

Effective Teaching and Learning: Exemplary Lesson Guidance for MMF Tutors

This document aims to provide tutors with a guide as to what constitutes exemplary practice in relation to an observed instrumental lesson.

<p style="text-align: center;">Teaching Methods, Resources, Assessment for Learning and Differentiation/ Scaffolding of Activities</p> <p style="text-align: center;">(inc. use of practice diary, organisation, pace / time management);</p>	<p style="text-align: center;">Tutor's Subject Knowledge and High Expectations</p>	<p style="text-align: center;">Student Progress, Attitude, Engagement & Outcomes</p>
<ul style="list-style-type: none"> ➤ The teaching methods are effective, with engaging and inspiring resources which enthuse and extend students. ➤ Imaginative, creative teaching strategies and good use of questions to extend and check for understanding throughout the lesson. ➤ Clear and accurate modelling. Careful planning based on thorough assessment results in work that is challenging yet pitched at the right level. ➤ The pupil knows how to improve in order to succeed based on constructive feedback where pupils are involved in self-evaluation. 	<ul style="list-style-type: none"> ➤ The tutor demonstrates a high level of expertise and evident interest in what they are teaching ➤ Clear planning for progression – building on prior knowledge ➤ Providing clear objectives for which a specific task/lesson/series of lessons take(s) place ➤ Work is very well pitched and suitably challenging for the pupil ➤ The pupil is challenged to identify the reason why an activity is taking place in the lesson. 	<ul style="list-style-type: none"> ➤ The pupil makes exceptionally good progress and are able to show and extend their musical understanding in an effective way using appropriate musical terminology accurately. ➤ They demonstrate increasing confidence and success in exploring musical concepts or controlling and improving specific technical skills. ➤ They listen with concentration and can internalise and recall musical patterns with increasing aural memory. ➤ The pupil is inspired and challenged by the teaching. ➤ They are encouraged to develop with increasing quality and depth their integrated composing, improvising, listening and performing skills. ➤ They critically engage with, review and analyse music, and are able to justify views and form opinions about the music they hear or play.

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