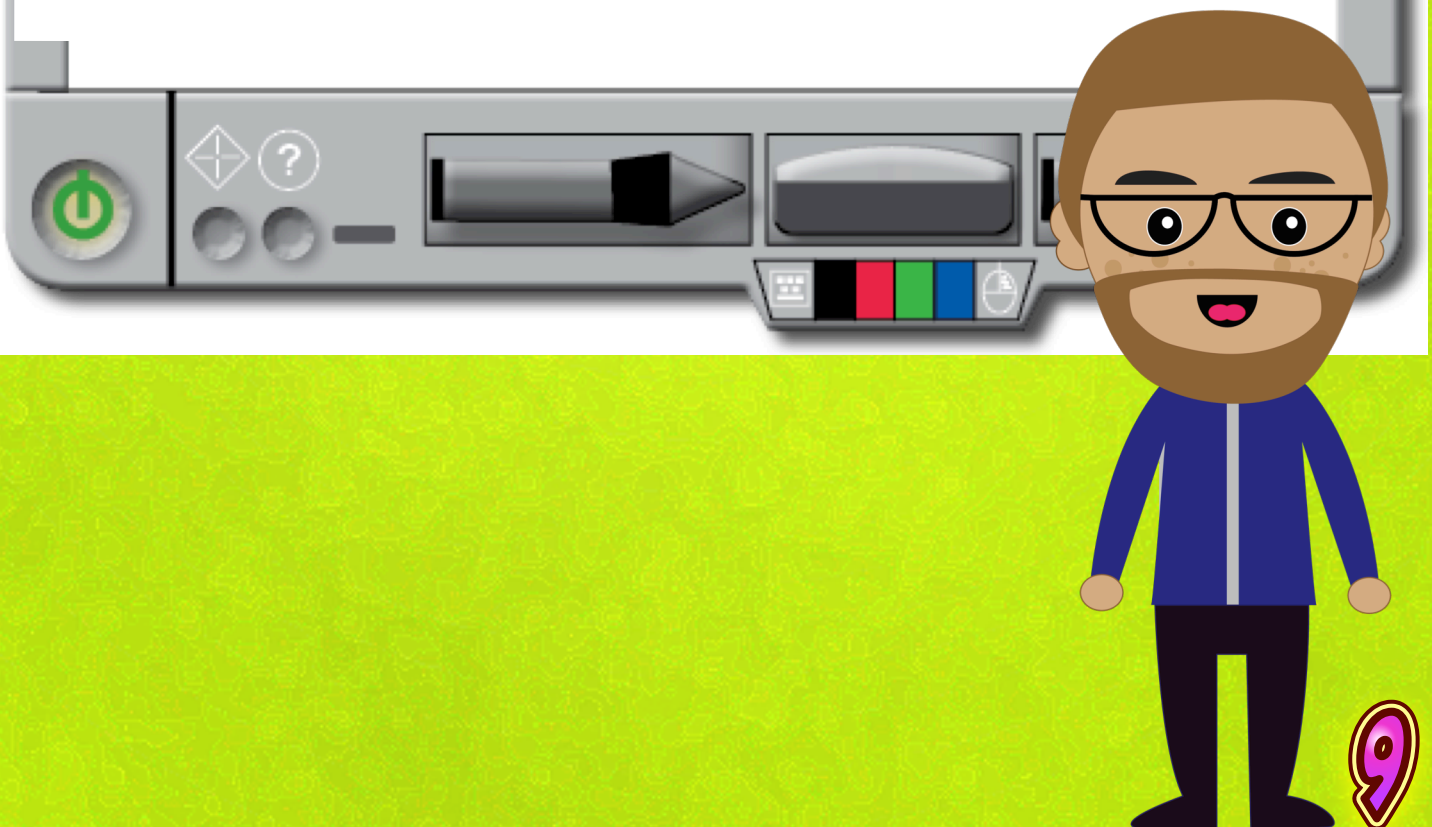
Aims & Objectives / Learning outcomes should be shared with the students at the start of each session.

Think about one of the sessions you've delivered or are planning to deliver. What might the Aims and Learning Outcomes sessions look like?

Aim:

LO1:

LO2:





# RECAPPING AND LOOKING AHEAD

Recapping prior learning is a great way of getting your student's to focus their attention on the new stuff you are about to teach them.

