

## Level 4 Certificate for Music Educators (Trinity CME): Areas of Study

The Certificate for Music Educators (CME) Areas of Study are a reconfiguration of the units from the original CME specification and have been developed following a consultation with CME centres. The intention of these is to make the CME available for those supporting the musical learning and development of adults.

The table below outlines the four areas of study. These are:

- 1: The reflective practitioner
- 2: Music education and learners' musical worlds
- 3: Musical learning: planning, teaching, assessment & evaluation
- 4: The music educator and their wider professional role

Each area of study outlines a set of learning outcomes and assessment criteria. These should be interpreted in relation to the context(s) of the learner's professional practice.

### 1: The reflective practitioner

#### LEARNING OUTCOMES

The learner will:

1. Critically reflect on their own professional practice and feedback from others, including those whose musical learning they support
2. Be able to identify appropriate formal and informal professional development opportunities and evaluate their effectiveness in meeting their own professional development needs
3. Be able to adapt to changing roles and contexts in music education

#### ASSESSMENT CRITERIA

The learner demonstrates through evidence from their own setting and professional practice that they:

- 1.1 Can produce a professional development plan and establish processes to evaluate its effectiveness
- 1.2 Have an informed awareness of a range of models of reflective practice\*, their differences and similarities
- 1.3 Can draw on these models to critically analyse and reflect on own professional practice in relation to:
  - a) identifying and prioritising professional development needs
  - b) meet the needs of all whose musical learning they support
  - c) meeting professional standards and benchmarks
- 1.4 Are able and willing to reflect and act on feedback from others, including those they teach
- 1.5 Can describe and evaluate how their professional practice has developed through a process of critical reflection on successes, challenges and mistakes
- 2.1 Can draw on appropriate criteria to identify, compare and select informal and formal professional development opportunities in order to meet professional development needs
- 2.2 Can identify opportunities for progression in own role and setting, and in wider creative and cultural contexts
- 2.3 Can access alternatives when faced with barriers to professional development opportunities (eg cost, time, access)
- 2.4 Can evaluate the effectiveness of formal CPD opportunities in terms of its intentions and impact on personal professional learning and development
- 3.1 Can respond and adapt to the demands of changing roles in music education and the changing contexts of music education

\* For example, by Boud, Gibbs, Atkins and Murphy. The following link may be helpful:  
[open.edu/openlearn/ocw/mod/oucontent/view.php?id=51386&section=4](https://open.edu/openlearn/ocw/mod/oucontent/view.php?id=51386&section=4)

## 2: Music education and learners' musical worlds

### LEARNING OUTCOMES

The learner will:

### ASSESSMENT CRITERIA

The learner demonstrates through evidence from their own setting and professional practice, an informed understanding of:

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|---|---|
| 1. Understand why music is important to people, communities and society   | 1.1 How and why people value engagement with music<br>1.2 How music is used as a means of self-expression and to express individual and group identities<br>1.3 How and why people engage in musical activity and learning beyond formal musical education contexts and pedagogies<br>1.4 How music is used by people to both break down cultural and social barriers and also to create them   |
| <hr/>   |   |
| 2. Understand how, why and where people engage with music and music education   | 2.1 Why music and music education is important to people<br>2.2 Formal, informal and non-formal learning and pedagogies and the contexts in which these occur<br>2.3 How different forms of pedagogies interrelate and how they contribute to musical learning and development<br>2.4 How digital technologies and social networking can support engagement with music and music learning<br>2.5 The importance of music education in supporting the development of musical and learner agency  |
| <hr/>   |   |
| 3. Understand the ways in which music education can support musical development and progression, including an understanding of a range of models of musical development | 3.1 How people develop and improve as musicians through:<br>a) learning music in ways that places music-making at the heart of musical learning<br>b) engaging with music from a range of traditions, styles and cultures<br>c) working with and without notations<br>d) creating their own music as improvisers and composers<br>e) understanding and using a range of digital music technologies<br>f) working individually and in groups<br>g) listening and critically responding to their own and other's music-making<br>h) taking part in discussions about music<br>3.2 How models of musical development can:<br>a) help their understanding of people's musical development and music-making<br>b) be used to inform planning and teaching decisions<br>3.3 The range of ways in which musical understanding and learning can be demonstrated<br>3.4 How participation in music and music education can support the development of musical understanding<br>3.5 How participation in music education can promote physical and emotional well-being and aesthetic, spiritual, social, emotional and intellectual development   |
| <hr/>   |   |
| 4. Understand and address the barriers to musical experience and learning experienced by individuals and groups of people   | 4.1 What is meant by diversity, equality, and inclusion and how these can be promoted through music teaching and learning<br>4.2 A range of teaching approaches and how to apply them in order to respond to diverse learning needs and break down barriers to musical learning<br>4.3 How to promote and model inclusive practices in music education<br>4.4 Current legislation and codes of practice relating to equality, diversity, inclusion and discrimination, and how these apply to and impact on own setting<br>4.4 How to interact with individuals in ways that respect their beliefs, cultures, values and preferences<br>4.5 Those individuals and groups who are likely to experience barriers to musical learning and engagement and the reasons for this<br>4.6 How to challenge discrimination and promote equality, diversity and inclusion in and through music education<br>4.7 How common assumptions about musical learning (assumptions about how people learn and what is important learning) can unintentionally create barriers to musical learning and participation for particular groups and individuals<br>4.8 How and when to challenge discrimination |

