



**Subject
Knowledge Audit
for Music
2018-19**

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INTRODUCTION

The subject knowledge audit

This audit aims to do several things:

- to help you know what subject knowledge means for your subject
- to help you identify your strengths and areas for development in subject knowledge
- to allow your Academic Trainer and Training Mentors to track your progress in developing subject knowledge and guide you in increasing your knowledge
- to play a part in helping you to provide evidence of your achievement against the Teachers' Standards that relate to subject knowledge.

The features of subject knowledge

There are different ways to think about subject knowledge in the context of teacher training. In its broadest sense, it can consist of the information, concepts, processes and skills in the subject, as well as the methods to teach, plan and assess it. For the purpose of this audit, the focus is mainly on the subject matter itself, though you should also be aware of the concepts and processes that underpin this material and how this fits in with the new curriculum and examination syllabi at KS4 and in the 6th form.

THE NEED TO KNOW

No teacher knows everything about their subject and there is no way they can. In some subjects there is no defined list of topics or other information that must be known. For others, the details of subject knowledge are more important. What is essential, however, is that you make sure that you become sufficiently knowledgeable in any topic you need to teach during a school placement. You will certainly discover that one of the best ways to increase subject knowledge is to teach it to someone else.

Making accurate judgements

At first, you may find it difficult to make accurate judgements about your level of subject knowledge. You may either overestimate or underestimate what you know in relation to the standard at which it needs to be taught. Reading text books and course documents, careful observation and your own teaching experience will improve your ability to make more accurate judgements during the course. Your level of subject knowledge will also be assessed

by your Academic Trainer, Training Mentors and others work you do. You need to keep a copy of your subject knowledge audit in your Professional Learning and Practice Portfolio (PLPP).

LEVELS OF SUBJECT KNOWLEDGE

The four levels

The audit identifies four levels of subject knowledge. These range from Level 1 as the highest level, though to Level 4 as the lowest level. For music, the definitions are as follows (see below). The definitions focus on your knowledge of the material rather than on the teaching methods needed to teach it.

Level 1

Your knowledge is current and to a degree standard that would make you secure to teach the subject to any level in a school, up to and including AS/A2 level courses. You know and understand both the fundamental principles and the complexities of the topic. You may need to undertake some revision of the topic, especially to update case studies.

Level 2

Your knowledge is good and would enable you to teach the material to teach the material competently and confidently to at least GCSE standard. Some of your ideas may be outdated. You would benefit from some revision and updating.

Level 3

Your knowledge is sound, but you only feel confident to teach the material to KS3 standard. You are unsure of the fundamental principles of the topic and may also feel you need considerable revision of the material so that you can become confident to teach the topic to at least GCSE standard.

Level 4

You have never studied the topic, or your knowledge is not sufficient to teach it to any standard. If required to teach this topic, you will need to read text books and schemes of work to see what needs to be taught and the level that is appropriate.

Entries in your audit

There are six times during the year by which date you need to update this audit. You can do this by waiting until the set dates, or by making regular entries, especially during school training.

- First audit for the PGCE interview
- Progress Review Point 2 (October)
- Progress Review Point 3 (January)
- Progress Review Point 4 (April)
- Progress Review Point 5 (Final)

Improving subject knowledge

The subject work in your PGCE course is mostly about how to teach the subject, rather than about teaching you the material to teach. You will, however, improve your subject knowledge through learning about how to teach it. You must also appreciate that you will need to take responsibility for learning new material and raising your level of subject knowledge, especially when working in schools on placements. Your Academic Trainer and Training Mentors can help with resources and in other ways, but this is an aspect of the course in which you need to develop independent strategies for learning. For example, pairing up with another Bath Spa Teacher (BST) from your subject group who has different skill sets to your own to share expertise and resources.

SUBJECT KNOWLEDGE AUDIT FOR MUSIC

Enter your level of knowledge at each of the five dates during the course. Use the final column for notes to describe the origin of your knowledge, for example, from a degree module, work experience, AS/A2 level etc., to describe actions you take to improve your knowledge and to refer to where evidence of your achievement can be found.

For each topic, you should think about your knowledge and understanding of basic musical topics and the skills needed to teach that particular topic.