Use recapping at the **start** of your sessions:  
To lay the foundations for new learning. It helps the student's to process the new information if they understand how it fits in with what they've done before or, if it's a completely unrelated topic, asking them to recall what they learned previously activates their minds so that they're ready for the new stuff

THIS  
ISN'T  
RECAPPING...I  
'WING IT' EVERY  
SESSION SO DON'T  
ACTUALLY  
REMEMBER WHAT  
WE DID LAST  
TIME

SO!...TELL ME  
WHAT WE DID LAST  
WEEK?

DECKCORE



# RECAPPING AND LOOKING AHEAD

Use recapping **regularly** during your sessions:

New information is stored in your student's short-term memory banks and is either forgotten (bad) or cemented into their long-term memory banks (good).

The more times we remind their brains of new information the more likely it is to be transferred over to their long-term memory banks (good).

Saying something once and expecting it to 'stick' is unrealistic... or..unrealistick!! (see what we did there!)

It's important to make sure learning has gone in and stayed in before trying adding more information. It's like building a tower. Only add another block if you're confident that the previous blocks are secure. Keep checking them all as you go on.





# RECAPPING AND LOOKING AHEAD

Use recapping **at the end** of your sessions:  
To summarise what has been learned and 'cement the learning'

Use a 'look ahead' to the next session so that the students understand today's learning in the wider context e.g

"So!..Today we've learned how to drag sample loops into Logic software..next week you're going to learn how to position those loops to create a 16 bar arrangement"





# LESSON CONTENT & ACTIVITY

Despite your best efforts, you may find that your student's attention levels dip from time to time. Don't take this personally...unless your lesson is boring in which case..yep it's your fault they're distracted.

One way to combat this is to ensure you build variety into your delivery. Variety in terms of topic and the nature of the activity taking place.



## Mr.Point's Boring lesson plan..

### Time

(Time allocated to the activity)

19.00 - 20.00

### Topic

(What is being covered during this time)

Introduction to Traktor DJ equipment

### Student Activity

(What are the students actually doing during this time)

listen

### Tutor Activity

(What are you actually doing during this time)

Discuss all Features  
Pound on Traktor Dj equipment

Tell me, I'll forget... Show me, I'll remember... Involve me, I'll understand



## More effective lesson planning for this session...

<b>Time</b> (Time allocated to the activity)	<b>Topic</b> (What is being covered during this time)	<b>Student Activity</b> (What are the students actually doing during this time)	<b>Tutor Activity</b> (What are you actually doing during this time)
19.00 - 19.05	Aims/ LO's Recap	Active Listening Answer Questions/ Discussion	Discuss Aims/LO's Ask Questions / Discussion
19.05 - 19.10	Introduction to equipment	Watch Youtube clip of equipment in action Answer/ask questions	Facilitate showing youtube clip answer/ask questions
19.10 - 19.13	loading songs into Traktor Demo	Watch/Listen Q&A	Demonstration Q&A
19.13 - 19.20	loading songs into Traktor Practical	Load 2 songs into Traktor	Observation Q&A Facilitation/assistance
19.20 - 19.22	Recap	Answer Questions/ Discussion	Ask Questions / Discussion
19.22-19.30	Using the cross- Fader Demo	Watch/Listen	Demonstration Q&A
19.30-19.35	Load songs and Using the cross- Fader practical	Load 2 songs into Traktor and use cross-fader to balance and mix the tracks	Observation Facilitation/assistance Q&A
19.35-19.40	Recap Sound quality discussion	Identify ways of improving the quality of the performance	Q&A Discussion
19.40-19.45	The Sync button Demonstration	Watch/Listen	Demonstration Q&A
19.45-19.55	Mixing 2 tracks using Traktor	Load songs into Traktor Sync together and mix using the cross-fader	
19.55-20.00	Recap & Look Forward	Listen Q&A	Q&A
20.00	End		