### 3: Musical learning: planning, teaching, assessment & evaluation

#### LEARNING OUTCOMES

The learner will:

1. Be able to plan for musical learning that meets the individual learning needs and aspirations of learners, taking account of their ages, prior musical experiences and learning

2. Be able to lead and facilitate musical sessions and activities that support, challenge, inspire and develop learners' musical skills and understanding

3. Assess musical attainment in order to evaluate the effectiveness of teaching and to support musical development

#### ASSESSMENT CRITERIA

The learner demonstrates through evidence from their own setting and professional practice that they can:

- 1.1 Plan engaging, motivating and differentiated activities that build on previous learning and support sustained musical progression for all
- 1.2 Take account of learners' (and, where appropriate, particularly adult learners') reasons for engaging with music education, including aspirations, personal ambitions and employability
- 1.3 Know about a range of progression pathways and learners' individual needs and personal goals and plan to support these
- 1.4 Plan to address and respond to diverse learning needs and aspirations
- 1.5 Plan musical learning that is appropriate to the setting, the mode of learning, and the musical practice(s) and traditions within which the learning is taking place
- 1.6 Draw on a range of musical traditions, cultures and practices to break down barriers to musical learning, and to address the needs and maximise the success of all learners
- 1.7 Promote a sense of ownership, and support people in becoming independent musical learners and musical decision-makers
- 1.8 Support and motivate learners' creativity and creative development
- 1.9 Select and develop high-quality resources (including repertoire) that motivate and supports musical learning and progression for all
- 1.10 Manage learners appropriately including identifying potential behavioural issues that might negatively impact on the learning of the individual or those around them
- 1.11 Evaluate the processes, outcomes and impact of musical learning activities against the learning objectives in order to inform future planning

- 2.1 Create learning contexts which have music-making at their heart
- 2.2 Analyse different pedagogical approaches and their value in musical learning
- 2.3 Support and motivate the musical learning of all learners, taking into account ages and prior learning and experiences. Employ a range of strategies to overcome barriers to musical learning experienced by individuals and/or groups
- 2.4 Draw on own musical interests and skills to make music confidently, fluently and expressively in order to model appropriate technical, musical and artistic concepts and skills
- 2.5 Draw on their own and learners' musical understanding, skills and interests to model a range of potential musical learning outcomes
- 2.6 Create learning environments which support all learners to make music confidently, fluently and expressively
- 2.7 Create contexts for music-making within which learners can act and respond creatively
- 2.8 Identify potential risks or hazards that might affect learners' safety or well-being
- 2.9 Support learners in developing safe and appropriate musical techniques (including instrumental care and hygiene) in order to promote physical, vocal and auditory health

