



Design of learning Outcomes Framework, Associated Learning and Assessment Programmes

ESF Project 1.228

Music

educators feedback



Operational Programme II - Cohesion Policy 2007-2013
Empowering People for More Jobs and a Better Quality of Life
Project part-financed by the European Union
European Social Fund
Co-financing rate: 85% EU Funds; 15% National Funds



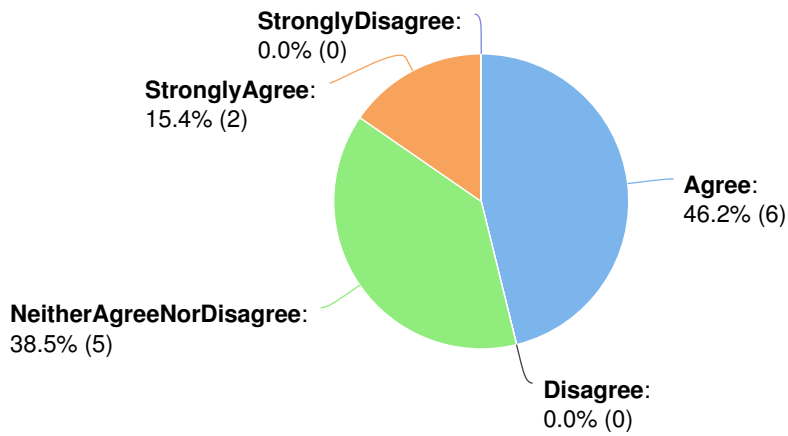
Investing in Your Future

Number of respondents

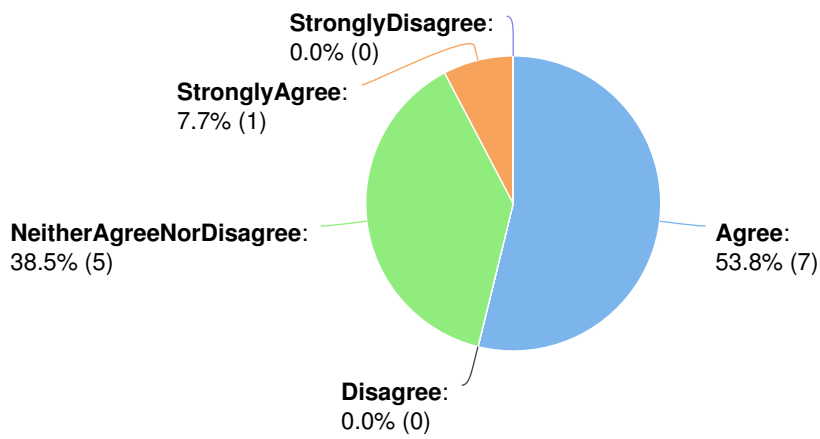
Education Officers	0
Head / Assistant Head of school / Deputy Heads	0
Head Of Departments	0
Inclusion Coordinators	0
Learning Support Assistants	0
Other	0
Subject Specialists	4
Teachers	9
University Lecturers	0
Vocational Education Training Lecturers	0

