What are they learning?
How are we teaching it?
Definitions - teaching tools

**Scheme of Work:**
A guide that maps out how activities, resources and assessment will be used to ensure that learning aims are successfully met. Normally this includes times and dates, providing an overview schedule.

**Syllabus:**
A formal document which describes and defines expectations in a given subject area, often set out by an exam board. Designed to specify and communicate requirements and accountabilities.

**Curriculum:**
A planned sequence of educational content, setting out the important teaching and learning in a given subject area. Outlines a prescribed set of intended subject matter and associated learning.
Why have a curriculum?

- Sense of direction and focus. Keeps teaching on track
- Aids lesson planning and long term planning
- Deflects misguided parental expectations/pressure
- Provides a framework for evaluation and progress
- Helps you organise your teaching and their learning
- Provides a structure for all while recognising that different pupils progress at different speeds
- Ensures breadth of approach - e.g. stops you just teaching note reading/technique
- Ensures you don’t just go from exam to exam
Examples

• Classroom focussed
• Repertoire focussed
• Instrument focussed
• Criteria focussed
Do skills come before repertoire?

Or does repertoire come before skills?
LETS IMPROVISE!

A1: MATTACHINS - Arbeau
ABRSM Cello Grade 1: 2020 - 2023

LETS GET EXPRESSIVE!

LISTENING

G major

D major

A major

Slightly faster

mf     cresc. f     ff

ORIGINAL MATERIAL

LET'S TRANSPOSE!
Instrument-specific curriculum

- Piano Curriculum resource from *Becoming a Better Music Teacher*
- Shows the first 6 years of learning, not school years
- Demonstrates general skills as well as piano specific skills
I have lesson plans, termly plans and yearly plans.

I develop effective professional relationships with colleagues.

My curriculum reflects my pupils' motivations.

My curriculum reflects my teaching philosophy.

I set practice goals that reinforce the aims of my curriculum.

I reflect systematically on the effectiveness of my lessons, and adapt planning accordingly.

I know how and when to draw on advice or specialist support to help me plan.

I consider both formative and summative assessment in my planning.
A Music Curriculum for all

Thank you