

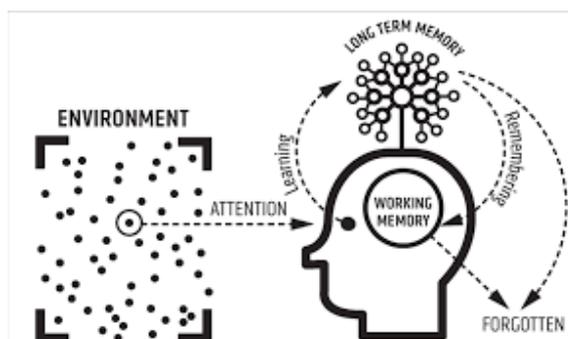


Music Curriculum Delivery Document

Intent	<p>Curriculum National Curriculum statutory requirements are planned and delivered using the Focus Learning Challenge Curriculum. The Charanga music scheme is used across school to support the delivery of music lessons.</p> <p>Fundamentals Musical knowledge and skills are taught progressively and revisited prior to new learning to develop understanding. Experiences and enhancement opportunities are planned to develop interest and understanding. We aim for pupils to learn an instrument in the majority of year groups.</p> <p>Basic Skills Horizontal links between subjects are explicit during the teaching of music to ensure children build on prior knowledge and utilize knowledge and skills learned from other subjects.</p> <p>Staff Knowledge Music lessons are taught by staff who are supported by the subject leader. This promotes confident and effective delivery throughout the school, resulting in children engaging in Music. Pupils are also taught by a music specialist in Year 4. Clubs are taught by qualified teachers.</p>
Implementation	<p>We ensure that teachers of the subject, including those who are non-specialist, have excellent subject knowledge, and leadership supports the acquisition of this for NQT and those early in their careers. We use resources such as Charanga to support the teaching of music.</p> <p>Teachers are supported in the delivery of instrument teaching by a music specialist. Pupils have the opportunity to listen to the best genres, styles and traditions in music, to become familiar with a range of composers from a range of periods. Children also have the opportunity to use music as a form of expression, composing and performing using instrumentation including their own voices. 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. This includes the use of external peripatetic teaching for both wider opportunities in Y3 and Y4 and also individual lessons.</p> <p>Pupils have many opportunities to engage in extracurricular opportunities in music such as singing in the local community and participating in young voices. We also have visiting groups such as Gawthorpe Brass and one of the highlights of the year is our Christmas singing concert.</p>
Impact	<p>Pupils enjoy singing and are able to sing very well. Performances within and outside of school are well received and of a high standard. Pupils are able to play untuned percussion well and most can play tuned instruments. Pupils know a range of genre of music and can evaluate music effectively using appropriate language.</p>

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):



Strategies identified	What do we expect to see in our Music lessons?
Daily review	Academic or subject vocabulary that has been taught will be modelled throughout regular teaching and contact. Regular revision of prior learning is a key feature of lessons.
Questioning	Questions help students practise 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.
Sequence, models and concepts	Expert teachers / peer models identified in the learning would exemplify the specific skills / knowledge required for the task. Scaffolding used to support knowledge and learning difficult tasks eg understanding notation
Stages of practice	Successful teachers spend more time guiding students' practice of new material. It will be forgotten unless time is given for rehearsal. We revisit tasks over and over again, allowing children lots of chance to practise. Students should have the opportunity to practise regularly and independently to transfer the knowledge into their long term memory. In Music lessons, there are lots of opportunity for this. Knowledge is consolidated through extra-curricular or extended curricular events/ clubs/experiences.



MUSIC Overview

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 1</u>	Hey you!	Rhythm is the way we walk.	Round and Round	Reflect, rewind, replay	Recorder unit	
<u>Year 2</u>	Hands, Feet, heart	Ho! Ho! Ho!	I wanna play in a band.	Zootime	Friendship song	Reflect, rewind, replay
<u>Year 3</u>	Glockenspiel		Let your spirit fly	Three little birds	Bring us together	Reflect, rewind, replay
<u>Year 4</u>	Samba					
<u>Year 5</u>	Living on a prayer	Classroom Jazz (1)	Ukelele		Make you feel my love	Reflect rewind, replay
<u>Year 6</u>	Happy	Classroom Jazz (2)	Fresh Prince of bel air	Reflect, rewind replay	Cornetts	