Sample entries

Knowledge of subject	Interview	PRP1	PRP2	PRP 4	PRP 5	Progress log: origin of knowledge (degree course etc), actions taken.
World Music: gamelan	4	3	1			<p>Topic not studied since Year 8 in school.</p> <p>8/02/17 Attended workshop on the gamelan.</p> <p>20/04/17 Developed resources and then a series of 3 lessons on the gamelan for Training Phase 2</p> <p>28/10/16 Developed a medium term plan on the gamelan through additional research in Music File.</p> <p>22/11/16 Taught an evaluated the unit of work on gamelan</p>

Subject Knowledge audit- PLEASE UPDATE IN A DIFFERENT COLOUR

Knowledge of subject	Inter view	PRP 1	PRP 2	PRP4	PRP 5	Notes to include: origin knowledge (degree course etc), actions to be taken and reference to evidence
<u>Performing:</u> First instrument/voice Second instrument/voice Keyboard Guitar Drum Other instrument:						
<u>Composing</u>						
<u>Arranging</u>						
<u>Improvising</u>						
<u>Conducting:</u> Instrumental: Vocal:						
<u>Ensemble singing</u> Solo singing Ensemble performance Solo performance						
<u>Performing by ear</u>						

<u>Musical topics/ areas of knowledge</u>						
<u>Theory of music e.g. Grade 5</u>						
<u>Musical analysis</u>						
<u>Baroque Counterpoint</u>						
<u>Bach Chorale Harmony</u>						
<u>Bass Lines</u>						
<u>Popular Song/Music</u>						
<u>Romantic Harmony</u>						
<u>Identifying Chords</u>						
<u>Musical terminology/vocabulary</u>						
<u>20th Century Western Music</u>						
<u>Aural Awareness</u>						
<u>Dictation</u>						
<u>Western Classical Music history and context</u>						
<u>Jazz/blues</u>						
<u>Folk</u>						

<u>Popular music/non-Western</u>						
<u>World music</u> Gamelan North African West African Indian Chinese Caribbean Chinese Japanese Indonesian Samba						
<u>Western Classical Tradition</u> Medieval Renaissance Baroque Classical Romantic 20 th Century						
<u>Apply information from Exam Specifications KS4 and 6th form</u>						
<u>Music Technology</u> Recording Sequencing Programmes Backing tracks CDroms Internet PA						

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BST knowledge, understanding and skills in music technology

This section enables you to record your experiences of the application of specific aspects of ICT to the teaching and learning of music. Your knowledge and degree of understanding will be revealed in your:

- planning
- use of music technology in resourcing work
- teaching in the classroom
- ability to assess the quality of your teaching using music technology and the quality of pupils' learning in music technology

Knowledge of subject	Interview	PRP1	PRP2	PRP4	PRP5	Notes: Origin. Knowledge (degree course etc.) actions to be taken and reference to evidence
Ability to access information about music and musicians						
Fusions						
Assess the suitability of resources from TES and YouTube						
Ability to create music through music technology(BST's own skills)						
Assessing the suitability of						

equipment and software for classroom use						
How ICT is used to meet learning objectives						
How ICT contributes to the learning of pupils with special educational needs						
Setting up and managing ICT resources in the music room						
Demonstration and teaching of ICT use in music in the classroom						
Understanding the criteria for assessing work in ICT in music						
Sequencing:Sibelius						
Garageband-recording						
Use of Logic Studio						
Pro Tools						

Cubase						
Common Mics- SM58,SM57						
Basic recording equipment Edirol, Zoom						
Ability to create resources for a given ICT set up or software in music						
The ability to analyse and apply music technology FX such as reverb, delay, compression and distortion						
The ability to analyse, describe and explain music technology FX such as reverb, delay, compression and distortion by ear						
The knowledge and ability to adjust and manage EQ during recording						
Knowledge of music styles and their context to						

development of music technology						
A clear understanding of the key developments in music technology e.g. amp, recording and recording and microphone development						
The ability to combine software and hardware to create efficient working performance and recording processes in music						
The ability to gather, manage and organise digital media e.g. MP3 recordings, WAV files						
The ability to create, support and manage VLE platforms for pupils such as Edmodo or FROG VLE						

The ability to use online resources such as Twitter and EduBlogs to explore and exchange ideas for teaching music and music technology (where appropriate)						
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DEVELOPING SUBJECT KNOWLEDGE IN MUSIC

There are several contexts in which you will develop your subject knowledge before and during the course.

- Your fellow BSTs- you will all be expected to pair up during the year to share your subject knowledge with each other- everyone will have different strengths
- Subject workshops: these are about how to teach, not what to teach, though you will develop some subject knowledge during some of these sessions through various teaching and learning activities and use of resources.
- School placements: these are where you will need to ensure that you are familiar with every topic that you have to teach.
- Individual research: reading texts, music journals, newspaper articles, TV programmes, web sites (including the BSU Minerva) etc.

One of the joys of teaching music is that the material is constantly changing. Text books rapidly date as areas of study and topics of current interest change. It is your responsibility to ensure that your subject knowledge stays up to date to that you are always teaching music that is current and relevant.