

ACTIVITIES 'FROM EXPERT TO EDUCATOR'.

August 2025.

Activity

We all 'theorise'- it is what gets us through our daily lives. In groups, spend 10 minutes creating a 'theory' of music/music education. It should be:

- Derived from experience;
- Shaped into a form/statement that is understandable by others;
- Is applicable in a wide range of contexts.

Example: 'Children should learn to sing the music before trying to play it. This is because...'

GO THEORISE!

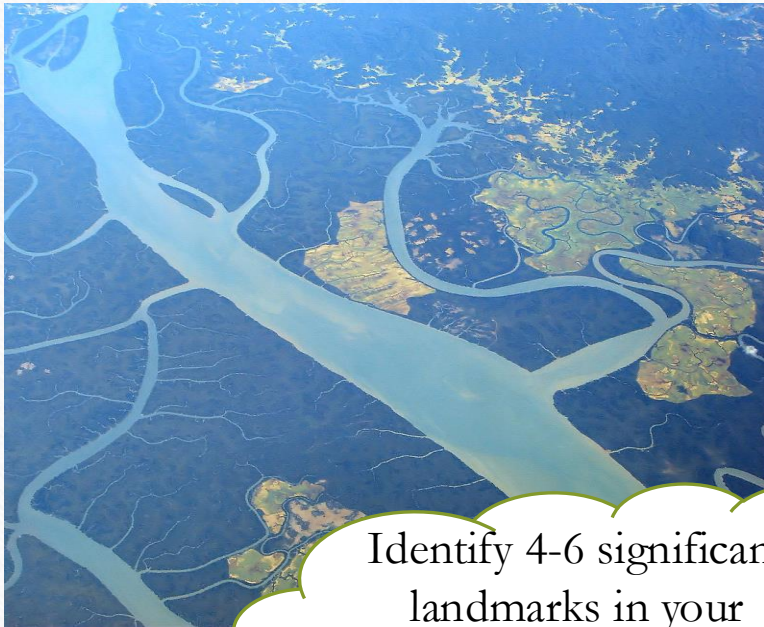


Activity

How would you describe your own musician identity and teacher identity? What are the differences and what are the commonalities? What might need to change?

How do you think your beliefs as a musician impact on what and how you teach?

Activity: Key Landmarks in Your Musical Development.



Identify 4-6 significant landmarks in your learning journey so far...

Why are these significant?
How have they influenced you?

Did they result from informal (enculturation) musical education or formal (socialisation) musical education?

Activity

Based on your enculturation and socialisation *as a musician*

- How do you define what it is to be a musician and to act musically?
- What do you believe are important/valuable musical knowledge and skills that should be taught? Justify these.
- What are the pedagogies (teaching approaches) that you feel are the most effective when teaching music?



Activity : Identifying Musical Identities

Think of someone you know well (perhaps a young person you teach).

- What would you consider to be their musical identity/ identities?
- What are their different musical enculturation and socialisation experiences that have led to the formation of these musical identities
- What do these identities tell you about the approaches and pedagogies you might adopt to support their musical progress?

ACTIVITY

With the aid of the prompt sheet identify and your thinking in this session:

1. One teaching standard where you think you have particular strengths, and why.
 2. One teaching standard which you feel you particularly need to develop further. What aspects need development?
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1. Set high expectations which inspire motivate and challenge pupils.
 2. Promote good progress and outcomes by pupils.
 3. Demonstrate good subject and curriculum knowledge
 4. Plan and teach well-structured lessons
 5. Adapt teaching to respond to the strengths and needs of all pupils.
 6. Make accurate and productive use of assessment
 7. Manage behaviour effectively to ensure a good and safe learning environment.
 8. Fulfil wider professional responsibilities