- 3.1 Use informal, formative and ipsative assessment methods to accelerate learning, and help learners recognise the progress they are making and have made
- 3.2 Draw on a range of assessment approaches to support and evidence musical learning
- 3.3 Assess and evaluate musical progress and attainment in relation to learning objectives and personal goals
- 3.4 Use assessment to identify and address difficulties or misconceptions
- 3.5 Develop assessment criteria and approaches that are appropriate to the evaluation of musical learning and the musical practices being engaged with
- 3.6 Support and encourage learners to evaluate their own music-making and that of their peers
- 3.7 Use assessment information and feedback to evaluate and inform own planning and teaching

## 4: The music educator and their wider professional role

### LEARNING OUTCOMES

The learner will:

### ASSESSMENT CRITERIA

The learner demonstrates through evidence from their own setting and professional practice that they:

1. Be able to build relationships and collaborate with partners and participants to support musical learning	1.1 Have an informed awareness of organisations and potential partners that work to support musical learning and participation 1.2 Have an informed understanding of the characteristics of effective partnership planning 1.3 Can develop, as appropriate, partnerships with employers and the music industry 1.4 Can build relationships and collaborate with partnerships and participants to support musical learning and participation 1.5 Can evaluate the effectiveness of partnership learning, particularly in relation to its impact on musical learning, motivation and experiences
2. Know about and understand the current legislation, guidelines, policies and procedures, and statutory requirements for safeguarding young people and/or (as appropriate to their professional contexts) the adult education sector, including the safeguarding of vulnerable adults	2.1 Understand the roles of individuals and agencies involved in the safeguarding of young people and/or vulnerable adults 2.2 Know what to do in the case of illness or injury of a learner or participant 2.3 Know what to do in response to evidence that a young person or vulnerable adult has been, or is at risk of being, abused, harmed (including self-harm) or bullied 2.4 Know about and can apply the principles and boundaries of confidentiality, including knowing when and when not to share information 2.5 Know how to promote safe practice in the use of ICT, the internet and social media 2.6 Understand the legal requirements in relation to data protection
3. Know how to avoid risks and possible consequences to self when working with young people and vulnerable adults	3.1 Know about and can apply the guidelines and boundaries for establishing and maintaining appropriate professional relationship with learners 3.2 Know about appropriate ways in which to demonstrate musical/instrumental techniques which might involve physical contact 3.3 Are aware of the precautions that need to be taken when working with young people and/or vulnerable adults individually, in groups and as a class
<b>For those working with children and young people</b>	4.1 Promote positive behaviour through establishing clear expectations and adopting consistent approaches to managing behaviour 4.2 Provide an effective role model for expected standards of behaviour 4.3 Identify and apply appropriate strategies for anticipating and managing inappropriate behaviour 4.4 Know, understand and implement the policies and procedures of a work setting to: a) promote young people's positive behaviour and support them in feeling safe, making positive contributions and developing social and emotional skills b) take immediate action to deal with bullying, harassment and oppressive behaviour c) refer categories of behaviour or discipline problems to appropriate others where necessary 4.5 Understand and implement strategies and approaches to promoting positive behaviour and dealing with inappropriate behaviour including: 4.6 Affirming and normalising positive behaviour 4.7 Adopting consistent and realistic expectations of behaviour, proportional to needs, age and abilities 4.8 Being aware of patterns and triggers which may lead to inappropriate behaviour and anticipating these 4.9 Taking appropriate action to pre-empt, divert or defuse potential flashpoint 4.10 Mitigating the impact of inappropriate behaviour on learning of others 4.4 Assessing and managing risks to others when dealing with challenging behaviour 4.4 Work with young people to establish shared expectations of behaviour 4.4 Support young people to identify situations that trigger inappropriate behaviour responses and ways to prevent these happening
<b>For those working only with adults</b>	5.1 Provide an effective role model through demonstrating consistently high standards of personal and professional conduct 5.2 Understand the worries, concerns and insecurities that adults can face, and these might impact on successful musical learning 5.3 Promote positive attitudes to learning including working and learning collegially and supporting other learners 5.4 Establish a safe and stimulating learning environment based in mutual respect in which learners feel safe and can make positive musical contributions 5.5 Promoting good and courteous behaviour in all sessions, maintaining good relationships with learners, exercising appropriate authority, and acting decisively when necessary
5. Be able to promote positive working relationships and attitudes to learning amongst participants	