



PGCE Music Welcome letter: 2022-23

Dear PGCE Music student,

Welcome to the PGCE Secondary Music programme and congratulations on gaining your place!

In readiness for the busy and exciting year ahead, please complete the tasks detailed below which have been designed to help you prepare for the course.

1) CONFIRM YOUR PLACE

When you receive this pack, email me at tbreeze@cardiffmet.ac.uk by **19th August 2022** to confirm that you will be starting with us in September 2022.

2) SELF ASSESS YOUR SUBJECT KNOWLEDGE

Please find the music knowledge and skills audit below. This is not an exhaustive list of competencies you will need as a secondary music teacher, but it will help you to identify your current strengths and also to target some areas that you feel need work prior to commencing the programme. Read through the list and be honest with yourself. When you begin the PGCE Music programme you will be asked to complete the audit, so work completed now will help you later on.

3) DO SOME READING

E.g. dip into the following generic and music pedagogy texts:

- Capel, S., Leask, M. and Turner, T. (2016) *Learning to teach in the secondary school*, 7th edn. London: Routledge.
- Muijs, D. and Reynolds, D. (2017) *Effective teaching: evidence and practice*, 4th edn. London: Sage.
- Cooke, C., Evans, K., Philpott, C. & Spruce, G. (2016) *Learning to Teach Music in the Secondary School* 2nd edn, Abingdon: Routledge

4) EXPLORE SOME WEBSITES / PODCASTS

Check out these website and podcast recommendations; they will be very helpful to you during the programme:

- **New Curriculum for Wales:** <https://gov.wales/curriculum-wales-2022>
- **Emma and Tom Talk Teaching** (Co-hosted by me and Programme Leader for PGCE Drama, Emma Thayer): <https://podcasts.apple.com/gb/podcast/emma-toms-pgce-podcast/id1428879037>
- **Trialled & Tested Podcast** (Education Endowment Foundation's new podcast): <https://educationendowmentfoundation.org.uk/news/podcast/>

5) FIND OUT ABOUT CLASSROOM MUSIC TEACHING

If possible, speak to someone you know who is a serving classroom music teacher. Focus on what is distinctive about the music classroom environment and how the teacher facilitates pupils' learning. You might pick up some great tips before starting the programme that will stand you in good stead when you begin teaching yourself!

Good luck with these tasks. I look forward to working with you in September!

Tom Breeze (Programme Leader for PGCE Secondary Music)

PGCE Secondary Music

Skills & Knowledge Audit

Rate yourself on the following: 1 (no competence) – 5 (fully competent)

PIANO/KEYBOARD SKILLS	
Accompanying songs in the classroom	1 2 3 4 5
Accompanying instrumentalists/vocalists for external exams (GCSE, A Level, ABRSM)	1 2 3 4 5
Accompanying choirs etc.	1 2 3 4 5
Busking an accompaniment from a lead sheet (melody and chord symbols)	1 2 3 4 5
Busking a blues	1 2 3 4 5
GUITAR SKILLS	
Competency on acoustic/electric guitar	1 2 3 4 5
Competency on bass guitar	1 2 3 4 5
DRUM KIT SKILLS	
Competency on the drum kit	1 2 3 4 5
VOCAL ABILITY	
Singing in front of a class	1 2 3 4 5
Teaching singing technique	1 2 3 4 5
Singing falsetto (gentlemen of the class only!)	1 2 3 4 5
CONDUCTING	
Conducting technique	1 2 3 4 5
Rehearsal technique	1 2 3 4 5
Conducting vocal ensembles	1 2 3 4 5
Conducting instrumental ensembles	1 2 3 4 5
PERFORMING SKILLS	
On main instrument – specify instrument	1 2 3 4 5

On second instrument – specify instrument	1 2 3 4 5
Improvisation	1 2 3 4 5
KNOWLEDGE OF INSTRUMENTS OTHER THAN YOUR OWN	
Knowledge of stringed instruments	1 2 3 4 5
Knowledge of woodwind and brass instruments	1 2 3 4 5
Knowledge of tuned and untuned percussion	1 2 3 4 5
Knowledge of writing for transposing instruments	1 2 3 4 5

ICT (music specific)	
Using a sequencing programme such as Cubase or GarageBand	1 2 3 4 5
Using a score writing programme such as Sibelius	1 2 3 4 5
Using iPads in a music lesson (including Airplay, iPad Garageband)	1 2 3 4 5
Ability to create a slideshow (PowerPoint) including image, sound & musical score	1 2 3 4 5
Knowledge of interactive whiteboard	1 2 3 4 5
Using mixers (including Jamhub)	1 2 3 4 5
Ability to record and organise audio/video evidence	1 2 3 4 5

SUBJECT KNOWLEDGE	
Knowledge of Western Classical Music – Baroque, Classical, Romantic	1 2 3 4 5
Knowledge of 20 th Century –isms (Impressionism, Nationalism, Expressionism, Neo-Classicism)	1 2 3 4 5
Knowledge of Pop music	1 2 3 4 5
Knowledge of Jazz	1 2 3 4 5
Knowledge of World music	1 2 3 4 5
Knowledge of traditional Welsh music	1 2 3 4 5

NOTATION	
Ability to read treble clef	1 2 3 4 5
Ability to read bass clef	1 2 3 4 5

Ability to read other clefs (alto, tenor)	1	2	3	4	5
Ability to read guitar/bass guitar tablature	1	2	3	4	5
Ability to read chord symbols	1	2	3	4	5
ANALYTICAL/HARMONIC/COMPOSITIONAL KNOWLEDGE					
Knowledge of form & structure (e.g. binary, ritornello, sonata, passacaglia, fugue)	1	2	3	4	5
Knowledge of scales and modes (e.g. major, chromatic, blues, whole-tone)	1	2	3	4	5
Knowledge of tonalities (e.g. minor, chromatic, modal, atonal)	1	2	3	4	5
Knowledge of diatonic and chromatic harmonies and chord progressions	1	2	3	4	5
Knowledge of cadences (perfect, imperfect, plagal, interrupted)	1	2	3	4	5
Knowledge of musical devices (e.g. sequence, retrograde, hemiola, suspension)	1	2	3	4	5
Knowledge of melodic structure and development	1	2	3	4	5
Knowledge of range of textures (e.g. homophony, unison, contrapuntal)	1	2	3	4	5
ARRANGING SKILLS					
Arranging for a classroom ensemble	1	2	3	4	5
Traditional orchestration	1	2	3	4	5
Wind band, brass band, vocal ensembles, etc.	1	2	3	4	5
Jazz arranging	1	2	3	4	5
Pop arranging	1	2	3	4	5

Any additional concerns about skills that need developing?