**This is the basis of a lesson plan. The lesson plan is a working document so can be changed and improved at anytime.**





# LESSON CONTENT & ACTIVITY

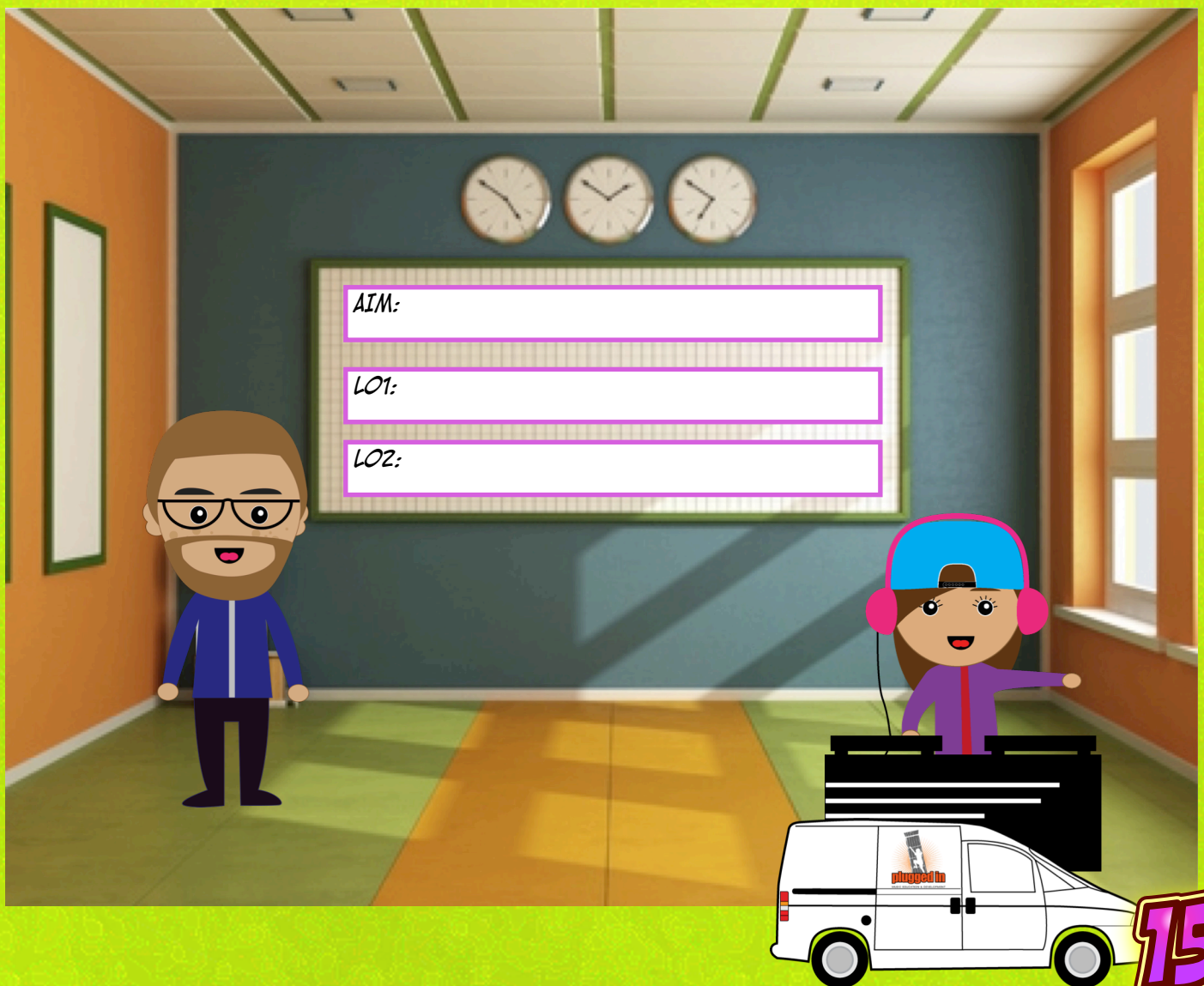
## RECAP!!

As Featured in issue one, Aims and Learning Outcomes should be shared with the student's at the start of the lesson.

Looking at the effective lesson plan above..

Write one Aim and two Learning Outcome's on the board for this session

(\*Doesnt matter if you don't know how to use the equipment yourself.  
Look at what is being delivered and establish the Aim and Lo's from that)





# USE OF QUESTIONING

'Good learning starts with Questions, not Answers'

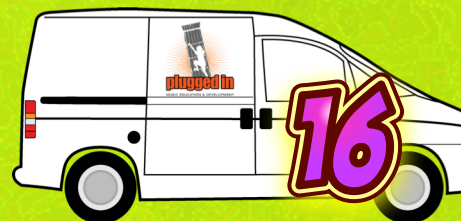
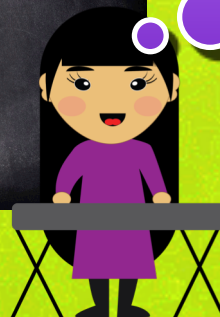
Which of these statements are true?

- a) Questioning enables you to check understanding. It also benefits your students as it encourages engagement and focuses their thinking
- b) Questions help pupils to reflect on information and commit it to memory. They can develop thinking skills, encourage discussion and stimulate new ideas.
- c) Questions allow teachers to determine how much a class understands and enable them to pitch lessons at an appropriate level.
- d) Questions are an important tool for managing the classroom, helping to draw individuals into the lesson and keeping them interested and alert.

