

Appendices

Appendix A

Time, date, and year group:

12:25 on Thursday the 26th of October, 2023 with a Year 10 GCSE music class.

Where and when:

Music classroom during the fourth lesson of the day.

Possible critical incident:

This particular incident occurred in a Year 10 class for GCSE Music in a local community school. There were approximately twenty pupils in attendance with one class teacher. To put the incident in context, the lesson was a composition lesson and so the pupils had been instructed to continue with their free compositions, which they all did. For the benefit of the reader, a free composition is the second composition task a GCSE pupil has to complete in order to meet the GCSE specification. As the class teacher checked on the progress of the pupils and perambulated around the room, the teacher discovered that one particular pupil had been playing pop songs on his guitar for the duration of the lesson. This was not the task that had been set and so the teacher challenged the pupil asking why they had not been working on their composition. They did not have a response. The teacher then asked them to work on their composition and the pupil stated that they could not complete the task without the guitar. The teacher accepted this but stated that the guitar was obviously proving a distraction due to the lack of work being produced. The pupil had no response for this and

began to shut down. The teacher was then offering support for the composition, but due to the volume of their speaking voice other pupils could hear. It appeared that the pupil felt singled out and exposed. The pupil then further retreated into their shell. The teacher then asked the pupil in question if they could create a chord progression together. The pupil stated that they did not know how to do this. The class teacher offered assistance and asked the pupil to play the “A” string of the guitar. It was at this point that the pupil stated he did not know what the open strings on the guitar were and therefore could not play the “A” string. The teacher was shocked at this and told the pupil to purchase a book on the matter as the open strings form the basics of playing the guitar. The pupil appeared to entirely disengage from the lesson and then the alarm bell sounded signifying that lunchtime had arrived.

Areas of possible exploration:

- Differentiation within the classroom.
- Exploration of additional learning needs.

Notes:

- The learning environment was well managed with no external distractions until the possible critical incident occurred.

Appendix B

Time, date, and year group:

09:10 on Thursday the 26th of October, 2023 with a Year 8 music class.

Where and when:

Music classroom during the first lesson of the day.

Possible critical incident:

At the beginning of the lesson the register was taken and when one of the pupils was called, they began to bang the desk. The teacher asked them to stop doing this, but they continued and said they were not doing anything wrong. The teacher then informed the pupil that they were causing a distraction and preventing the register from being completed, thus resulting in the assignment being delayed and subsequently resulting in all assignments being pushed back until the next lesson. The teacher then instructed the pupil to stop this action and they did. The teacher then gave the pupils a keyboard task to complete and the pupil in question and the pupil then engaged meaningfully with the keyboard task. The pupil completed the task and was given an extension task to complete.

Areas of possible exploration:

- Classroom management techniques such as operant conditioning.
- Exploration of additional learning needs.

Notes:

- The learning environment was well managed with no external distractions other than the possible critical incident.

Appendix C

Time, date, and year group:

09:10 on Wednesday the 25th of October, 2023 with a Year 11 GCSE music class.

Where and when:

Music classroom during the first lesson of the day.

Possible critical incident:

During a GCSE music lesson, the teacher was analysing one of the set works with the pupils and there was a string quartet involved. The string quartet contained a viola which is written in alto clef, which is a “C” clef. The pupils had only seen treble and bass clefs before and so were confused by this new clef. The teacher explained how to read this new clef to the pupils and most understood how to read this clef at a basic level. One pupil in particular found this a struggle and put up their hand to ask for assistance. The teacher asked the pupil in question what the difficulty was and the pupil said that the entire clef confused them. The teacher then explained that the clef looks like an uppercase “B” and on the line between the two “D’s” of the uppercase “B” was where middle “C” was located. The pupil understood this and then was able to complete the analysis of the score in order to fulfil the appraising section of the GCSE examination preparation.

Areas of possible exploration:

- Promotion of independent learning.
- Explore scaffolding as a technique.

Notes:

- The learning environment was well managed with no excess noise.