Statistics

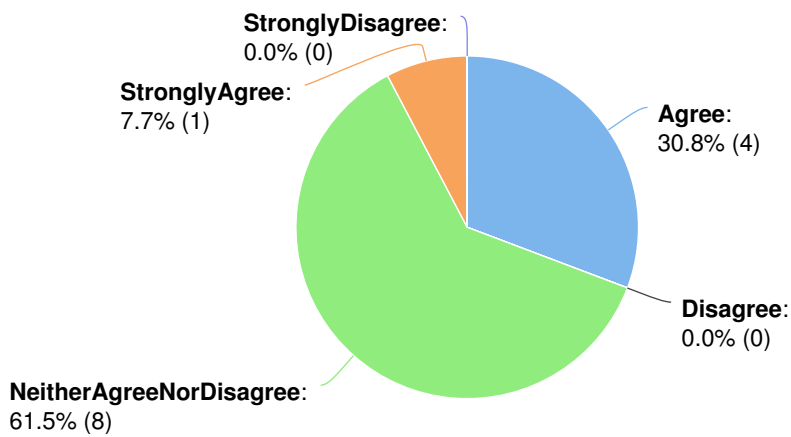
Focused on the learner



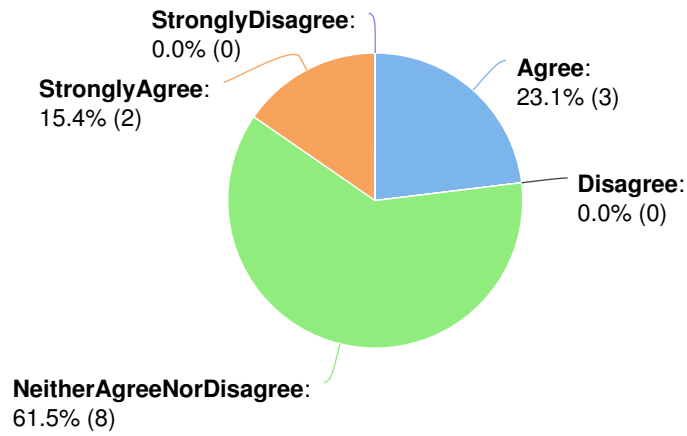
Comprehensive



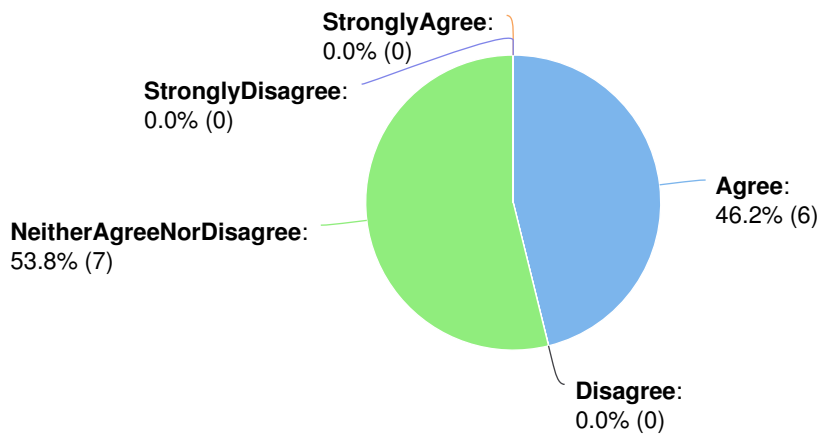
Clear



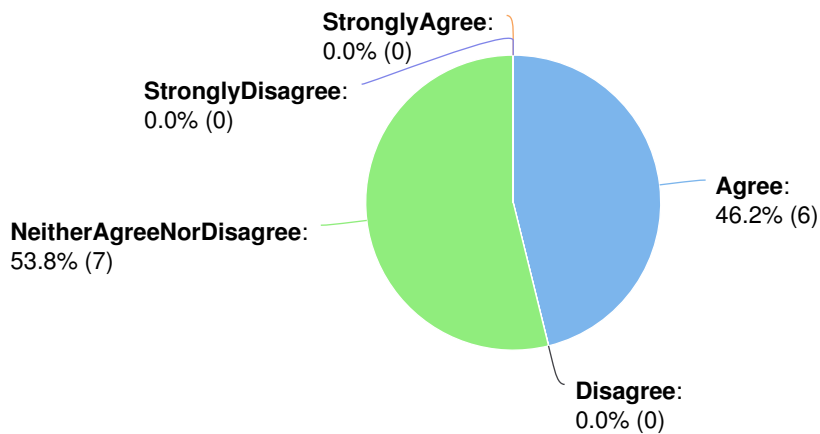
Articulate



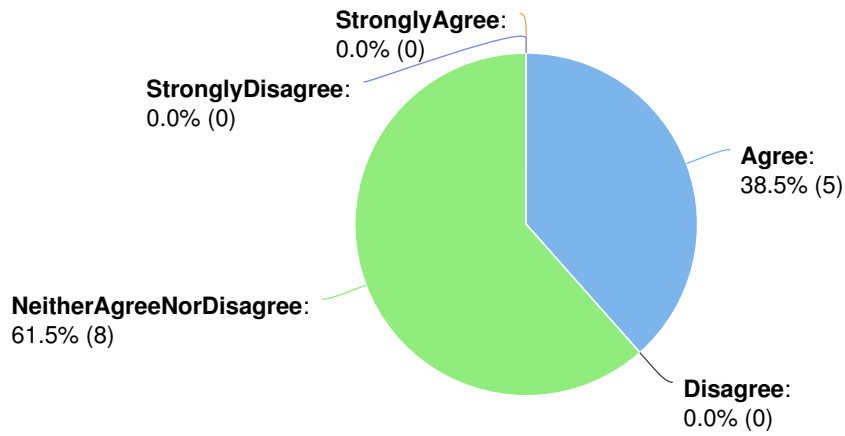
Good for providing direction for learning activities



