

LRSM in Music Teaching: Unit 1 Candidate Resource

(from April 2024)

LRSM: Unit 1A: Music Teaching in Practice

This guidance is designed to assist you in presenting the written evidence required to support your 45-minute video. It is important that you respond to all sections, word counts for which are given as a guide only. The total word count is 3000 words ($\pm 10\%$) i.e. between 2700 and 3300 words.

Since this Unit is designed to allow you to demonstrate your skills in planning and delivering musical work with others over an extended period, the submission as a whole should contain evidence of:

- Realistic and imaginative large-scale planning
- Awareness of, and responsiveness to, both the context in which you are working and the needs and aspirations of the individual/s with whom you are working
- The range of strategies you use to inspire and motivate them to sustained progress
- The effectiveness of those strategies and how you adapt them in the light of experience
- The musical behaviours you demonstrate, making music a natural part of each interaction
- The confident and impactful use of various types of feedback and assessment you make
- Your ability to reflect on, and learn from, experience, evaluating the effectiveness of your own work as a teacher on an ongoing basis, in the spirit of continuous improvement.

The minimum length of time for this section is 10 weeks. The number of sessions you plan for within the minimum period must be enough for learners to progress and show improvement.

Any acronyms or abbreviations used should be written out in full the first time they appear, followed by the concise version in brackets e.g. Associated Board of the Royal Schools of Music (ABRSM). You may then use the concise version for the rest of the document. Names should be anonymised, and you are encouraged to use bullet points where these are useful to summarise complex information.

Section	What to include
<p>A description of the context in which the sessions covered by the video took place</p> <p>c. 200 words</p>	<ul style="list-style-type: none"> • What type of setting are you working in? (School, community setting, private studio etc.) • The physical environment and layout of the room, including instruments and equipment available • The time of day, and any external factors that might influence participants' engagement with the sessions, including how you will mitigate this
<p>An analysis of the previous experience, needs and aspirations of participants</p> <p>c. 200 words</p>	<ul style="list-style-type: none"> • An analysis of participant/s' prior experience and current needs • How do these sessions fit with previous work the group/individual have done and feed into future long-term goals • Any additional needs identified, including how you have planned to support these

Section	What to include
<p>An overview of what you intend to achieve over the course of the sessions*</p> <p>c. 200 words</p>	<ul style="list-style-type: none"> • The core aim/s of the sessions, expressed succinctly • These are your mid-way goals
<p>Supporting rationale for the content, activities and strategies that you have chosen</p> <p>c. 300 words</p>	<ul style="list-style-type: none"> • This links the content, activities and strategies you have planned to the core aim/s, and also the needs and aspirations of participants • Why have you made the specific choices you have? • What supporting evidence can you provide to justify your choices
<p>Plan for the course of sessions, supported by detailed lesson plans covering the sessions from which you have taken and submitted video evidence, with timings</p> <p>(see additional template E: Sample LRSM Course Plan and template F: Sample LRSM Lesson Plan)</p> <p>Notional 500 words</p>	<ul style="list-style-type: none"> • This is the plan that covers the same period as your video, supported by lesson plans for each session you have provided evidence from
<p>Narrative account or teaching diary covering the period during which the video was captured completed regularly and capturing self-reflection as your plans develop over time</p> <p>c. 500 words</p>	<ul style="list-style-type: none"> • A short narrative account of what happened in this series of lessons over time, and the extent to which you stuck to your plans • Capture also any improvised elements of the lessons, where you deviated from the plan for whatever reason
<p>Feedback from participants in any format of your choice</p> <p>(see additional template G: Sample LRSM Pupil Evaluation Template)</p> <p>Notional 100 words</p>	<ul style="list-style-type: none"> • If you choose to use the feedback template provided, or one you have devised yourself, please collate the results into one document • If you choose verbal feedback to camera for this section, it should be included as a separate 3-minute clip and submitted together with your 45-minute video • If you choose another format, such as for example images or emojis to capture how participants felt about the session, you can provide photo evidence as part of your submission

*the course of sessions should be a minimum of 10 weeks duration

Section	What to include
<p data-bbox="225 293 756 398">Detailed self-evaluation of the effectiveness of your planning for, and delivery of, the sessions</p> <p data-bbox="225 432 756 501">(see additional template H: Sample LRSM Self Evaluation Template)</p> <p data-bbox="225 535 756 573">c. 500 words</p>	<ul data-bbox="778 293 1426 544" style="list-style-type: none"><li data-bbox="778 293 1426 398">• This is your opportunity to reflect in some detail on the sessions: your planning, choice of content, and delivery<li data-bbox="778 398 1426 472">• Typically this would involve watching the video back and evaluating your performance<li data-bbox="778 472 1426 544">• Where you want to reference specific details in the video, please give a time code
<p data-bbox="225 640 756 710">Lessons learned, and any further research needed</p> <p data-bbox="225 743 756 781">c. 500 words</p>	<ul data-bbox="778 640 1426 891" style="list-style-type: none"><li data-bbox="778 640 1426 714">• Include here any conclusions you reached as a result of your self-evaluation<li data-bbox="778 714 1426 788">• What lessons have you learned as a result of leading the session and reflecting on it?<li data-bbox="778 788 1426 826">• What further research/training might you need?<li data-bbox="778 826 1426 891">• What are the next steps in your professional development as a teacher

LRSM Unit 1B: Music Teaching in Context

This template is designed to guide you in responding to the tasks included in this Unit. It is important that you submit evidence for a total of **four** tasks, two from each Group, A and B.

