

What is a subject blueprint?

The subject blueprint is a conceptual plan to bring the key drivers to life. It helps to communicate the future subject impact and ideas for Learning Design, Assessment Types and content that will make an impact.

FROM current subject

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| There is high value on ‘product’ as assessment, such as a polished performance. For Stage 2 Music Performance, all assessment types currently have ‘performance’ in the title, suggesting an imbalance between end-point product and process of learning. |
| Time spent learning music techniques, instruments and performances are not adequately recognised. End-point assessment such as final performances and written evaluations overshadow other learning experiences.                                          |
| There is limited opportunity for students to meaningfully connect with outside organisations to learn career-based skills and pathway options relevant to Music Performance, as part of their learning.                                                   |
| Limited scope in where music literacy is typically demonstrated and assessed largely through ‘written evaluations and reflections’.                                                                                                                       |

TO future of the subject

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| There is explicit teaching of ‘music practise’, to enable richer music understanding of technique, song and performance. Alongside incorporating metacognitive practices, this can connect and support students’ wellbeing, to build confidence and ‘performance resilience’ when approaching performing.                         |
| The process and experience of practising, learning instruments, repertoires and ‘performance practice’ are included and valued in the time spent learning and working in the subject.                                                                                                                                             |
| Students have rich opportunities to apply performance skills and concepts from school-based contexts to authentic and professional contexts. These can enable students to apply performance skills in authentic and professional music contexts, alongside developing broad life skills that are transferrable to other contexts. |
| Students holistically learn and build understanding of musical literacy in the context of their instrument and performance and use analysis and performance as a reciprocal process to deepen their musical understandings.                                                                                                       |

THROUGH

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| Students explore and learn the ‘practice of practise’, along with the techniques, strategies and methods that work best for them and their instrument. Assessment reflects the <i>development</i> of music skills, concepts and knowledge in preparation for a final performance. |
| Broadening the nature of evidence considered to reflect the learning experiences that occur outside of end-point assessment. All aspects of music development from rehearsal to performance are captured as evidence of learning.                                                 |
| Incorporating experiences beyond the classroom alongside the experiences used inside the classroom in learning design and assessment.                                                                                                                                             |
| Broaden the range of evidence by providing opportunities for students to learn and demonstrate music literacy alongside their development of music skills, concepts, knowledge and performance.                                                                                   |

*NB: as Subject Renewal Groups (SRGs) progress through the Subject Renewal process, plans and documents will be further refined and updated.*