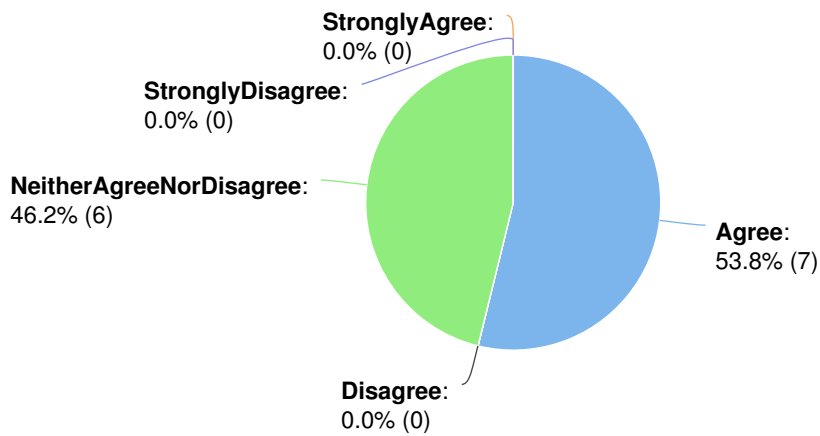
Good guidelines for teaching and assessment



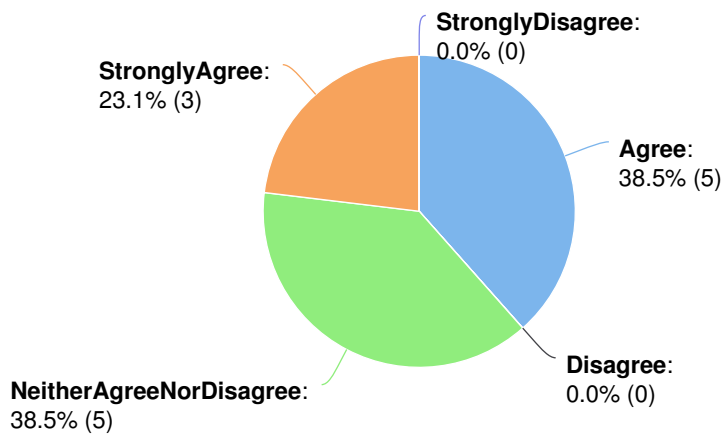
Measurable



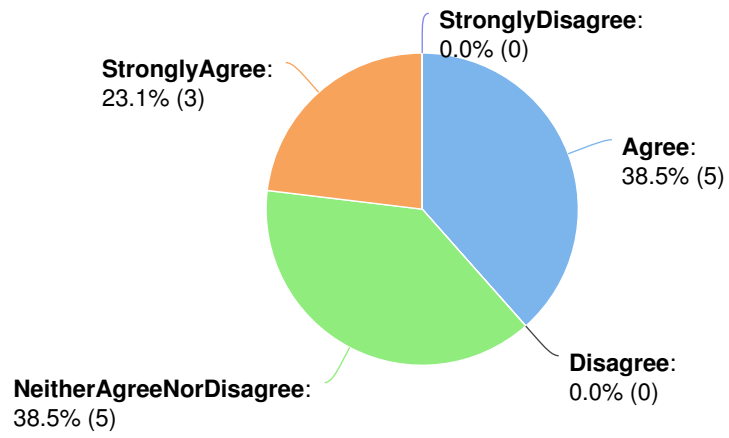
Suitable for providing progression



I feel that the Learning Outcomes approach will help me in my teaching



I feel that the Learning Outcomes approach will enhance my teaching practice



Feedback

#46

teacher music secondary state_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#65

teacher None primary church_school

General comments or concerns about the subject:

I do not have such a good musical ear and do not feel competent enough to teach such a curriculum. I presume that there are many others like me. I am therefore presuming that music will be presented by a fully qualified teacher. The learning outcomes are quite in-depth so I suppose that at least one lesson per week will be allotted for the subject.

