

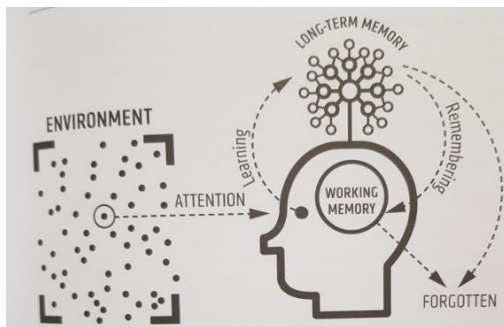
**Music Curriculum Delivery Document**

<b>Intent</b>	We take the National curriculum statements and provide an enhanced version of this We map these into a coherent and sequential progression model that outlines the knowledge, skills and vocabulary needed at each stage that will build to clearly defined end points Teachers take the progression grid and map this into a long term plan for their year group Teachers then plan at a more detailed level the sequencing of content to be taught across each unit
<b>Implementation</b>	We ensure that teachers of the subject have excellent subject knowledge, and leadership supports that acquisition of this for NQT and non-specialist teachers. Subject matter is presented clearly, teachers carefully check learning and identify misconceptions, providing direct feedback. Teaching is designed to ensure children know more and remember more. Music is carefully resourced to ensure we have all the specialism and resources required.
<b>Impact</b>	Learners develop detailed knowledge and skills. We check this through regular pupil voice and collecting evidence of outcomes which we measure against our age based progression grids. Pupils are well prepared at each stage to be ready for the next stage of learning.

For detailed breakdown of this, please refer to the Intent, implementation and impact document.

**How do we ensure that knowledge gained is transferred from working memory into long term memory?**

Staff in school have based their strategies on Rosenshine's principles in action (bridging research and classroom practice):



What do our lessons look like			
<u>Introduction</u>	<u>Teaching input</u>	<u>Pupil activity</u>	<u>Ongoing assessment</u>
Daily review	Present new materials using small steps	Guide student practice	Ask questions
	Provide models	Obtain a high success rate	Check for student understanding
	Provide scaffolds for difficult tasks	Provide scaffolds for difficult tasks Independent practice	Weekly and Monthly Review

Strategies identified	What do we expect to see in our Music lessons?
<b>Daily review</b>	Academic or subject vocabulary that has been taught will be modelled throughout daily teaching and contact time, in both Music and wider curriculum lessons.
<b>Present new materials using small steps</b>	Short term planning activities break all material down into achievable, repeatable steps to build children's confidence, competence and retention.
<b>Ask questions</b>	Questions help students practice new information and connect new material to their prior learning. The teacher would question children around the specific knowledge and vocabulary they have been using in this and other modules.
<b>Provide models</b>	Expert teachers / peer models identified in the learning would exemplify the specific skills / knowledge required for the task. Where teachers are not confident to provide expert models, this is looked at in the regular Music subject skills audit organised by the Music leader.
<b>Guide student practice</b>	Successful teachers spend more time guiding students' practice of new material. It will be forgotten unless time is given for rehearsal. We revisit historical knowledge in the three themes over and over again, allowing children lots of chance to practice. This is always guided and supported by expert teaching.
<b>Check for student understanding</b>	Checking understanding at each point can help students learn the material with few errors. We would expect to see tasks / skills broken down into very small chunks, with regular assessment checking from teachers throughout.
<b>Obtain a high success rate</b>	In Music, we would expect to see that a skill is successfully taught before moving on. For example, if teaching interpretation, enquiry and using sources, we ensure that children can use a wide range of sources as a basis for research to answer questions and test hypotheses, before asking them to devise historically valid questions and hypotheses of their own. We take our time to achieve consistent success.
<b>Provide scaffolds for difficult tasks</b>	The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks. So, for example, children may progress from high levels of adult support and resourcing to them becoming more proficient to independently undertake tasks within historical themes.
<b>Independent practice</b>	Students should have the opportunity to practice regularly and independently to transfer the knowledge into their long term memory. For example, when children learn the skills of analysing and using sources, we revisit this over and over again, allowing this to practice this independent.
<b>Weekly and Monthly Review</b>	Students need to be involved in extensive practice in order to develop well connected and automatic knowledge. Weekly reviews can take place in Music lessons, where teachers return to knowledge learned in a previous unit, and following a period of forgetfulness the children use that knowledge again. Monthly reviews are planned in by the class teacher, where children undertake a task using knowledge from a previous unit after a month. We refer to the class chronology (timeline) on a regular basis.



### Music overview

All units are taken from the Charanga scheme and we will slowly be implementing the new Model Curriculum into each year group as the current year 1's move up through school.

#### Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!  1 2 3 4 5 6	My Stories  1 2 3 4 5 6	Everyone!  1 2 3 4 5 6	Our World  1 2 3 4 5 6	Big Bear Funk  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6 7
KS1 Year A	Hey You!  1 2 3 4 5 6	Little Angel Gets Her Wings  1 2	Adding Rhythm & Pitch  1 2 3 4 5 6	Introducing Tempo & Dynamics  1 2 3 4 5 6	Combining Pulse, Rhythm and Pitch  1 2 3 4 5 6	Having Fun with Improvisation  1 2 3 4 5 6
LKS2 Year A	Mamma Mia  1 2 3 4 5 6	Blown Away Recorder Book 1  1 2 3 4 5 6 7	Stop!  1 2 3 4 5 6	Tuishi Pamoja  1 2	Blown Away Recorder Book 2  1 2 3 4 5 6 7 8	Rhythm Grids  1 2
UKS2 Year A	Livin' On A Prayer  1 2 3 4 5 6	Glockenspiel Stage 1  1 2 3 4 5 6 7	A New Year Carol  1 2 3 4 5 6	Glockenspiel Stage 2  1 2 3 4 5 6 7	Music And Me  1 2 3 4 5 6	Quickbeats  1

Ravens and year 3's from falcons	<b>Samba wider opportunities unit led by Sarah Collins (Wakefield music services)</b>
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#### Year B

KS1 Year B	Introducing Beat  1 2 3 4 5 6	Magical Christmas Journey  1 2	Exploring Simple Patterns  1 2 3 4 5 6	Focus on Dynamics & Tempo  1 2 3 4 5 6	Exploring Feelings Through Music  1 2 3 4 5 6	Inventing a Musical Story  1 2 3 4 5 6
LKS2 Year B	Let Your Spirit Fly  1 2 3 4 5 6	Rec Flexible Pathway  1 2	Three Little Birds  1 2 3 4 5 6	Rec Extra 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26	Lean On Me  1 2 3 4 5 6	Rhythm Grids  1 2
UKS2 Year B	Happy  1 2 3 4 5 6	Glockenspiel  1 2 3 4 5 6	Make You Feel My Love  1 2 3 4 5 6	You've Got A Friend  1 2 3 4 5 6	Dancing In The Street  1 2 3 4 5 6	Quickbeats  1



## Knowledge and skills progression

Each unit of work is carefully planned, to ensure that knowledge and skills build progressively across each year group. Children are exposed to a range of genres, historical music, instrumentation and cultures, to ensure their musical education is broad. They develop their musical knowledge and skills in the following domains:

- Listen and appraise
- Musical Games
- Singing
- Playing
- Improvisation
- Composition
- Performance

Each year's planning clearly shows the progression in these. See the detailed year group progression documents.

## Vocabulary progression

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### Year 1

**Words you need to know:** Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

### Year 2

**Words you need to know:** Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

### Year 3

**Vocabulary:** Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

### Year 4

**Vocabulary:** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

### Year 5

**Vocabulary:** Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

### Year 6

**Vocabulary:** style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

## The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

We identify at the **common academic vocabulary** that children will need in order to full develop depth of understanding in the chosen subject (Music). We find that many of these are common to all or some subjects:

<b>Group 1</b>	Identify Theory Involve	Period Individual similar	Respond Major create	Structure Context Function	Section Process	source
<b>Group 2</b>	Achieve Participate Complex culture	Impact Range final	Resource Tradition Positive	Element Evaluate feature	select previous	design
<b>Group 3</b>	Alternative Interact Layer	Sequence Demonstrate partner	Technique Volume technical	Technology Coordinate task	Comment Illustrate	scheme Emphasis
<b>Group 4</b>	Cycle	Phase	Integrate	Option	dimension	
<b>Group 5</b>	Modify	Style	Alter	Symbol	Generate	challenge
<b>Group 6</b>	Expert	Motive	tape			
<b>Group 7</b>	Media	Dynamic	Innovate	Topic	Classic	decade
<b>Group 8</b>	Contemporary	Accompany	Tense	Visual	theme	
<b>Group 9</b>	Anticipate	Relax	Vision	Distort	duration	
<b>Group 10</b>	Ongoing	compile				

### Assessment and work recording strategies

Assessment is regular, and ongoing. It is a part of the learning process. It is not onerous and does not generate additional paperwork or workload for teachers. It is used to identify next steps for learning, to identify gaps and provide support and challenge where appropriate, ensuring the children are always prepared for their current and next stage of learning. Strategies for this are detailed in our 10 methods for moving knowledge from working to long term memory.

Collection of work: Children upload their outcomes where appropriate to the "See Saw" collection system. This enables subject leaders to review the work for each class, checking against the appropriate knowledge progression and planning documentation. In hand with pupil voice, this enables us to see how pupils are knowing more, remembering more and that knowledge is revisited on a regular basis.



### **Frequently asked questions about Music**

- 1) How does prior content prepare pupils for current learning?
  - a. *Music is broken into five domains: Listening, singing, playing instruments/notation, improvisation and composition. These are revisited every year, with lessons that build on previously taught skills, knowledge and vocabulary.*
  - b. *Teachers work from a progressive plan of academic and subject specific vocabulary to ensure children acquire the vocabulary they need to succeed.*
- 2) What should pupils already know, and does this build on it?
  - a. *See the academic and subject vocab, and the progression of knowledge grids.*
- 3) Are content choices and activities appropriate for the subject?
  - a. *Lesson structure and delivery is planned around Rosenshine's research (10 step model see above)*
  - b. *Content is planned to relate to knowledge progressions and the national curriculum.*
- 4) Does assessment check that the necessary components are learned, and how do you respond to what assessment is telling you?
  - a. *Assessment is in built into the lesson – allows teachers to easily implement next steps and challenge for differing outcomes*
  - b. *Assessment without levels – measuring every child's progress.*
- 5) How do you ensure your subject staff have the expertise to deliver your curriculum, and what support is there for non-specialists?
  - a. *We deliberately target NQT and inexperienced staff with additional CPD and coaching sessions when designing our curriculum – this is planned around a regular audit. The Music leader audits staff needs annually, and works with the CPD providers to ensure it meets staff needs and any needs identified in monitoring.*