Subject prototype | version: 1 | date: 10/10/25

SUBJECT: Music Performance

What is a subject prototype?

A subject prototype is used to test key ideas, learning design and assessment approaches, and how these enable the key drivers. Feedback from teachers and experts helps to shape the development of the new subject as part of the co-design process.

**** FIRST ITERATION ** NOT FOR IMPLEMENTATION ****

Key driver(s):	**Principle/technique/method:**
Metacognition, Agency, Deep Authentic Learning	1. Metacognition to improve practise strategies 2. Engaging with the Community

Prototype description

All three music SRGs tested at Stage 1 through the lens of a pathway to their Stage 2 counterparts.

Metacognition to Improve Practise Strategies

- This prototype was designed to test how coupling metacognitive practices and explicit teaching of "practise" strategies enabled deeper music learning and performance resilience.
- Teachers provided opportunities for students to communicate their ongoing learning and practise experience to each other
- Students identified "practise" strategies reflected and adapted as they learnt more about their instruments and more about themselves

Engaging with the Community

- This prototype was designed to test how providing opportunities for students to engage in authentic performance contexts beyond the classroom broadened music learning and created a sense of belonging.
- Students engaged in opportunities to apply their music learning outside of the classroom.

What we learnt

Impact

- Students were able to productively engage in metacognitive conversations and use these to improve their learning
- By valuing the "practice of practise" alongside performance we created a more holistic assessment of student learning
- Students were able to be self-directed in making connections to a community without the need for teacher facilitation

Challenges

- As music learning is an experiential process documentation can feel artificial, therefore needs to be meaningful and clearly connected to practical work
- When students undertake individual projects rather than teacher-mandated ones, teacher practice must shift
- Agency and metacognition were present but varied depending on school and teacher approaches.

Deep Authentic Learning

Student Agency

Natural Evidence of Learning

Metacognition

Capabilities