The notional word count for each task is 500 words, and the total word count for the Unit is 2000 words ($\pm 10\%$) i.e. between 1800 and 2200 words.

Since this Unit is designed to allow you to demonstrate your knowledge and understanding of music teaching more generally, and to express the conclusions you have reached as a result of your developing experience as a music teacher, the submission as a whole should include evidence of your awareness of wider issues in music teaching, including:

- Your knowledge of ways in which you can adapt strategies, activities and resources to suit the needs of a diverse range of learners working in different contexts
- Evaluation of your own approach and that of other music teachers, material and activities, with a sensitive understanding of the dynamics of teaching and learning
- A range of strategies for making interactions musical
- Detailed self-reflection
- Knowledge of your professional responsibilities, and the values and professional behaviours that underpin work as a teacher

Whichever tasks you choose to complete, you should conclude with a brief self-evaluation of how completing your submission has contributed to your overall development as a music teacher. This is not included in the suggested wordcount of 2000 ($\pm 10\%$)

Any acronyms or abbreviations used should be written out in full the first time they appear, followed by the concise version in brackets e.g. Associated Board of the Royal Schools of Music (ABRSM). You may then use the concise version for the rest of the document. Names should be anonymised, and you are encouraged to use bullet points where these are useful to summarise complex information. References to personal research and reading should be included as footnotes in the course of the text, and are not included in the overall word count.

For each task you choose, be specific about the context you are working in, and the people you are working with, their needs and aspirations, rather than including broad generalisations about teaching in general. This includes any professional responsibilities for the learners in your care.

Group A Options (choose TWO, c. 500 words each)

Topic	What to include
A1. An account of how taking on teaching responsibilities in a context that was previously unfamiliar to you impacted on your work more generally, including ways in which you had to adapt your approach to suit different types of learners and meet their needs	<ul style="list-style-type: none">• Describe the new context and outline the challenges you perceived• How did you adapt your approach initially, and adapt it over time, to suit the needs of different types of learners and meet their needs?• What insights did you gain from the experience and how did this impact on your practice more generally?

Topic	What to include
<p>A2. An account, with examples, of your approach to nurturing musical progression</p>	<ul style="list-style-type: none"> • How do you go about creating a positive learning environment? • What factors do you think impact on learners' progress in music and how to you work to overcome any barriers? • What specific strategies and approaches have you found most effective in nurturing musical progression? • How have you adapted your approach in the light of experience over time? • How do you go about identifying, assessing and celebrating musical progress, and evaluating your success as a teacher?
<p>A3. An account of your approach to either musical literacy, or aural skills, and how you integrate this with instrumental/vocal learning more generally</p>	<ul style="list-style-type: none"> • What is your approach to teaching the reading of music, music theory and/or aural skills? • How do you integrate this holistically with instrumental/vocal learning more generally, with specific examples of activities you have found to be successful? • What barriers have you encountered, and how did you work to overcome them with pupils with differing learning preferences?
<p>A4. An account of any legislation, policies or institutional procedures that impact on you as a music teacher, and what your responsibilities are towards those you are working with</p>	<ul style="list-style-type: none"> • What you understand as your responsibilities towards those you are working with • What specific legislation applies to you as a music teacher in the contexts you are working in? • Consider areas such as Safeguarding, Health & Safety, Equality, Copyright, financial etc. • You may want to include any policies or procedures put in place by organisations for which you work* • Give specific examples of ways in which you have had to adapt your approach in order to fulfil your responsibilities to learners

*Please anonymise the organisation by referring to it as Centre 1, Centre 2 etc

Group B Options (choose TWO, c. 500 words each)

Topic	What to include
B1.	A case study on a particular aspect of music teaching and how you have worked over time to develop a specific musical skill or understanding
B2	Taking a second, different musical skill or understanding than B1, give an example of an original resource you have developed and trialed
B3	A case study of preparing learner/s for formal assessment in music, together with the final result