AWW  
YEAH!...MR.  
POINT IS THE  
KING OF 'CHALK  
AND TALK'

Information..information.inform  
ation..information...  
information..information..inform  
ation..info..info..information...  
information..information...

HE COPIES FROM  
HIS NOTES ONTO THE  
BOARD..AND I COPY FROM  
THE BOARD INTO MY  
NOTES..I DON'T REALLY  
THINK ABOUT ANYTHING HE  
SAYS..BUT HE DOESN'T  
SEEM TO NOTICE!





# USE OF QUESTIONING

Don't just TELL!....ASK!

Asking questions forms part of any lesson because it invites the student to THINK.

Good teachers ask questions from the start of the lesson until the end.

Teachers ask up to:

2 questions per minute!

400 questions per day!!

70,000 questions per year!!!

2-3 million questions per career!!!!





# USE OF QUESTIONING

What, When and How to ask?

It is important to plan your questions rather than hope that a question pops into your head at an appropriate moment.

It might be useful to list appropriate questions and use them to check learning at appropriate times. Remember, the order in which you ask these questions is also important!

Think about the difficulty levels for each question. If a student finds a question easy to answer, can you follow up with another that is more challenging?

Can you adapt your questions to be more challenging for the more able members of the group?

By using questions in this way you are getting an idea about the level of understanding within the group





# ASSESSMENT

It is often difficult for your students to say:  
'I don't understand what you mean'  
or 'can you help me with this please I wasn't listening properly'



Q. Before you move on to the next topic or technique

How can you be confident that your students have understood what you have taught them?

A. You need to make an **Assessment** that learning has taken place.



# ASSESSMENT

'Formative Assessment' takes place at regular intervals and should be part of every session.

As well as establishing how successful you were teaching the information to the students, **Formative Assessment** also helps you to determine how to best structure, organise and present the next bit of learning

## Examples of Assessment:

### 1. Observation

Direct Observation involves you watching your students to see if they have the ability to perform a skill properly.

Informal observation should take place regularly throughout the teaching session. The evidence is not recorded or written down, It's just used to inform you the tutor of your student's progress. A Formal observation involves recording the outcome of what you observe and these happen less frequently

### 2. Question & Answer (Q&A)

Good teachers use questioning regularly throughout their lessons to assess learning. Use Q&A to establish levels of understanding within the group quickly and immediately. However, when using informal Q&A, answers are not recorded so learning is not evidenced

### 3. Gapped Handouts / Written tests / Quizzes

These can be completed during the session, at the end of the session or at the start of the next session as a recap. Some students are hesitant to speak in front of others and the opportunity to write the answer down is beneficial to them. Evidence of learning is written down as evidence





# ASSESSMENT

## Examples of Assessment:

### 4. Written reports / Essays/ etc

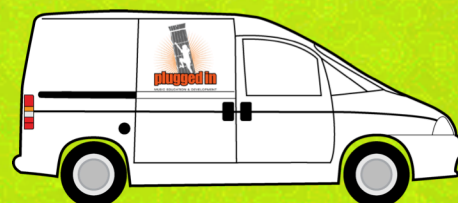
Can be useful to establish in greater depth, how much knowledge and understanding the students have about the topic. Provides written evidence of the learning that has taken place..if not copied from another student or lifted from the internet.

### 5. Completion of a task or project :

You asked them to use their skills to complete a set task and they either did or didn't do what you asked them to do. If they did what you asked then you need to assess if they did it excellently, good, ok or just about managed..Thats up to you to decide based upon your experience as a music leader

**'Summative Assessment'** takes place at the end of a unit, topic or course of study.

6. A **summative assessment** might take place following the Creation of a performance or Recording etc..





# FEEDBACK & PROGRESSION

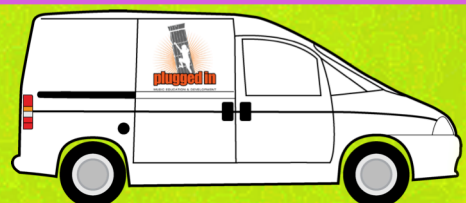
Feedback enables every student to progress and achieve by building on their previous performance.

Students need to be informed about their strengths and weaknesses and what their next steps should be.

Students prefer regular, verbal feedback to written feedback at the end of a unit that doesn't give them an opportunity to improve



Research shows that improving the quality of feedback given to students has the biggest impact on learning of any teaching intervention.



