

ABRSM Teaching Diplomas: ARSM Unit 1 Candidate Resource

(from April 2024)

ARSM: Unit 1A: Music Teaching in Practice

This guidance is designed to assist you in presenting the written evidence required to support your 30-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 1500 words ($\pm 10\%$) i.e. between 1350 and 1650 words.

Since this Unit is designed to enable you to demonstrate your skills in leading musical work with others, the submission as a whole should contain evidence of:

- Realistic and imaginative 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 used to inspire and motivate
- The effectiveness of those strategies and how you adapt them in the light of experience
- The musical behaviours demonstrated, making music a natural part of each interaction
- The ability to reflect on, and learn from, experience, and evaluate the effectiveness of work as a teacher.

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
A description of the context in which the session that is the subject of the video is taking place c. 100 words	<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 session, including how you will mitigate this
An analysis of the previous experience, needs and aspirations of participants c. 200 words	<ul style="list-style-type: none"> • This draws on the information you have gained in advance (observed sessions, conversations with colleagues etc.) about participants' prior musical experience • How does this session fit with previous work the group/individual have done and feed into future mid- and long-term goals? • Any additional needs identified, including how you have planned to support these
An overview of what you intend to achieve c. 50 words	<ul style="list-style-type: none"> • The core aim/s of the session and the reasons for choosing the content/activities/strategies, expressed succinctly.

Section	What to include
<p>Supporting rationale for the content, activities and strategies that you have chosen</p> <p>c. 200 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>Detailed session plan, with timings</p> <p>(see additional template B: Sample ARSM lesson plan)</p> <p>Notional 250 words</p>	<ul style="list-style-type: none"> • This is the plan you prepared for the session you have videoed
<p>Narrative account of session, written shortly after it is completed</p> <p>c. 150 words</p>	<ul style="list-style-type: none"> • A short narrative account of what happened, and the extent to which you stuck to your plan • Capture also any improvised elements, where you deviated from the plan for whatever reason
<p>Feedback from participants in any format of your choice</p> <p>(see additional template C: Sample ARSM Learner 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 PDF document • If you choose verbal feedback to camera for this section, it should be included as a separate 2-minute clip and submitted together with your 30-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
<p>Detailed self-evaluation of the effectiveness of your planning for, and delivery of, the session</p> <p>(see additional template A: Sample ARSM Lesson Evaluation Template)</p> <p>c. 250 words</p>	<ul style="list-style-type: none"> • This is your opportunity to reflect in some detail on the session: your planning, choice of content, and delivery • Typically this would involve watching the video back and evaluating your performance • Where you want to reference specific details in the video, please give a time code
<p>Lessons learned, and any further research needed</p> <p>c. 200 words</p>	<ul style="list-style-type: none"> • Include here any conclusions you reached as a result of your self-evaluation • What lessons have you learned as a result of leading the session and reflecting on it? • What further research/training might you need? • What are the next steps in your professional development as a teacher?

ARSM: 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.

One task is mandatory and you choose a total of **three** further tasks, **one** from Group A and **two** from Group 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 based on where you are in your teaching journey
- Knowledge of your responsibilities, and the values and professional behaviours that underpin work as a teacher

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.

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, 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.

Mandatory Task c. 500 words

What to include:

Your personal philosophy and values as a music teacher

- What values inform your teaching?
- What are the strongest influences on your work as a teacher?
- What does successful music teaching look like for you?
- How do you make sure music is at the heart of your teaching?
- How do you go about making sure your values are aligned with the needs and aspirations of those you are working with?
- How, if at all, have your philosophy and values evolved in the light of experience?

Group A Options (choose ONE, c. 500 words)

Topic	What to include
A1. Your own experiences as a learner, and the influence this has had on your teaching	<ul style="list-style-type: none"> • What were the positive/negative impacts of those experiences? • What have you taken from the teaching style you experienced and what have you adapted? • When you reflect on your teaching, are there any areas you would like to work on further, perhaps moving further away from the model/s you experienced yourself, in order better to serve the needs of those you are working with?
A2. Description of a training event or resource you have found inspirational, and the impact it has had on your teaching	<ul style="list-style-type: none"> • This could be a face-to-face or online event, or a published or digital resource (including books/articles) • Summarise the event or resource you have chosen to describe • Analyse the impact it had at the time, perhaps causing you to question previous assumptions or adopt new ways of working • Evaluate the ongoing impact it has had on you, illustrating how it has resonated in the particular contexts you are working in
A3. An account of how you went about identifying and solving a problem in your teaching	<ul style="list-style-type: none"> • Identify the problem you are going to discuss, including how you became aware of it • Analyse the central root of the problem and the impact it was having on those you were working with (your own personal subject knowledge, communication, management of the learning situation, wrong resource/activity choice?) • Describe the steps you took to address it, including any research you undertook or advice/training you sought out • Evaluate the ongoing impact the changes you made had on the musical experience of those you were working with, and how in the light of your insight, your practice continues to evolve