- Identify the specific skill or understanding that you are going to focus on (e.g. vibrato, improvisation, compound time, memorisation, pedalling, musical structure, expressivity etc.)
 - Give an outline of the individual/group you are going to work on it with
 - What does good progress look like in relation to this skill?
 - How do you break it down into manageable steps and what are they?
 - How did you evaluate the success of your approach, and what impact did the insights gained have on your wider teaching practice?
-
- Identify the specific skill or understanding that you are going to focus on (e.g. vibrato, improvisation, compound time, memorisation, pedalling, musical structure, expressivity etc.)
 - Outline the aim of your resource, and how it will practically be used in lessons
 - Having trialed it, did you make any adaptations in the light of experience, or for use in different contexts?
 - How could the resource be developed further to increase its effectiveness and impact?
 - If the resource is an adaptation of an existing resource, give an account of how you have ensured it complies with copyright law
-
- Give a brief description of the learner/s and the assessment you are preparing them for (e.g. graded music exam, theory exam, GCSE, International Baccalaureate)
 - Outline your approach to preparation for the assessment
 - How have you worked to help learner/s understand the requirements of the assessment and the criteria by which examiners will reach their judgements
 - How have you used feedback and formative assessment during the preparation process?
 - How did you overcome any barriers to progress that you encountered along the way?
 - Give examples of ways in which you worked to integrate all aspects of preparation for assessment together (e.g. supporting tests, written requirements etc.)
 - Include the final feedback form the learner/s you prepared received, together with a reflection on any areas in which you could better have supported them

Topic	What to include
B4	
The result of a formal observation you have undergone in your workplace, conducted by a senior manager, Head of School etc.	<ul style="list-style-type: none">• Outline the circumstances surrounding the observation, and any preparation you made for it• Describe any ways that you adapted your practice in order to accommodate the formal observation, including making sure learners were put at ease• Include the full text of the observation report• Analyse the feedback against your own reflection on how the lesson went, identifying areas you had been aware of, and those which were new to you or required further thought• Describe the steps you will take in order to address any suggestions made• Identify the impact the observation process had on your practice more generally, and the concrete actions you will take to develop and enhance your practice further
You will need to provide your own proforma for the expert witness to complete and include it with your submission.	

Remember to conclude with a summary reflection based on where you are in your teaching journey.






Sample Course Plan Template E: LRSM Unit 1a

Name of Candidate	Number of participants	Age/Year Group	Period covered/number of lessons
<p>Learning Aims for the term:</p> <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 <p>These aims should take account of all areas of musical development: technical, aural, creative expressive; learning repertoire; preparation for performance/assessment etc. and could be more or less than 5 in number</p>			
Outline each of your Aims in more detail, breaking it down into smaller sequential steps		What does success look like?	Potential areas of overlap with other Aims/opportunities for connecting them
1			
2			
3			
4			
5			
Resources required			
Additional notes			

Sample Lesson/Session Plan Template F: LRSM Unit 1a

Name of Candidate	Number of participants	Age/Year Group	Date of Lesson
Learning Objectives/Outcomes: <ul style="list-style-type: none"> • 1 • 2 • 3 <p>If these are not directly drawn from your course plan, please indicate which overarching aims these relate to.</p>			
Activity	Timings	How Learning Objectives are met	
Starter/Warm-up			
Main activity/activities			
Plenary and review			
Notes on differentiation, including potential extension activities			
Resources required			
Additional notes			

Sample Learner Evaluation Template G: LRSM Unit 1a

Name of Candidate	Number of participants	Age/Year Group	Date of Lesson
<p style="text-align: center;">How well did you think you did today?</p> <div style="display: flex; justify-content: space-around; align-items: center;">      </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <input data-bbox="360 633 384 667" type="radio"/> <input data-bbox="549 633 572 667" type="radio"/> <input data-bbox="737 633 761 667" type="radio"/> <input data-bbox="925 633 949 667" type="radio"/> <input data-bbox="1114 633 1137 667" type="radio"/> </div>			
<p>Please complete the following sentences</p>			
<p>Today I learned.....</p>			
<p>What I found interesting about today was.....</p>			
<p>What surprised me was.....</p>			
<p>Right now I am feeling.....</p>			
<p>What was fun about today was.....</p>			
<p>What I liked best was.....</p> <p>Why?</p>			
<p>What I would change would be.....</p> <p>Why?</p>			
<p>Thank you!</p>			

Sample Self Evaluation Template H: LRSM Unit 1a

Name of Candidate	Number of participants	Age/Year Group	Date/s of Lesson
How successful did you feel you were in supporting learners to progress over this series of lessons?			
What evidence did you have that they had made progress?			
How successful were the teaching activities and strategies you chose?			
And how might you adapt them in future, in the light of experience?			
How successful were the choices you made over sequencing and pacing of activities?			
Were there any issues with timing, and if so, how might you alter your approach in future?			
How musical did you feel the interactions were, and did this change over time?			
On reflection, can you see any additional opportunities where you could have linked different parts of the lessons together, for greater impact and deeper learning?			
If you could teach this series of lessons again, what would you do differently?			
Were there any specific needs you could have addressed more successfully? How?			
Were there any specific areas you identified for your own future development as a result of teaching and then reflecting on these lessons?			