

THE HAT FEATURES IN DEPARTMENTS: MUSIC

1	We review learning: The lesson begins with a brief review of recent and previous learning, and learning is reviewed systematically, for example through quizzes and tests	KS3 lessons start with whiteboards, write a specific element from a previous lesson and show during register. Exercises completed as starter often using the white boards. For example rhythmic or pitch dictation, pitches from the board. KS4 and KS5 – an element of music starter, or rhythm or pitch dictation. KS5 analysis lessons often start with a '5 things' exercise where students are encouraged to recap prior learning. Frequent quizzes, tests and knowledge recaps used at all Key Stages.
2	We make the learning clear: Students are told what they will be learning (eg learning intentions) and are shown how they can make progress (eg success criteria)	Instructions at the start of the lesson. In practical lessons, this will be along the lines of 'all/most/some'. ie all of you will be able to play line 1, most of you will start line 2, some of you might learn the whole piece. Maintain clarity throughout. In practical lessons, teacher demonstrations are very important. Lessons are structured appropriately to enable all learners to make progress.
3	We present new learning in small steps: Students are given the opportunity to practise each step thoroughly, to obtain a high success rate	In practical, each bar/phrase will be broken down theoretically and aurally. Games played like 'where have I stopped'? KS4 and KS5 – analysis of set works are broken into elements of music rather than whole pieces. Games and language/memory exercises are used to help all learners progress. Music Technology – skills are practised in the studio and in sequencing before larger projects are undertaken.
4	We explain clearly and directly: Explicit and detailed instructions and explanations are given throughout the lesson	A quiet classroom, no background noise. Simple and clear instructions are given and reiterated throughout each lesson. Common misconceptions help along the way ie fingering patterns/rhythmic inaccuracies/errors in knowledge. Students repeat the instructions. Maintain the clarity throughout the lesson.
5	We ask questions of everyone: For example, through no-hands-up, cold calling and Think-Pair-Share, EVERYONE is involved and encouraged to think	Whiteboards are used. Think pair share in all key stages. No hands up. Cold calling. Work from confidence rather than knowledge. In practical lessons, the students will be given 5 more minutes to practise and then 5 of them will be asked to play in front of the class. Sometimes the random wheel name generator is used.
6	We provide models: Evidence of modelling by thinking aloud, by using WAGOLs, worked examples and partially worked examples, and by demonstrating (in practical work)	Practical demonstrations of pieces eg instruments at KS3 such as Ukulele, keyboards etc Scaffolding for both written and practical work. Exemplar materials from exam board for Music and Music Tech A Level.
7	We guide students' practice: Evidence of scaffolds (examples, models and writing frames) and teacher's movement whilst students are working to support and to provide corrections and feedback	KS3 performance- timed 'practice' sessions with clock on board or regular reminders KS4 written work – a good example is given for the final essay question, as well as scaffolded written work. Key vocabulary for each set work. Teachers support in the classroom wherever possible and offer extra help for those who need it, for example the Y10 GCSE Music booster class every Tuesday.
8	We require students to practise independently: Clear opportunities for students to work alone, in order to thoroughly practise, for example through timed unscaffolded tasks in silence, and we monitor their progress	KS3 – performance lessons are mixed, with some independent practice and some group work. A countdown on the board will be given to help keep students on track. KS4 and KS5 – a recap session at the start is independent and in analysis lessons most work allows the students some independence. Composing – totally independent tasks with the teacher giving guidance for coursework. KS5 – students are encouraged to work independently on written tasks, performance practice, listening skills and composing.
9	We check for understanding (CFU): Evidence of questioning to check ALL students' understanding. Evidence of adaptive teaching in response to CFU, with students retaught if they have not got it	Mini whiteboards are used in most lessons to check understanding. Thumbs up/down to show confidence. Cold calling rather than hands up. Frequent testing at KS4 and KS5.
10	We use retrieval practice systematically: Evidence of retrieval practice that makes the learning stick	Small tests/quizzes/word games at all Key Stages. Elements of music vocabulary testing at KS4 is very important and done regularly. Use of Knowledge organiser quizzes & cumulative know assessments.