Realistically and practically, is there time for all the non-academic subjects being proposed?

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#169

teacher music primary state_school

General comments or concerns about the subject:

Learning Outcomes could be more details so as to serve as guidelines and be used to measure student's progression.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#182

teacher primary church_school

General comments or concerns about the subject:

As a teacher in a church school to teach this subject without a peripatetic teacher may seem difficult to teach the various learning outcomes that it is trying to cater for.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#257

teacher music primary church_school

General comments or concerns about the subject:

I am submitting my general feedback for each and every learning outcome for Year 5 students. The Learning Outcomes presented as part of the Learning Outcomes Framework for Music Year 5 is quite demanding in view of the following two facts: (a) it pre-supposes a certain amount and level of music mastery prior to the start of Year 5. In my case, I have very few lessons which do not really allow me to extend the set syllabus to cover the stipulated learning outcomes. Over and above this, I am also requested to utilize a good part of the few lessons which I have on my timetable to cover hymns for mass, concerts and other activities as part of the school calendar. Also a room dedicated for music lessons and more resources required for the delivery of the music lessons must be made available.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

All the stipulated Learning Outcomes are valid and they must definitely feature in any reasonable music curriculum and its relevant syllabus. However, given the (a) time and (b) resources constraints, and (c) the number of students in class that is generally a strong mixed-ability cohort of students, it is most likely that a considerable number of students would not be able to achieve the set Learning Outcomes, particularly in the areas of improvisation and the promotion of digital literacy.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

The present Learning Outcomes as suggested in this Framework are more than a sufficient number that may be achievable at this level.

#258

teacher music primary church_school

General comments or concerns about the subject:

Much of the success of these Year 6 Music Learning Outcomes depends on the importance given to music lessons by the school community and the backing of parents. At this year, students mainly focus on the Common Entrance examinations, while most parents and students give prime importance to English, Maths and Maltese subjects.

Above all, the school administration attributes great weight to school specific activities, such as the monthly mass, the school concerts, and the Farewell Mass. Considering the very limited number of lessons (once every fortnight) in which one has to manage to include all this material, it is most unlikely to manage to lead students at Year 6 to achieve a satisfactory level of all the set Learning Outcomes, some of which are quite demanding for the majority of Level 6 students.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

In particular I find the following Learning Outcomes to be almost beyond most Year 6 students (for reasons I have mentioned above):

Responding to music numbers 3 and 6

Evaluating music number 6 and 8

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

No comments to add.

#405

teacher music primary state_school

General comments or concerns about the subject:

Good learning outcomes, but hopefully we will have the appropriate resources in school.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#474

teacher None primary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#475

teacher None primary church_school

General comments or concerns about the subject:

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#477

subject_specialist music secondary state_school

General comments or concerns about the subject:

The Learning Outcomes for music encourage a comprehensive approach to the learning and appreciation of music from primary to secondary. The Music Department felt the need to address these outcomes in the form of a detailed report, and not in the public blog. We are interested in meeting the working group who has compiled these outcomes if the need arises, in order to ensure the best possible programme for all our students.

As from scholastic year 2014 – 2015 the Expressive Arts (Music and Art) were introduced as compulsory subjects in middle schools. Approximately 14 double lessons were allocated to each component throughout one year.

The present Music programme in form 1 (level 7) focuses on Musical Milestones while the form 2 programme focuses on World Music, Maltese Music and Instruments. Activities throughout this course include hands-on activities and incorporate listening, appraising, composing and performing. However, due to time constraints, the choices of topics from a suggested selection/syllabus are optional.

The Music Department feels that when one considers the suggested Learning Outcomes, one must strongly take into account the time constraints of the course. This will strongly affect and reflect upon the level of depth and the content which can possibly be reached.

Upon studying the learning outcomes suggested for Levels 8, 9 and 10, the Music Department would like to point out that there is currently no general music programme offered at this level in state schools. At level 8, students have the possibility of choosing music as an option, which would mean that the study of the instrument (practical component) would commence at that level. While the student has a good idea of rhythm and can read simple melodies using the recorder, all traditional music theory, history and listening would start from the beginning at a higher level of understanding at level 8. The general music programme was not created as a preparation for the music option course, but rather an inspiration towards music and creativity. Hence the suggested Learning Outcomes for Levels 8, 9 and 10 are too high and demanding for our music option students. We strongly feel that these must all be adjusted accordingly.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Music in Context

The Learning Area Outcome uses terminology which is out of point with what is being described in this particular learning area.

