

Reflective Journal; 5 Week Lesson Plan

At the start of the semester, my understanding of pedagogy was, to put it simply, nothing. The Pedagogy module has opened my eyes by introducing structured approaches to teaching, practical workshops, peer-teaching sessions and reflective activities, all of which have then shaped and moulded me into the beginnings of a teacher who relies on more than instinct. Having 'Made With Music' as guest speakers for one of our Pedagogy and Context lectures, as well as Polly Ives in Music and the Community led me in a direction when coming up with ideas and concepts for my 5-week lesson plan that every single student will learn and develop differently. Furthermore, having been led by my peers in various lessons in not only the Pedagogy module but both Musicianship Skills and Performance Skills has also introduced me to the ideas of and enhanced the importance of sequencing, differentiation and constructive alignment and the observation of varied teaching styles and techniques. These insights all directly shaped the development of my 5-week lesson plan, helping me build a much more coherent and purposeful teaching sequence.

I began this module apprehensive of the idea of teaching, whether it be for a one-to-one, my peers, or a new group of people. While I am confident as a singer and musician, teaching required a different level of vulnerability. I started to become very aware of how I communicated musical ideas, and at times felt insecure about saying the right words. However, as the module progressed, I began to grow increasingly confident. What I feel helped this massively was co-leading my peers in Music and the Community, and seeing them respond positively to practical ideas and instructions that I had given them.

What I felt worked well was Peer-teaching, as it allowed me to test ideas in a safe environment and see how small adjustments; such as clearer modelling, pacing, and questioning could transform a lesson. Feedback also strengthened my self-awareness, showing me that while my enthusiasm engages learners, I sometimes may explain concepts too quickly. To contrast this however, I have felt at times a divide and a struggle when balancing my identity as a performer and as an educator which I now realise requires adjustment and time. I acknowledge that there has to be a shift between telling student something I can do and teaching students something they could do with time and practice, and its these sort of things that excite me for what's to come in the pedagogy module.

Drawing on well-established ideas about effective teaching, I built my 5-week lesson plan around clear learning outcomes, steady progression, and a mix of teaching methods. Rosenshine's Principles of Instruction helped shape my use of modelling, guided practice, and regular check-ins to make sure learners were keeping up. Hattie's Visible Learning research also reinforced how powerful good feedback can be, so I made sure it was built into each stage of the plan. I was also influenced by Vygotsky's idea of the Zone of Proximal Development, which supports using scaffolding and peer learning to help students move confidently towards independence. Overall, the plan reflects both trusted educational research and my own growth as a thoughtful, intentional teacher.

This module has really helped me understand what it means to teach well. I've learned that effective pedagogy requires careful planning, reflection, and responsiveness to learners' needs. To try out some lesson ideas using Rosenshine's Principles of Instruction, Hattie's work on feedback, and Vygotsky's scaffolding theory has increased my confidence in both lesson design and reflecting on my teaching. During the next semester, I will continue building vocal pedagogy knowledge, refining lesson pacing, furthering inclusive teaching strategies, and learning from active educators. In conclusion, I have grown as a musician and a teacher this semester, and I'm eager to continue working on my development.