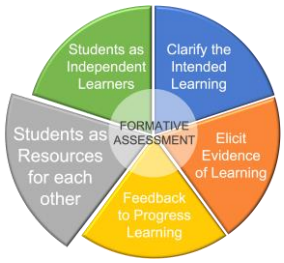

'Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'

…Assessment Reform Group (2002)

Students as Resources for each other

Activating students for collaboration, peer learning and assessment

WHAT?

The study of Music, audition, performance and composition, are collaborative and interpersonal activities, where social skills are developed through the sharing of ideas, skills and experiences. Music provides an environment where students are safe to explore, experiment and take creative risks. Students are encouraged to collaborate in the formation and presentation of ideas and to critically reflect on their work and the work of others.

SO WHAT might this sound like in the Music classroom?

Break the learning down into bitesize chunks progressing the learning from the full class size into smaller groups

1. Teach and re-teach, if necessary, the bitesize chunks to give every student the opportunity to learn inside the full class group, e.g., if it is a performance, teach the main motifs and idioms from the song they will be playing

2. Divide the class into their instrument groups e.g, all bassists together, all percussion players together, and all singers together etc. They will now rehearse their respective chunk in their separate instrumental group

3. Once the instrumental group learning has been achieved, divide the full class in two, combining the instruments to create 2 separate bands

4. When the 2 bands are reasonably comfortable and confident in their performance, further divide them into 4 smaller bands with the task of agreeing on the final interpretation and performance

Model the process of collaborating together

Explain what collaboration is and how it will help them to learn and apply understanding

Demonstrate by modelling and thinking out loud

Teacher and student collaborate **together**

Students now collaborate with your **support** by being present

Remove the scaffolding and let students work **independently**

Share other approaches that work for you in your music classroom

NOW WHAT?

- To what extent do I/we guide, support and monitor student learning while they collaborate?
- How do I/we provide opportunities for students to assess their own work and each other's work against agreed criteria?
- What supports are in place to enable effective group work?

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Oide
Tacú leis an bhFoghlaim Ghairmiúil i measc Ceannairí Scoile agus Múinteoirí
Supporting the Professional Learning of School Leaders and Teachers