Level 5:

1. Good
2. Good
3. I can recognise some aspects of music that indicate what it was written for.
4. This point should be moved to Level 6.

Level 6:

1. Good
2. Good
3. This is point 4 of Level 5.

Level 7:

1. Good
2. Good
3. Good
4. I can identify music composed during Baroque, Classical, Romantic and Modern Period, I can explain the common features of music of these periods and discuss why it might have been composed the way it was.
5. Good.
6. Good
7. Remove this point.

With this level, we would add the following points from level 8:

- (2) I can identify how a storyline is reflected in music looking at various examples of this such as Ghana and opera.
- (4) I can explore Maltese ensemble and orchestral music. I can place various compositions in their cultural contexts.

Pedagogy and Assessment:

This is good.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

#478

subject_specialist music secondary state_school

General comments or concerns about the subject:

Responding to Music

The Learning Area Outcome uses terminology which is out of point with what is being described in this particular learning area

Level 5

These points are all good.

Level 6

1. Good
2. Good
3. Good
4. Good
5. Too much for this level - remove
6. Too much for this level - remove
7. Good
8. Good

Level 7

1. Good
2. I can draw on my knowledge of tempo, rhythm, dynamics, performance styles and context to justify my choice of movement.
3. Good
4. Too much for this level - remove
5. This is a valid point, but needs rewording.
6. Good
7. Good

Pedagogy and Assessment:

This is all good, however the last sentence must read:

'They draw on their knowledge of rhythmic patterns, melodies, harmonies and performance styles to create sequences of movement and artistic expressions.'

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Evaluating Music

The Learning Area Outcome uses terminology which is out of point with what is being described in this particular learning area.

Level 5

1. Good
2. Too much for this level – remove
3. Good
4. I can associate instruments used and simple musical structures to describe the story of the music or the general feel of the piece.

Level 6

1. Good
2. Good but needs to be simplified.
3. Good
4. I can give constructive criticism and ideas on how to develop a creative expression.
5. Good
6. Too much for this level – remove
7. Good
8. Good

Level 7

1. Good
2. Good but needs to be simplified.
3. I can evaluate my own work and reflect upon the effectiveness of a creative expression.
4. Good
5. Good but needs to be clearer
6. Good
7. Good
8. Too much for this level – remove.

Pedagogy and Assessment:

Students will reflect on and evaluate characteristic features of musical works from various periods, cultures and genres.
Learners enrich their creative work and understand the significance of music

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Performance

The Learning Area Outcome uses terminology which is out of point with what is being described in this particular learning area.

Level 5

All correct however no. 3 should read:

I am able to perform simple melodic and rhythmic accompaniments WITH others.

Level 6

1. Good

2. Good

3. Good

4. I am able to perform simple accompaniments with others.

5. I can make constructive comments about the performance of others.

6. Good

7. I can contribute to the choice of performance items. I can perform in different performance contexts including an audience of parents, peers, teachers and classmates.

8. Good.

Level 7

1. Good

2. Good

3. I am able to perform more complex simple melodic and rhythmic accompaniments WITH others.

4. Good

5. Good

6. Good

Pedagogy and Assessment: All is correct here. The last sentence should read:

'They are able to follow directions in the listening, reading and interpretation of music as they develop understandings of composers' intentions, historical and cultural contexts.'

#479

subject_specialist

None

secondary

state_school

General comments or concerns about the subject:

Improvising

Learning Area Outcome: This is good.

Level 5

1. Too much for this level – remove
2. Good
3. Good
4. Good
5. Good

Level 6

1. Too much for this level – remove
2. My creativity enables me to improvise rhythmic patterns with confidence.
3. Good
4. I can try to improvise vocally.

Level 7

1. I can improvise using a simple melody.
2. I can understand the difference between composition and improvisation.
3. I can improvise new vocal parts for songs that I have learnt.

Pedagogy and Assessment: This is good.

