

KENT MUSIC

A MODEL FOR LEARNER VOICE

How do I use the model?

Below are suggestions of ways you could include more learner voice in your teaching practice.

There is no prescribed way to implement this model. The model has been trialled with a range of students, from complete beginners to grade 8+ and aged 6 to 18.

Some elements work better with beginner learners, some with older students (Spotify listening, for example, did not work well with younger students but was fantastic with older secondary aged learners who listen to more music as a matter of course)

"My document from the beginning was about small easy ideas that could be implemented... giving teachers some tools to be able to have a dialogue with students about their learning" - Trevor James

Discussions, questions and activities

- What are your personal (musical) goals?
- Do you want to work towards exams?
- Are you/will you consider working towards a performance? (e.g. assembly, school talent show)
- What's your favourite music? *for students who do not know, play them examples (preferably on your instrument) and ask them what they liked most*
- Build a playlist (could be on Spotify or similar or on paper!) of music they like. *Ask the student to share this with you; collaborate with parents for younger students*
- Discuss/work out with the learner their preferred learning style (visual, auditory, kinaesthetic) e.g. do they prefer playing from notation, or composing on paper (visual) playing by ear (aural) or experiment with different techniques (kinaesthetic). *Are these preferences always the same, or do they change depending on the task?*

Supporting your pupils to reflect:

- When you played that piece how did it feel?
- How do you feel about this piece?
- What would you like to build on?
- What music would you like to do less of?

What to teach

- Composition and improvisation - consider using this with early learners rather than just those who are more accomplished, as a way of learning and exploring away from traditional notation
- Encouraging pupils to play by ear and using aural skills beyond its role as part of graded studies
- Use a stimulus for pupils to respond to musically, these could be images, stories or other pieces of music
- Consider the role that technology can play to engage pupils e.g. using YouTube backing tracks to support improvisation, creating their own soundscapes on apps to compose over or Ableton to create their own ostinato to perform to
- Play in a range of styles and investigate the various routes for assessment, should that be what learner's wish to explore

Other considerations

Ensure you follow the teaching and learning framework - 'be musical', 'be creative and flexible', 'be inclusive', 'plan for progress' and 'assess and reflect'.

Talk to parents and carers about their expectations to mitigate unequal expectations

Consider your use of language

- Practice at home - could become playing at home
- 'Your mission this week is to...'
- 'What do you have to do to be able to play this piece?' could become 'what do you want to do to be able to play this piece?'

"Pupils really became co-collaborators in the learning journey."

- Trevor James

