



SCHEME OF WORK 1

Key Question

What pedagogic strategies are there for creative learning in music?

What are the specific aims of this project/scheme?

- Developing creative and dynamic collaborations.
- Explore new approaches to composing that encourages the development of meaning for a diverse range of learners and abilities.
- Compose and develop knowledge through musical voice.
- Learners to begin to work as musicians.

Key outcomes:

- Learners begin to think and act like composers and performers.
- Learners develop their creative thinking and learning processes through; questioning and challenging, making connections, exploring ideas and reflecting critically on ideas, actions, and outcomes.
- Learners will begin to think and act as leaders.

Expectations and Differentiation:

Embedding: all learners will have developed some creative thinking and learning processes, and understood some basic principles of composition. They will have worked collaboratively with a team, playing a small role in developing a composition.

Enhancing: most learners will have developed a range of creative thinking and learning processes that will enable them to compose both within a group and individually.

Extending: some learners will have creatively drawn on the resources of their team, developing finer musical features of a composition. They will have strongly developed their creative voice, producing a composition, which is striking and personal.

Success Criteria:

- **Engagement:** The learners will be able to work both individually and collaboratively.
- **Assessment for learning:** Learners will be able to evaluate their progress through self and peer assessment approaches. They will ask questions and articulate understanding. They will reflect critically on ideas, actions and outcomes extending learning.
- **Creative Learning:** Learners will develop creative learning processes enabling them to think and act like composers and performers. They will question and challenge musical approaches; make connections to others work, keep ideas open, and reflect.
- **Creative thinking skills:** Learners will develop creative approaches to composition either leading to or enabling future original work.

Prior learning

It is helpful if pupils have:

- An interest in creating their own music
- Skills to work with others

Personalised learning

Differentiation: Are there pupils who will need specially adapted materials or resources that break down musical processes into understandable forms? Are there young people who play instruments? If so who, which, and to what standard?

Effective teaching and learning: Use wide and variety repertoire of teaching approaches that supports diversity. Offer mentoring between learners as a form of peer support. Vary the experiences of the learners for the ensembles to enable peer-to-peer support.

Beyond the classroom: Could you offer learners opportunities to develop their skills in/outside the music context to support the whole learners? Could you encourage the learners to join local networks or develop collaborations?

Personal Learning and Thinking Skills

This scheme of work explores the development of **creative learning processes**. It prepares learners to **think creatively** by generating and exploring ideas and making original connections. They shall **ask questions** and **share** ideas collaboratively. Trying out alternative approaches and taking risks will also be a feature of the scheme. The learners will **work confidently with others** forming collaborative and **reflective** relationships where they will review their progress and act on outcomes.