

Aims and Purpose:

Vision: we aim to support pupils to develop a love for music through performance activities. Pupils will be supported to critically engage with music, enabling them to compose, and to listen with discrimination to a wide range of musical genres.

Intent: Our Music curriculum intends to: -

- Enable understanding of rhythm and beat
- Foster a love of singing, composing and performing
- Enable all to experience the skills required to learn to play an instrument

Key themes

Voice
Listening
Composing
Play and perform
History



Music at Digby Tedder Primary School

Planning and Sequencing from EYFS to Year 6

Teachers use the National Curriculum guidance and our progression documents to accurately map the progression of skills and knowledge in Music.

- All classes teach 'Reflect, Rewind and Replay' once a year from Charanga Scheme (year group specific) to ensure coverage,
- Weekly singing assemblies to cover music genres and appraise/support knowledge as well as walking in music to assembly daily.
- Music teacher teaches all classes weekly over one term, including instruments/rhythm etc.
- This also ensures that the topics build on previous learning where possible and are sequenced to develop skills and knowledge.
- Progression documents guide the learning.
- We also use key themes which run through the topics and are consequently revisited.
- Teachers also have Key knowledge documents which are working documents and modified over time to add or delete knowledge statements to develop and improve the topic.
- One to one music lessons are available weekly with a private teacher from the music service should children wish to purchase lessons.
- Music appreciation will be completed each term including Christmas performances, class assemblies and Easter performances to ensure curriculum coverage.

EYFS:

The following areas of learning are most relevant:

- Being Imaginative and Expressive within Expressive Arts and Design - sing a range of well-known nursery rhymes and songs/ perform songs, rhymes, poems and stories with others, and try to move in time to the music.

Assessment

- Staff will use targeted questioning and ask for practical activities to be completed.
- This will embed learning and establish depth of knowledge.
- Teachers use a spreadsheet to track progress based on TA, which is shared with leaders.
- They use practical tasks to make judgments.
- Teachers use AFL to track progress and make end of topic judgements.
- Practical retrievals and quizzes will check children's knowledge, skills and learning.
- The Charanga programme is progressive and so builds on skills and knowledge each term and across year groups.
- Teachers talk to children about their knowledge of the subject.
- Subject lead will talk to children about their views on the subject as well as check understanding / learning.
- Subject lead will talk with teaching staff for their views.
- Foundation Stage spreadsheet on Staff Drive will inform subject lead of progress.
- During Coordinator Days and Gov monitoring, subject lead will look at planning coverage, books and sample teaching (where possible) in lessons.

SEND

*Vocabulary bank to support.
Pre-teach clapping, listening and repeating sounds.
Include actions to support with keeping the beat.
Encourage children to sing along with the teacher.
Modelling to support with good posture and lyrics.
Model clapping to the beat.
Ensure explanations use accurate musical vocabulary and explain reasoning.*

Challenge

*Perform a solo piece.
Read music notes.*