



*NOTE: This list is not prescriptive or exhaustive – add some of your own to this list*

## CONTEXT

- Who are my students? / What are their musical interests/concerns? / What instruments do they play?
- What inclusive strategies, if any, might I need to consider for these students, i.e., EAL, AEN, other?
- Where relevant, what VLE might support students' learning, i.e., OneNote, Teams, Google Classroom, other?

## PRIOR LEARNING

- What music curriculum, if any, have the students engaged with? / Where is their learning at? / What do they already know? / What misconceptions are evident?

## LEARNING OUTCOMES IN FOCUS

- What learning outcomes might meaningfully link together to build on the student prior learning?
- What parts of the learning outcomes might this unit focus on?

## INTENDED LEARNING - What the learning will be ABOUT

- What is the key learning I want students to know about at the end of this unit?
- What misconceptions are likely to occur?
- What prior learning will this key learning build on?
- What musical terms/literacy should students become fluent in?
- What musical skills will students build on through this unit of learning?

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

*Tasks/opportunities might include CW, HW, CBAs/AACs, feedback, test, observation, questioning, projects, reflection...*

- What assessment strategies do I need to consider?
- What range of evidence will I gather/capture? Evidence may come from what students will... Say, Play, Write, Create or Do! The range of evidence gathered/captured will depend on the focus of the unit
- How will I capture/gather this evidence of learning?
- Are these tasks/opportunities aligned to the learning intentions and learning outcomes?
- What specific tasks/opportunities will require students to think?
- What specific tasks/opportunities will enable students to build on their existing understanding in order to create new understanding?

## LEARNING EXPERIENCES - This learning will take place THROUGH...

- What classroom activities will support and enable students to engage with the learning?
- What key skills/competencies have been activated in the design of these classroom activities?
- What methodologies will I use? / How might DLT support this engagement?
- What formative assessment strategies will I include? Is the formative feedback linked to the success criteria?
- How have I integrated listening, responding, composing and performing into these activities?
- How might these activities build on prior learning and create new learning?

## LEARNING INTENTIONS – Clarifying the learning

- Are the learning intentions student-friendly?
- Do the learning intentions align with the selected learning outcomes?

## SUCCESS CRITERIA – Determining the quality of the learning

- How might I involve students in co-creating the success criteria?
- Do the success criteria link to the learning intentions and the task?

## REFLECTION AND ACTION

- **WHAT** was the learning about? **SO WHAT** learning took place? **NOW WHAT** are my next steps?
- How might these reflections influence my practice and/or inform my planning for future units?