Perspectives on Progression: Setting the Context

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Overview

- 'Progression'?

- 'Progression' – Music Generation?

- 'Progression'–Music Learning and Teaching

- Challenges in relation to 'Progression'

- Implications for Policy

'Progression'?

- **Gradual advancement/change…**

  a gradual 'change' or advancement from one state to another

- **Forward movement…**

  movement forward or onward

'Progression' – Music Generation

Advancement / Change / Forward movement

- Provision

- Access

- Participation

- Range of opportunities for musical engagement

- Valuing and facilitating diversity

- Expanding the pedagogical discourse and methods

- Professional development for music education practitioners

'Progression' – Learning and Teaching

Advancement / Change / Forward movement

What we want to do is really simple. We just want to make sure that everyone whatever their background, gets access to music tuition. That's the idea. **(Bono)**

We hope that Music Generation will inspire Ireland's young musicians, who might not otherwise get access to such valuable teaching. **(U2)**

'Progression' – Learning and Teaching

Advancement / Change / Forward movement

a child should emerge from a lesson a little altered (Salaman)

teaching only occurs if, as a consequence, there is some change in the learner (Swanwick)

Music Education – Progressive and Cumulative

'Progression' –   Challenges

- How to check for learning?

- How to ensure progression is happening?

- How to provide appropriate pathways for individual students?

- How to deal with and continue to ensure diversity?

- How to define concepts of 'progression', 'quality' and 'standards' in the context of a national system?

- How to manage these challenges at the levels of:

    teacher / programme / local music education partnership / Music Generation / Dept. of Education and Skills

Implications for Policy

- **Programme planning and development**

- **Professional development and support for music education practitioners**

- **Research**

Implications for Policy: Planning for 'Progression'

Programme /Curriculum Development

- Aims and objectives

- Expected Learning Outcomes

- Content

- Pedagogical approaches

- Materials and resources

- Assessment and evaluation

Planning for 'Progression'

Assessment *for* Learning:

- formal -------------------------------informal

- formative-------------------------- summative

- process----------------------------------product

- teacher-----------------------------------student

- internal-----------------------------------external

Teacher Roles and Competences

Performer & Artistic Role Model

Advocate, Networker, Collaborator

Planner & Organiser

Reflective Practitioner

Communicator & Pedagogue

Facilitator

Teacher Professional Development

Professional Development: Teacher Competences

Teacher as Planner and Organiser

- plan implement and evaluate appropriate programmes of study

- formulate and communicate clear short-term, medium-term and long-term objectives, for and in conjunction with, individuals, groups and ensembles

- monitor, evaluate and assess student progress, making use of a range of assessment strategies

Implications for Policy: Research

- **Research *on* Music Generation**

- **Research which *informs* Music Generation**

- **Conclusion**