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

	Topic	What to include
B1.	Case study of your teaching in a different context to that covered in Unit 1A	<ul style="list-style-type: none"> • Start by outlining the context, needs and aspirations of the learners with whom you are working • Do your musical aims remain similar in this context or do they differ, and if so how? • What is your rationale for the choice of content, activities and strategies you use in this context? • Has the work done in this context influenced work done elsewhere and if so, in what way? • Are there any areas in which you have identified further development that will be required in your approach in order better to meet the needs of learners in this context? • How do you intend meeting these professional development needs?
B2	Evaluation of two published resources (physical or digital) and how you have used them in your teaching	<ul style="list-style-type: none"> • Choosing two contrasting resources, provide a brief account of the approach they take, their underlying musical assumptions • Give specific examples of ways in which you use both in your teaching, and how they have enhanced learners' musical experiences • Are there any ways in which you have had to adapt them for use in different contexts, or ways in which you think they could be improved/enhanced? • Has using them had an impact on your teaching style, and if so, in what ways?
B3	Two lesson/session observations (see additional template D: Sample ARSM Lesson Observation Template)	<ul style="list-style-type: none"> • These are sessions where you observe another teacher at work • For additional detail see the instructions accompanying the template
B4	Original resource you have developed to use in your teaching	<ul style="list-style-type: none"> • Choose one original resource you have developed for use in your teaching • Give a detailed description of the resource and the contexts in which you have successfully used it • Analyse the learner needs it meets, and the musical outcomes it is designed to achieve • If the resource is an adaptation of an existing resource, give an account of how you have ensured it complies with copyright law • Describe the process of trialling and developing the resource, and how it has evolved over time

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


Sample Lesson Evaluation Template A: ARSM Unit 1a

Name of Candidate	Number of participants	Age/Year Group	Date of Lesson
To what extent do you feel you met the learning objectives?			
How did you know participants had achieved them?			
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 lesson structure and sequencing of activities?			
Were there any issues with timing, and if so, how might you alter the structure and sequencing in future?			
How musical did you feel the lesson was?			
On reflection, can you see any additional opportunities where you could have linked different parts of the lesson together, for greater impact and deeper learning?			
If you could teach this lesson/lead this session 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 this lesson/session?			

Sample Lesson/Session Plan Template B: ARSM 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 			
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 Pupil Evaluation Template C: ARSM 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="text-align: center;"> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input 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 style="text-align: center;">Thank you!</p>			

Sample ARSM Session Observation Template D: ARSM Unit 1b

This template is designed for you to use either for you to fill in when observing a colleague twice, or two different colleagues on separate occasions. The sessions do not have to be with the same individual or group.

For this task, you are not making a summative judgement of your colleague's teaching. Instead this task is designed to demonstrate your understanding of the underlying principles of teaching and learning, your insight into the role of music teacher, and your ability to identify factors which impact positively or negatively on working relationships and musical progress.

The first occasion is all about recording as much as possible about the underlying dynamics of the session, the strategies and activities being chosen, how musical progress can be observed, and your awareness of the factors that impact positively or negatively on working relationships and musical progress.

The second observation is about teasing out how teachers adapt their approach to different situations.

You should conclude with a summary reflection of what you learned through the process of observation, and how it will impact your own future development as a music teacher.

Name of Candidate	Number of participants	Age/Year Group	Date of Session
Give an outline of the context in which the session is taking place, and where the learners involved are in their musical development.			
How did the teacher/leader use the available space?			
How did the teacher communicate, and work to foster positive working relationships?			
Which were the most successful activities and strategies the teacher/leader chose, and how did they engage learners?			
What impact did the structure of the session, and the pacing and sequencing of activities have on the success of the session?			
In what ways did the session feel musical?			

In what ways did it foster musical understanding beyond instrumental/vocal performance skills?
How did learners know when they were achieving well?
Could you identify any strategies, activities or resources you could use in your own teaching? Would you need to adapt them to suit a different learning/teaching context?
Did you identify any missed/additional opportunities to create links between different parts of the session, for greater impact and deeper learning?
Were there any specific needs that could have been addressed more successfully? How?
Any other observations you had as a result of observing this session/areas for future research?