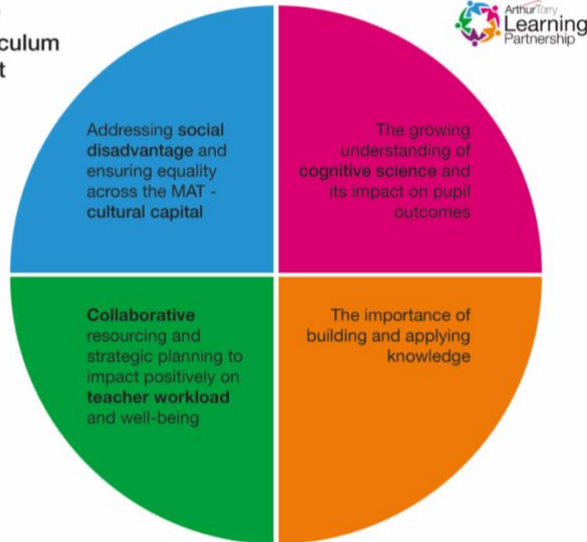


Intent:

ATLP
Curriculum
Intent



Music Vision

The aim of our Music curriculum is to provide children with the knowledge to understand what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of genres. Children will be equipped with descriptive language and technical vocabulary to aid their future experiences.

Key features of our curriculum:

The skill areas involved in the music curriculum clearly follows the areas of skills set out in the Music National Curriculum which engage and inspire pupils to develop a love of music and their talents as musicians.

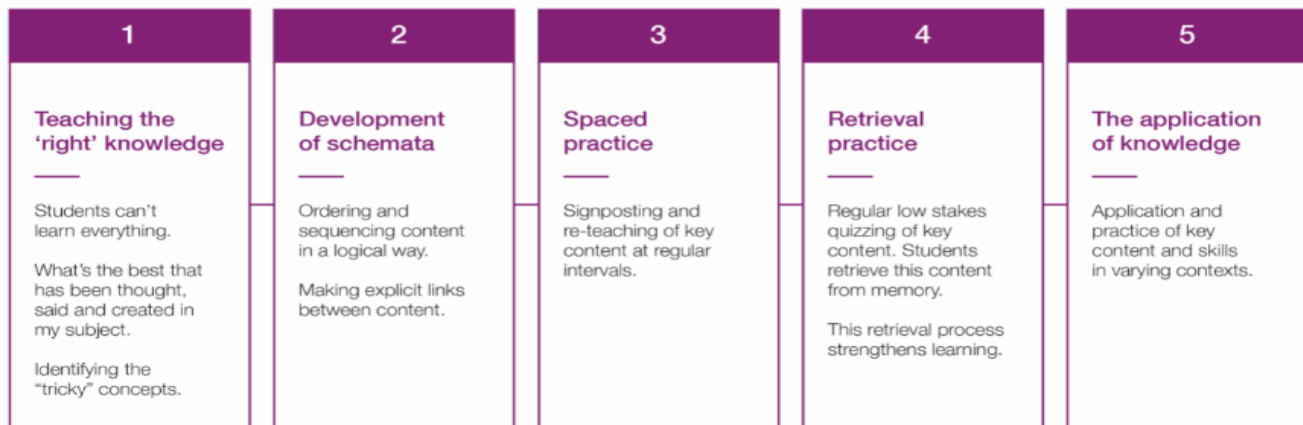
The **skill areas** that children develop across all study of music are:

1. **Listening and Appraising**
2. **Singing**
3. **Playing**
4. **Evaluating**
5. **Analysing**
6. **Composing**

These skills will be continually developed through opportunities within lessons to compose, listen and perform. They will have the opportunity to use a variety of instruments and be exposed to a variety of musical genres.

We also provide the children in years 3, 4 and 5 with a term of music lessons taught by a specialist from Entrust which teaches them how to play an instrument through reading music.

Implementation:



Teaching Principles:

Lessons are provided by Charanga (our music scheme) to guide learners through new learning in smaller, manageable steps through the use of key questions and key knowledge. Interactive lessons allow the children to get involved with the learning and remain engaged.

Lessons are planned so that the cognitive demand is suitable for all learners. Knowledge organisers are used for spaced retrieval practice at the beginning of each lesson and thinking maps are used when appropriate to record and explain their learning.

Verbal feedback is a key component of the teaching of music, and can be used throughout lessons to ensure progress, develop key vocabulary and provide challenge.

Staff Development:

Staff development is focused upon feedback given from the music lead after observations.

Charanga (our music scheme) supports teacher development through lesson plans and curriculum information.

Assessment:

Formative assessment is used in every lesson to identify any learners who need further support. Teachers use low stakes testing to assess knowledge and understanding.

Summative assessment is used to make end of year judgements on attainment and informs the next teacher of each child's starting point in terms of knowledge and skills.

Monitoring:

Monitoring is undertaken by the subject lead, as well as members of the senior leadership team. The focus is directed by the WMG monitoring form, informed by any whole-school or staff specific focuses, such as the use of retrieval practice. It can be made up of one or a combination of: pupil conversations, professional discussions with staff and learning walks. Leaders monitor the quality of teaching, providing feedback to ensure that teachers are providing high quality Music lessons. Feedback is then given promptly with the intent of developing practice, followed by a discussion if clarification is needed or to plan CPD that would be beneficial.

Moderation:

There is not a current format for moderation. However, this is something which may develop inline with assessment.

Work-life balance:

Effective lesson plans are available through the Charanga scheme which provides supporting resources and clear simple steps to the lesson for any teacher to pick up and follow with ease.

Where needed, help and support is provided by the music lead.