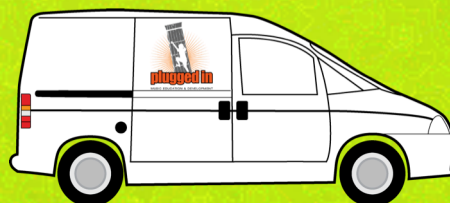


# FEEDBACK & PROGRESSION

## Grades vs Comments

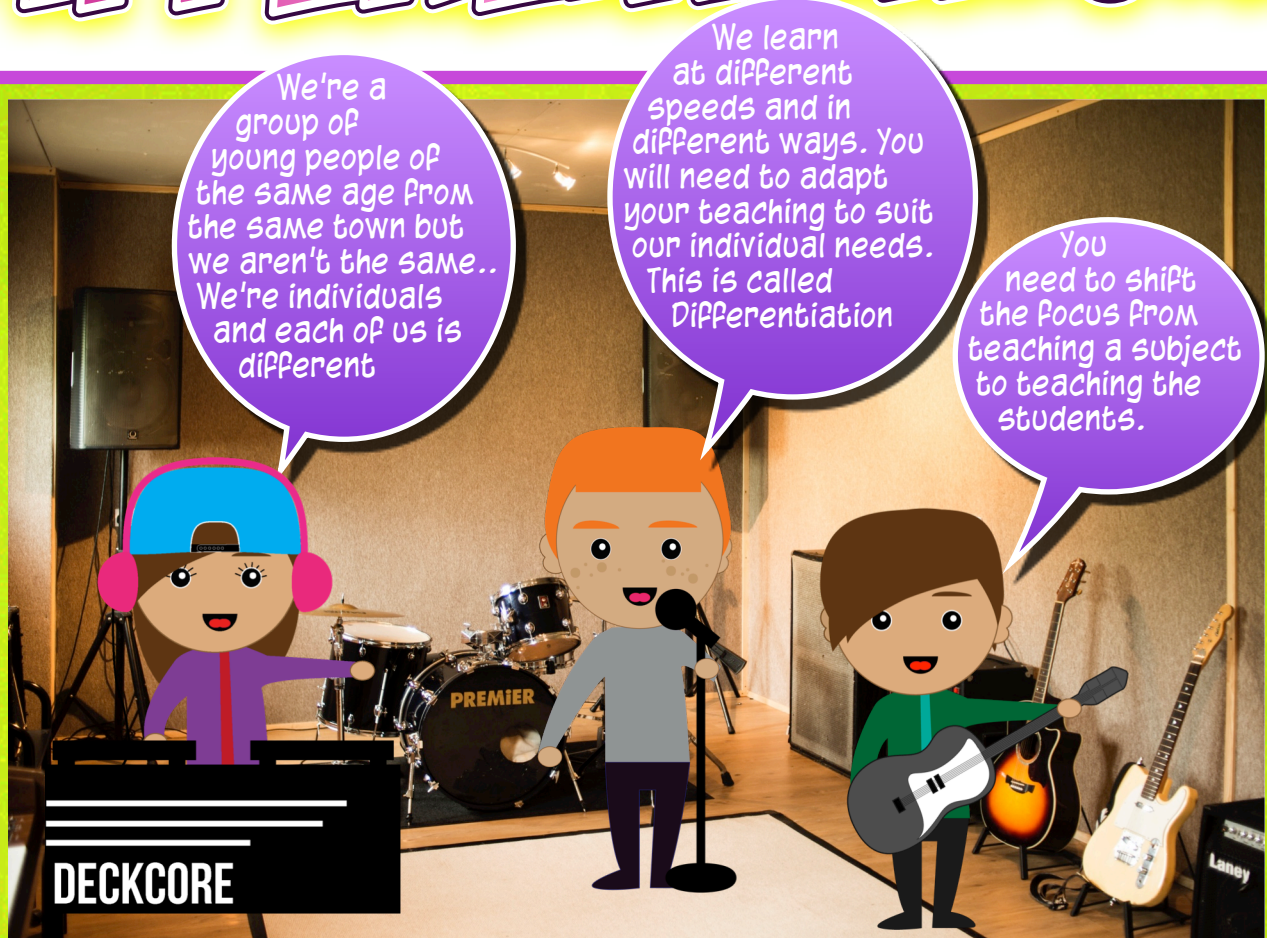
Marks or grades lead students to compare themselves with other students and to focus on their image and status, rather than be encouraged to think about their work and how they can improve it.

