

TEAM LEARNING OUTCOMES FOR MUSIC TEACHER EDUCATION IN EUROPE

CORE DESCRIPTORS

01

Be a role model

Inspire learners with one's own musicianship and artistic open-mindedness.

02

Assist musical journeys

Support learners in exploring their interests and achieving their musical goals.

03

Co-create plans for progression

With students, create plans for their musical progress, taking into account their needs, competences and interests.

04

Connect with musical cultures

Understand and respond to the role of music in young people's lives in and outside school.

05

Enrich school and community life

Create musical opportunities that connect school life with life outside school.

06

Foster musical creativities

Enable learners, collaboratively and individually, to be inventive and inquisitive, and to express and develop their musical ideas.

07

Compose, improvise, produce, and arrange

Create music with an understanding of stylistic, theoretical and technical requirements, and learners' needs, musical competences and interests.

08

Use engaging materials and approaches

Select, adapt, or create appropriate music materials and methods to create meaningful music learning experiences.

09

Facilitate varied music making

Confidently lead singing and instrumental music making activities.

10

Perform expressively

Communicate music confidently and fluently, vocally and instrumentally, exploring different styles, and adapting to diverse learning environments and audiences.

11

Accompany musically

Play an accompanying instrument (such as piano or guitar) to support learners' musicking.

12

Lead ensembles

Guide and assist vocal and instrumental groups in rehearsals and performances.

13

Promote active music listening

Offer learners different modes of listening and engage them in shared listening experiences.

14

Teach key elements of music

Help learners understand and use musical elements within musical experiences.

15

Read and write music

Read and write music in traditional and alternative notations and use these to communicate musical ideas.

16

Communicate well

Use clear and encouraging musical, verbal and non-verbal communication modes to foster learning.

17

Promote well-being

Plan with awareness of the impact of music and music education on learners' physical and mental health, and social issues relating to music.

18

Manage the music classroom

Design and facilitate learning activities in diverse group settings, ensuring a positive and safe classroom environment.

19

Ensure coverage of curricula

Have a strong awareness of relevant curricula aims and educational policies, particularly those related to music.

20

Assess and feed back

Choose appropriate forms of assessment for music education, to provide feedback in order to guide learning.

TRANSVERSAL DESCRIPTORS

A

Foster inclusivity and celebrate diversity

Acknowledge the different layers of intersectionality in order to counter power relations, and celebrate diverse musical practices and traditions.

B

Cultivate global responsibility

Within music education, promote awareness of societal, cultural, ecological and economic evolution.

C

Use technology where appropriate

Enhance music learning and creativity through the use of music and other technologies.

D

Collaborate and co-teach

Work with fellow staff, diverse stakeholders and across subject disciplines to enrich the musical learning experience.

E

Engage in continuous professional development

Take responsibility for one's own professional growth, adopt a reflective attitude, seek feedback, and contribute to (practitioner) research to advance and innovate music education.



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