Planning for Learning in the Music Classroom

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DEPARTMENTAL

PRIOR LEARNING

Where is the students learning at? What do they already know?

LEARNING OUTCOMES IN FOCUS

Building on student prior learning, link the learning outcomes across the three strands; identify the parts of these learning outcomes that you will focus on for the age and stage of learning for these students

INTENDED LEARNING

What the learning will be ABOUT

What is the learning at the heart of the learning outcomes? Identify the key learning that students will engage with throughout this unit

EVIDENCE OF LEARNING – How I will KNOW the learning has taken place

How I will capture/gather evidence to show the learning has taken place i.e., the tasks (classwork, CBAs, homework, feedback, test, observation, questioning, projects, reflection etc), the opportunities we give every student to demonstrate what they know, understand and are able to do with the intended learning

Is there alignment between the task and the learning intentions?

LEARNING EXPERIENCES – This learning will take place THROUGH…

These are the everyday classroom activities that every student will participate in to realise the intended learning

INDIVIDUAL TEACHER

LEARNING INTENTIONS – How I clarify the learning with students

These are statements in student-friendly language, for a lesson or series of lessons, which describe what the teacher wants the student to know, understand and be able to do as a result of the learning and teaching activities

Do the learning intentions align with the learning outcomes?

SUCCESS CRITERIA – How I determine the quality of the students' learning

These are statements shared and co-created by the teacher and students that describe what success looks like. They also help the teacher and student to make judgements about the quality of student learning

Do the success criteria link to the learning intentions and the task?

REFLECTION AND ACTION

Did the learning take place? What worked well? Even better if?
What? So What? Now What?

These reflections may inform/become the **Prior Learning** for the next unit

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