

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

The siloing of aspects of music into separate task types constrains the transfer of learning across practical and theory aspects of the course. This results in students being disengaged in the literacy tasks.
A focus on traditional notation conflicts with exploring broad and innovative ways of making music.
Dissonance between a subject designed for personal exploration and having 'common' tasks i.e. everyone must create a composition.
Focus on the end result of learning rather than growth.
Reflections and evidence of learning are currently overly polished and lacking authenticity or any real metacognition.
Highly structured task types with time and word constraints restrict natural evidence of learning and lend themselves to formulaic responses.

TO future of the subject

Music literacy is naturally embedded within practice and application. Students will be able to effectively use their music literacy to talk about their own and others' music and apply their understanding across all aspects of music making.
Music literacy skills such as notation remain central to music learning but are broadened to encompass the diversity of music making possibilities across traditional and contemporary forms.
The knowledge and skills students learn are individual to their chosen area of music, supporting them to develop their personal voice as a performer, composer, instrumentalist or a combination of these.
Evidence of learning broadens to capture all stages of music learning. Students will have agency across assessment types to identify an aspect of music that they wish to further develop and manage their own exploration and development.
Metacognition is a deliberate practice across all aspects of the course. It is purposeful, ongoing and connected to developing the individual's specific exploration further.
The format of assessment supports flexibility and student agency in how they evidence their learning.

THROUGH

Learning design integrates music literacy alongside the development of practical knowledge and skills across all assessment types instead of as a standalone literacy task.
Students will have agency to explore notation forms relevant to their chosen area of music. Through exploring music making possibilities across traditional and contemporary forms, students will also explore the ethics of composition and arranging within an AI world.
Remove constraints to maintain student agency, self-expression and exploration of personal music identity as the 'essence' of the subject. Learning design enables students to self-direct a musical idea, concept or skill from conception to development and resolution.
Assessment (including the performance standards) measures growth, not just achievement. The final music product is still important but acts as the outcome of this period of their learning, not an end point assessment.
As part of the self-management of their exploration and learning, students learn how to reflect upon and self-regulate their learning and development. Regular metacognitive reflections and conversations are embedded as part of the learning process to focus on growth.
Students have choice and flexibility in how they document and evidence their musical learning in ways that are personally relevant and reflect their individual exploration.

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