A number of studies have shown that, when feedback is given in the form of comments only (with marks or grades reserved for the end of a unit or module) students' levels of motivation and attainment go up





# DIFFERENTIATION



## HOW TO DIFFERENTIATE?

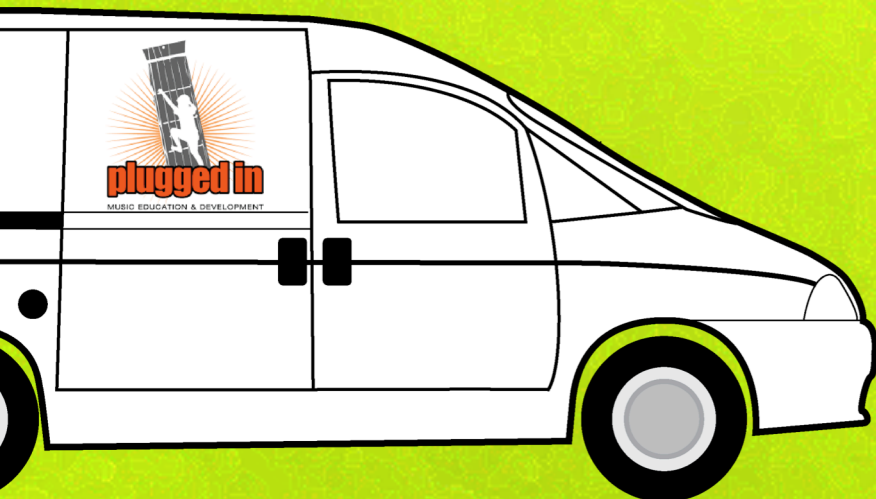
**Differentiate your language** - Identify which students need detailed explanations in simple language and which students can engage at a more sophisticated level.

**Differentiate your questions** - Use targeted questioning to produce a range of responses and to challenge the more able students

**Differentiate the Tasks** - Give them different tasks to do, depending on their abilities.  
A good way to do this is to set tasks that get progressively harder. The more advanced students will progress to the harder tasks whilst the less able can concentrate on getting the essentials right.



# CHALLENGING BEHAVIOUR





# CHALLENGING BEHAVIOUR

AM I IGNORING YOU?..REPEAT THE INSTRUCTION MORE FIRMLY BUT STILL CALMLY

REPEATING THE INSTRUCTION GIVES ME A LITTLE TIME TO RESPOND AND MAKES ME AWARE THAT YOU MEAN BUSINESS

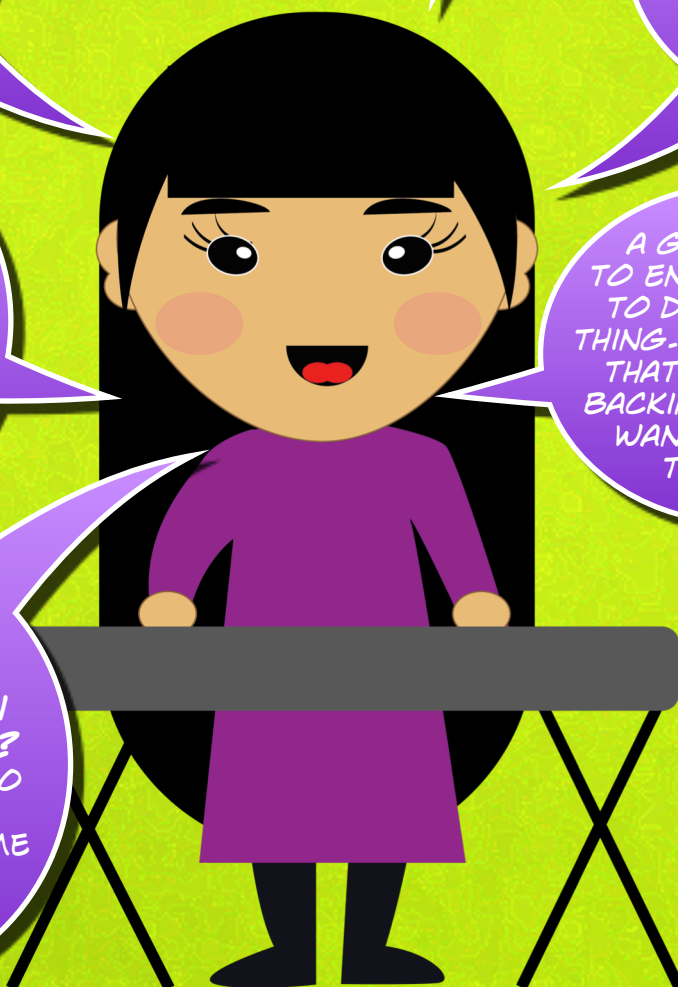
CALMLY EXPLAIN WHAT YOU NEED ME TO DO USING NON-AGGRESSIVE, NEUTRAL LANGUAGE AND TONE