Using my voice

Learning Area Outcome: This is out of point. It should include among other more valid points:

1. The voice is used as an instrument to make music
2. Singing can be used as a means to learn different different aspects of music
3. Singing is an artistic expression

Level 5

1. Good
2. Good
3. Good

Level 6

1. Good
2. I am able to use phrasing to give meaning and shape to the song.
3. Good
4. Good

Level 7

1. I can sing a range of songs in different popular music and art styles adjusting my tone accordingly and using correct diction.
2. Good
3. I am aware of different tessitura and vocal registers and how they differ from one person to another.
4. Good

Pedagogy and Assessment:

This is good. The second paragraph must read:

'Learners identify vocal ranges and understand the mechanics of the human voice. Learners explore and identify the emotional impact of singing within a group and are aware of how songs from different cultures can inspire and even effect social change.

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

Playing Instruments

The Learning Area Outcome uses terminology which is out of point with what is being described in this particular learning area

Level 5

1. Good
2. Good
3. Good
4. I can read/interpret notations and also play by ear.
5. Good

Level 6

1. Good
2. Good
3. Good
4. Too much for this level – remove
5. Good
6. Good
7. Good
8. Good

Level 7

1. Good
2. I can play the recorder and some tuned/untuned percussion instrument.
3. Good
4. Good
5. Good

Pedagogy and Assessment:

All correct, but the sentence below must be removed:

'Students adapt their performance according to the type of ensemble presented and audience'.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.

Learning Area Outcome: The Learning Area Outcome uses terminology which is out of point with what is being described in this particular learning area

Level 5

1. Good
2. Good

Level 6

1. Good
2. Good
3. Good

Level 7

1. Good
2. Good
3. Good

Pedagogy and Assessment:

This is good.

Notation

The Learning Area Outcome uses terminology which is out of point with what is being described in this particular learning area.

Level 5

1. Too much for this level – remove
2. I can notate simple rhythmic phrases.
3. Good
4. Good
5. Good
6. Good
7. Good
8. This will be moved to level 6.

Level 6

1. I can notate simple melodic and rhythmic compositions using my own developed notation.
2. I can notate more complex rhythmic phrases using conventional notation. I have an increasing knowledge of signs and symbols that I can use.
3. Good
4. I can interpret graphic notation understanding how this notation operates.
5. I can gradually compose using simple conventional notation (taken from level 5)

Level 7

1. I can notate more complex melodic and rhythmic compositions using my own graphic notation (taken from level 6)
2. I can learn to play a simple rhythm and melody from conventional staff notation. I can play this fluently with others.
3. Good

Pedagogy and Assessment:

Learners are able to gradually notate their creative impulses in various ways. They understand and describe the meaning of symbols and musical vocabulary (dynamics, rhythm, pitch, tempo, markings, articulation) encountered while creating and/or following a score of a work from their instrumental/vocal repertoire. Learners compose, notate and perform pieces using traditional and non-traditional notation.

Communication, participation and interaction in performances and presentations.

Learning Area Outcome: I understand that imaginative activity contributes to the culture, creativity and weight of Malta. I am aware of professional arts companies, galleries, museums, cultural organisations and musicians/artists in Malta and the wider world and understand their role in the arts.

Level 5

1. Good
2. Good
3. Good
4. Good

Level 6

1. Good
2. I can play instruments with control over tempo, dynamics and rhythm to create simple tunes and rhythmic patterns based on musical ideas sourced from our traditions and are able to share these tunes and patterns with others.
3. Good
4. Good

Level 7

1. Good
2. Good
3. Good
4. Good

Pedagogy and Assessment:

The first paragraph is correct. The second paragraph should read:

'Learners understand historical, social and cultural contexts, they explore common themes and principles that connect music with other disciplines.' (the last sentence is removed)

Are there any Learning Outcomes you (respondants) would take out? Specify which and why.

CHANGE IN TITLE OF SUBJECT FOCUS:

Developing and widening one's knowledge in music

Area Learning Outcome: This is good.

Level 5

1. Good
2. Good
3. Good

Level 6

1. Good
2. Good
3. Good
4. Good
5. Good
6. Good
7. Good

Level 7

1. All is good until '.....of music and text.'

I am able to roughly recognise the country of origin or some folk music I listen to and perform.

2. Good
3. Too much for this level - remove
4. Good
5. Good
6. Good
7. Good
8. Good

Pedagogy and Assessment:

This is good.

Are there any Learning Outcomes you (respondants) would include? Specify which and why.
