



















The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How to' guides & films at www.clcsuccess.com

School: Leiston High School	LA: Suffolk
Teacher: Mr Dan Bagshaw	Students: Secondary + Sixth Form
Contact: danbagshaw@btinternet.com	
Learning Focus: To prompt self and peer assessment of compositions and performance.	
Curriculum Focus: Music > Composition & Performance > Evaluation	
Tools used:  Media Embedding,  Links,  Sound	
 <p>5. The MUS 100 form (connected with your performances) must be completed with the centre name (Leiston High School) and number (19127), your name and candidate number, the teacher examiner (Mr. S. Stammers) and the year of the exam (2009).</p> <p>CLICK BELOW TO SEE YOUR COVER LESSON IF MR. STAMMERS IS ABSENT</p> <p>Year 10 Year 11</p> <p>CLICK BELOW TO GET ONTO THE AREA OF STUDY YOU WISH TO WORK WITH</p> <ol style="list-style-type: none"> 1. Structure in Western Classical Music 1600-1899 2. Changing Directions in Western Classical Music from 1900 3. Popular Music in Context 4. Indian Raga, African Music and Fusions 	
<p>How this worked in practice: Leiston High School have used their cLc learning platform extensively across the subject areas including Music. The Music department staff team have collaborated to provide a range of  links for students to a range of learning resources to support the syllabus coverage content and to provide opportunities for more interactive learning and development. These resources include  linked teaching  resources,  sound files, presentations,  films of performance,  online scores, musicological discussions and debate amongst others. The department have also wisely used the  multimedia aspects of the cLc learning platform to embed  recordings of different individuals and groups performances and compositions to allow access for peers and teachers. Accessing these  recordings has enabled self and peer assessment activities by the students in order to evaluate their performances, evaluate their compositions and set self and peer targets for improvement and development. It has also provided opportunities for musical listening, comprehension and analysis activities in line with the syllabus – using a range of  sound files which students can then listen to either directly from within the learning platform, or downloaded  mp3 using the cLc podcasting &  RSS facility. The Music Manager has also included a series of activities which the students can access for lessons which take place in his absence – thus ensuring continuity in coverage and curriculum during cover lessons.</p>	
<p>By the end of this sequence of work children had developed skills in:</p> <p>Music: Performance Skills, Listening & Appreciating music, Comprehension & Analysis, Performance Review Learning: Self assessment, Peer assessment, Debate & Discussion</p>	
<p>Next Steps: The students could use  forums to carry out reviews and assessments of their performances. They could also develop a bank of information or resources on a theme (eg; dance music) using the  Wiki tool.</p>	