REPEAT THE INSTRUCTION ONCE MORE AND REMIND ME THAT I AM AT RISK OF BREAKING A RULE, WHICH WILL HAVE CONSEQUENCES FOR ME

ARE YOU FAMILIAR WITH THE **BEHAVIOUR POLICY** OF THE ORGANISATION WHERE YOU ARE WORKING? YOU MIGHT WISH YOU WERE IN A COUPLE OF MINUTES...

THIS IS A GOOD POINT TO ENCOURAGE ME TO DO THE RIGHT THING. LET ME KNOW THAT YOU'RE NOT BACKING DOWN BUT WANT ME TO DO THE RIGHT THING

I'M IN A BAD MOOD AND DON'T WANT TO CO-OPERATE. FIRSTLY..**DO YOU KNOW MY NAME?** TAKING THE TIME TO FIND OUT AND REMEMBER MY NAME IS BASIC GOOD MANNERS



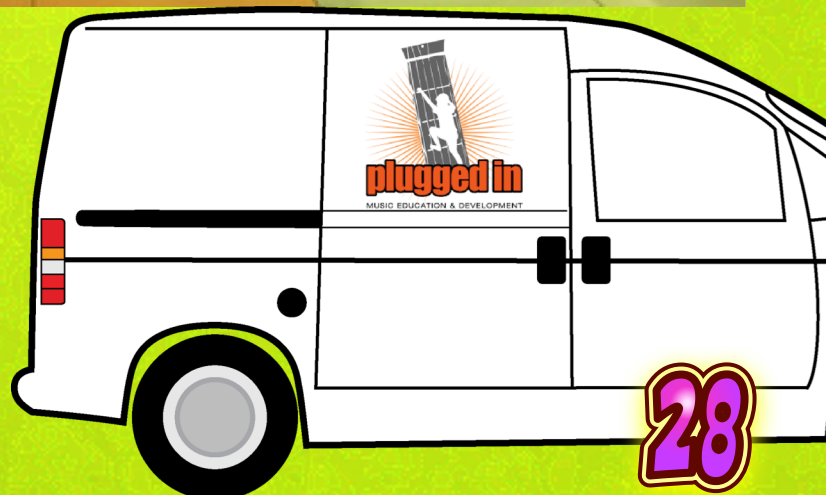


# CHALLENGING BEHAVIOUR





# CHALLENGING BEHAVIOUR





## Recorded Observation

### Staffing/Environment Requirements

A



Session:

DATE: / /

Observation by:

(✓) or  
(X)

YG ( )  
EVERYONE INVOLVED  
HERE KNOWS HOW TO  
HELP THE YOUNG  
PEOPLE GET EXTRA  
SUPPORT IF NEEDED

E1 ( )  
THERE ARE ENOUGH  
TEACHING AND  
SUPPORT STAFF HERE  
TO EFFECTIVELY  
DELIVER THE  
SESSION

M4 ( )  
I'M ABLE TO  
SUGGEST UP TO  
DATE PROGRESSION  
ROUTES TO THE  
YOUNG PEOPLE

E2 ( )  
SPACE AND  
RESOURCES ARE  
BEING BEST USED TO  
CREATE A  
COMFORTABLE AND  
APPROPRIATE  
ENVIRONMENT

M2 ( )  
THERE'S  
EXCELLENT  
COMMUNICATION  
BETWEEN EVERYONE  
INVOLVED IN THE  
PROJECT BEFORE,  
DURING AND AFTER  
THE SESSIONS

E3 ( )  
THERE IS  
SUFFICIENT AND  
APPROPRIATE  
EQUIPMENT HERE TO  
SUPPORT THE  
ACTIVITIES

M1 ( )  
I'M A SKILLED  
MUSICIAN, ABLE  
TEACHER AND  
INSPIRATIONAL ROLE  
MODEL

E4 ( )  
LESSONS ARE  
LONG ENOUGH AND  
CONTACT TIME WITH  
THE YOUNG PEOPLE  
IS SUFFICIENT TO  
ACHIEVE





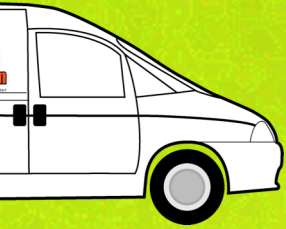
# COMMENTS





Recorded Observation

Session Delivery & The Young People



Session:

