



"Where children are at the heart of every decision to inspire brighter futures"

Respect, Responsibility, Recognition and Resilience

Music Curriculum Delivery Document

Intent	<p>At Girnhill, we provide children with a high-quality music curriculum which equips pupils with the skills and knowledge to become a performer, a creator and a composer of music.</p> <p>Music is taught through the ambitious National Curriculum and the Early Years Foundation Stage Framework, enhanced and supplemented with the use of the INSPIRE Music Curriculum and Charanga. Using these documents, supports staff to plan small progressive steps in a specific coherent teaching sequence.</p> <p>The music curriculum provided at Girnhill Infant focuses on the nine interrelated dimensions of music; pitch, pulse, rhythm, tempo, dynamics, texture, structure and notation and is explored throughout a variety of activities such as; listening and appraising; music activities; creating and exploring and singing and performing</p> <p>We are ambitious in our expectations of all pupils, ensuring cross curricular links are made to develop children holistically. At Girnhill, we map out the National Curriculum and the Early Years Foundation Stage Framework for Music into a sequential and coherent progression model. This model outlines the substantive and disciplinary knowledge that will be covered as well as the vocabulary, enquiry questions and the sentence stems needed at each stage of learning.</p> <p>At Girnhill Infant School, oracy is a powerful tool for learning; by teaching children to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Vocabulary is purposeful and progressive to allow children to develop their expressive language and leave school being able to articulate their understanding of music using the four strands of good talk. Technical tiered vocabulary is modelled through flashcards and teacher talk using 'my turn, your turn'. Sentence stems are used to provide children with a model of how to speak like a musician and scaffold their talk effectively. Questions are carefully planned in advance to target pre-empted misconceptions, address gaps in learning and enable children to develop their explanations of musical concepts.</p>
Implementation	<p>We ensure that all teachers, including those who are non-specialists, have excellent subject knowledge and are supported in the implementation of the curriculum through providing a sequential planning document and a well sequenced scheme of work.</p> <p>Oracy is woven throughout our music curriculum as detailed in the progression grid and the Knowledge Organisers.</p>



	<p>The progression grid outlines the oracy expectations of each year group and the Knowledge Organiser (for each topic) includes the sentence stems and vocabulary all learners need to acquire and use in order to talk like a musician. This will be modelled using flash cards, teacher talk using 'my turn your turn' and opportunities are made for children to practice using the vocabulary throughout lessons in both guided and independent practice.</p> <p>Suggested sentence stems are provided and used in order to scaffold responses. Opportunities for children to practise the skill of presentational talk will be further developed in music through the use of mode B learning such as playing / presenting information on an instrument or performing a song to peers.</p> <p>Through using Rosenshine's principles, learners have the opportunity to revisit and build on prior knowledge. Daily review is used at the beginning of every session in order to activate prior learning to attach new learning to. High-quality modelling of skills and language is offered to our children and scaffolds are provided for difficult tasks. Classroom working walls and knowledge organisers demonstrate prior learning, promote the vocabulary specific to current learning, worked modelled examples, success criteria and visual sentence stems.</p>
Impact	<p>Learners have the skills to listen, appraise, compose and perform like a musician. Learners are able to apply the music subject specific vocabulary to talk like a musician.</p> <p>Children are exposed to a wide range of genres and children are able to recall facts about genres of music.</p>

What do our lessons look like?			
<u>Introduction</u>	<u>Teacher Input</u>	<u>Pupil Activity</u>	<u>Ongoing Assessment</u>
Daily review	Introduce key vocabulary	Guided student practice	Questioning
	Present new materials using small steps	Independent practice	Check for understanding and address misconceptions
	Provide models	Use of scaffolds where needed	Reviews
	Provide scaffolds	Obtain high success rate	Daily, monthly, weekly reviews

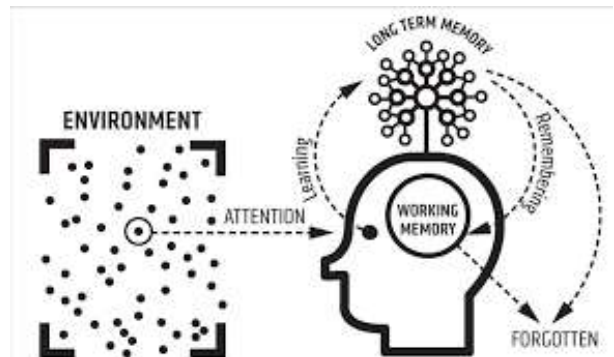


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How do we ensure that knowledge gained is transferred from the working memory into the long-term memory?

Rosenshine's principles in action (bridging research and classroom practice) is providing support and strategies to secure pedagogical understanding for staff.



Principles identified	What do we expect to see in our Music lessons?
Daily Review	Daily review is used at the beginning of every music lesson to activate previously taught skills, vocabulary and knowledge. Examples of this include: think, pair, share; call and response; flashcards of previously taught vocabulary
Questioning	A variety of key questions are individually planned by teachers prior to delivering the lessons, using the music progression grid. The questions progress through the units of work encouraging children to 'dive deeper' with their answers. Staff will also encourage 'say it again better' where applicable and use techniques such as cold calling and think, pair, share to ensure ALL children have opportunity to answer and subject specific language when responding orally. Sentence stems are used to scaffold children's responses, these are both verbal and visual and are present for children to refer to throughout each lesson.
Sequence concepts and modelling	Modelling is provided by the teacher, support staff and peers. These models are high-quality and repeated many times with the children in different ways. Children are given time to practise the application of skills for as long as needed, through both guided and independent practice. Teachers model the subject specific vocabulary and sentence stems needed to answer questions and share ideas and opinions. Lesson plans are progressive, but broken down into small steps to support the acquisition of knowledge in to long term memory. Scaffolds are used to support all children in achieving the learning objective This might be in the form of adult support, displayed vocabulary and knowledge and sentence stems. Visual success criteria is provided for learners every lesson and this is dual coded with symbols to aid understanding for ALL learners.
Stages of practice	Close supervision during guided practice from the staff. Providing instant feedback to learners. Time for independent practice when the learners are ready to use and apply their skills, knowledge and understanding.