

Music

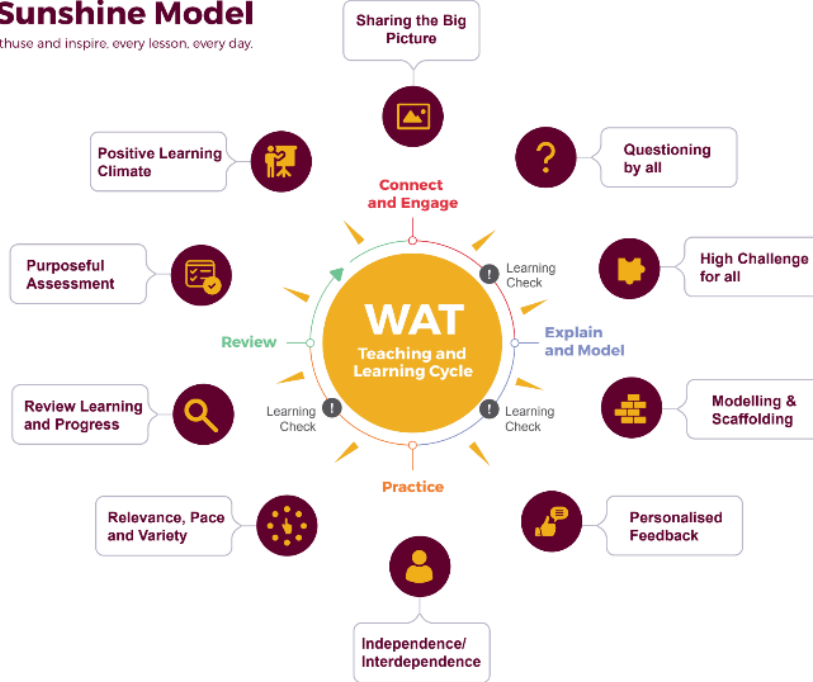
WAT Aspire Curriculum - Our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.




Teaching and Learning Cycle

WAT Sunshine Model

To engage, enthuse and inspire, every lesson, every day.



Curriculum Overview

 [Music Overview Document 2023-24.pdf](#)

EYFS







In the EYFS, music knowledge and skills form part of the prime areas and specific areas of learning (literacy, communication and language, and Expressive arts and design). This will be delivered as planned by the early years practitioners in line with guidance set out in the statutory framework for the early years foundation stage. The progression in music from EYFS to Key Stage One document below shows the knowledge and skills that pupils at the end of EYFS should have acquired and how these are built upon in Key Stage One.

KS1 and KS2

- Units should be taught in the order detailed in the Tenterfields 2023-2024 Music Overview Document using the Kapow programme of learning. .
- Pupils in Key Stage One and Key Stage Two will follow the National Curriculum Programmes of Study as set out in the National Curriculum.
- Children in Year 4 take part in weekly whole class instrumental tuition, where they learn to play the guitar; these lessons are led by Dudley Performing Arts.


Medium Term Plans

Medium Term plans are developed from the knowledge and skills identified on the knowledge organisers which set out the skills, knowledge and vocabulary to be developed for each unit of work.

-  [Year 1 music Knowledge Organisers .pdf](#)
-  [Year 2 music Knowledge Organisers .pdf](#)
-  [Year 3 music Knowledge Organisers.pdf](#)
-  [Year 4 music Knowledge Organisers .pdf](#)
-  [Year 5 music Knowledge Organisers .pdf](#)
-  [Year 6 music Knowledge Organisers.pdf](#)

Music Vocabulary

Music vocabulary is planned progressively from EYFS through to Year 6 and shared on the Knowledge Organisers.

-  [MusicVocabularyProgressionEYFS-Y6.pdf](#)

Assessment

The purpose of our assessment is to give appropriately timed feedback that focuses on moving learning forward. We use both formative and summative assessment to assess pupils' understanding, knowledge and skills.

Formative assessment;

These assessments take place in lessons as part of our teaching cycle. It can take many forms, such as Key Learning Tasks, multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which frequently take the form of low-stakes retrieval quizzes. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver appropriately timed feedback that focuses on moving learning forward

eg:

- Retrieval practice
- Evaluating 'What a Good One Looks Like'.
- Modelling, explaining and whole-class learning checks
- Use of our High Challenge for All framework to support scaffolding and high expectations for all

Summative Assessment

Pre block and post block assessments are carried out at the start and end of a theme to assess pupils' against the grow and glow criteria. [Glow and Grow Music](#)

Showcasing Learning

Each year group will present the class learning in a floor book which captures children's learning, child voice as well as links to other evidence banks. Showbie will be used in KS2 to record any practical learning with QR codes created to share the learning in the floor book. Half termly assemblies will take place for the children to present and showcase their work to the other pupils in school. Teachers will be able to assess performance skills during these sessions.

High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

'High Challenge for All' underpins all lessons at Tenterfields which sits alongside our Teaching and Learning cycle.

[High Challenge for All model](#)

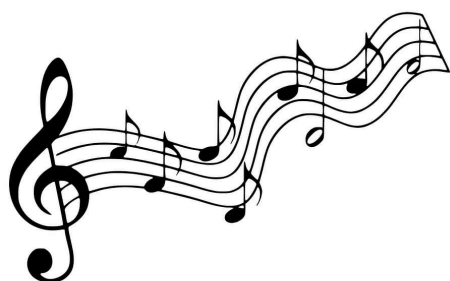
SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- the use of visual prompts
- sensory audits
- task management boards to chunk tasks
- reading rulers, concentration cushions, fidget toys, sand timers
- Overlays etc.

All staff have high expectations of all pupils. By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Tenterfields the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

Music Learner Tools



Each classroom has a Learning/Working Wall. This is reflective of current learning and displays modelling, key vocabulary and examples of high quality learning.

Pupils also have access to Music information books and equipment where necessary inc. tuned and untuned percussion, online resources inc. GarageBand, music score whiteboards etc...