DATE: / /

Observation by:

(✓) or  
(X)

Y1& M2  
( )

MY TEACHING IS  
BUILT UPON WHAT  
THE STUDENTS  
ALREADY KNOW,  
ARE INTERESTED  
IN AND WANT  
TO LEARN

S6&S2 ( )  
THE AIMS AND  
OBJECTIVES ARE CLEARLY  
EXPRESSED AND EFFECTIVE  
COMMUNICATION WITH YOUNG  
PEOPLE ENSURES THAT  
EVERYONE KNOWS WHAT IS  
EXPECTED OF THEM

S5 ( )  
I'VE CREATED AN  
ATMOSPHERE OF  
COLLECTIVE LEARNING  
WHERE WE ALL SUPPORT  
EACH OTHER TO  
DEVELOP AND EXCEL

S4 ( )  
MY STUDENTS ARE  
SUPPORTED TO  
PROGRESS THEIR  
MUSICAL AND OTHER  
SKILLS THROUGH  
MUSIC

Y2  
( )  
ALL MY  
STUDENTS  
EXPERIENCE THE SAME  
QUALITY OF  
ENGAGEMENT NO  
ONE IS  
DISCRIMINATED  
AGAINST FOR  
ANY REASON

S3 ( ) THE  
YOUNG MUSICIAN'S  
VIEWS ARE INTEGRAL  
TO THIS SESSION

S7 ( )  
I PROVIDE  
OPPORTUNITIES  
FOR MY STUDENTS  
TO LISTEN AND  
EXPLORE TYPES OF  
MUSIC THEY MIGHT  
NOT BE FAMILIAR  
WITH

M3 ( )  
I REGULARLY  
REFLECT, ADAPT AND  
IMPROVE MY DELIVERY  
AND ACTIVITIES  
DEPENDING ON HOW  
THE YOUNG PEOPLE  
RESPOND





# COMMENTS





# Youth Music Quality Framework

## Recorded Observation

### Assessment and Feedback



Session:

DATE: / /

Observation by:

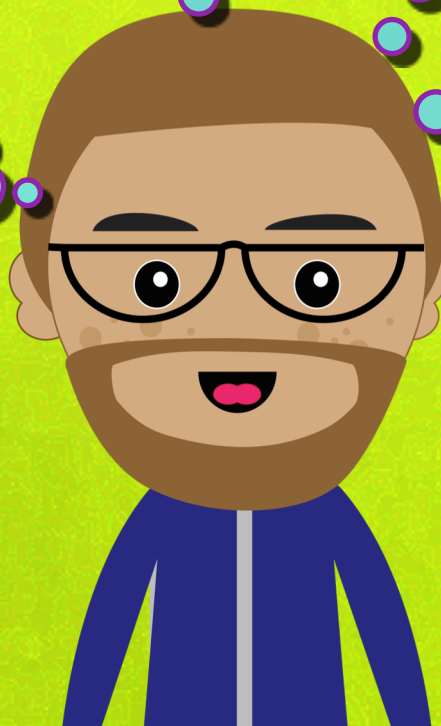
(✓) or  
(X)

Y4 ( )  
FEEDBACK IS AN  
INTEGRAL PART OF  
MY DELIVERY. I  
REGULARLY IDENTIFY  
NEXT STEPS FOR  
PROGRESSION AND  
IMPROVEMENT

Y1& M2 ( )  
I PROVIDE  
OPPORTUNITY FOR PEER  
AND SELF-  
ASSESSMENT

Y3 ( ) I  
WATCH, ASSESS  
AND CELEBRATE MY  
STUDENT'S  
TECHNIQUE AND  
PERFORMANCE

Y5 ACHIEVEMENT AND  
EXCELLENCE IS MEASURED  
IN TERMS OF PERSONAL  
PROGRESS RATHER THAN  
MAKING COMPARISONS TO  
OTHERS





# COMMENTS





E.G:  
SELL MY  
SONGS ON  
THE INTERNET  
BEFORE THE  
END OF THE  
YEAR

Write your Long-Term Goals, Dreams and Aspirations in the clouds

Write the goals that you are setting yourself to help you reach the clouds on the keys.

Tick the Goals that you have completed as you complete



Date:

# Goal Setting!

Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
Goal:	
E.g: Learn to use a computer to record my songs	Achieved? <input checked="" type="checkbox"/>

Group:

Name:

## Setting your Goals



# Following your Progression

Name:

Date:

Group:

Sheet number:

Skill / Activity

