The Music Curriculum
The music curriculum is pieced together using the following principles:-

C1: Disciplinary Knowledge
We want children to understand what it is to be a musician; to listen and be attentive to different genres of music; form their own likes and dislikes; understand the interrelated dimensions of music; compose music and be introduced to learning different musical instruments.
We prioritise the teaching of the interrelated dimensions of music as a critical concept; as a concept that can transform a pupil's musicianship. This is taught in each year group throughout the year.

C2: Substantive Knowledge
We look to ensure substantive knowledge is taught and learned in a carefully planned progression using Charanga as a scheme of work. We make links back to previous relevant knowledge.

C3: Botheredness & Purpose
We want children to have opportunities to compose their own work on a variety of instruments and for different styles and purposes. We aim for each year group to take part in performance opportunities both to their peers and to outside audiences.

C4: Spirituality
We look to identify opportunities for spiritual reflection and growth when planning and teaching music. *'Knowledge is finite. Wonder is infinite.' (Matt Haig).* For example we might discuss how music is used in different religions for different purposes. We might explore how music makes us feel and the 'beauty' of it.

C5: Threads
We strive for children to appreciate the beauty of music, where music pushes their imaginations, evokes emotions and fosters connections between them and the world around them.

Teaching methods used in Music
Lessons/ units will/ may include the following strategies:-

Re 'Engagement':
We aim, wherever possible, for music lessons to be practical, with a focus on listening to different genres and styles of music and playing instruments.
E2.Establish a learning culture- growth mindset & learning powers

- I don't know YET- as the class motto- as opposed to I don't know or I can't do this. Encouraging children to understand that it takes time and practise to learn an

instrument and it is okay to make mistakes as they learn.

- Targets- encouraging pupils to be looking for the next step in their learning—start target statements with 'I am beginning to…' or 'I am learning to,,,' rather than 'I can…' EG: "I am learning to find the pulse in a piece of music".
- Open it up- give opportunities for children to compose their own music where they can be creative and experiment with different arrangements. Give opportunities for children to try out the elements of the interrelated dimensions of music eg: clapping out different rhythms.

E3: High expectations & formative intervention

We want to inspire SEN and vulnerable children to develop a passion for music. We respond to their needs when planning and delivering lessons. If a pupil or pupils struggling to understand the learning we support them through:-

- Simplify the skill- same skill but simpler version.
- Peer support- pupil works with another pupil on the concept they are struggling with
- Practical- approach the learning from a more practical and/or concrete angle.

E5.Quality of Teacher Questions (ref also techniques to develop MASTERY)

- Wait time—make sure good amount of wait time gives pupil chance to answer your question
- Tell me- don't always ask why because it's too interrogative—instead use 'tell me' which invites conversation and is more pen ended. Say,' Tell me what you have done.' // Say, 'Tell me what you're going to do first.' Used in particular when composing music.
- A range of answers—discuss each of a multiple choice of possible answers- eg "How does this piece of music make you feel?": happy because… worried because… "Why do you think the composer chose these instruments?"

E6, Engaging ways to get a response/ keep them on task

- Microphone- fake microphone for pupils to share their ideas

E7.Dealing with wrong answers or no answer

- Wait time- Ensure you give pupils the appropriate amount of 'wait time.'
- Yes but- if pupil says they don't know, say 'yes but if you did know, what would you think?'

- **Give them a choice**- Suggest two or more possible answers and ask them to decide which one is the best.

E8: Working together, talking

- **Talk partners**
- **Peer tutoring**- especially if being expected to provide elaborate explanations (as opposed to answers or procedural information) – has been found to sometimes be as impactful if not more so than 1:1 tutoring by adult. *(Read page 134/135 Embedded FA)* Can tutor each other with playing instruments.
- **Jigsaw groups**- When all pupils in a group have a designated role it ensures they are all involved and taking ownership of the group's work/ progress- a case of shared goals/ individual accountability.

E9: Engaging with Challenge

- **Embrace difficulty**- encourage children to embrace difficult tasks and mistakes and to persevere. eg 'It's great that you're finding that tricky- it means you are learning.'.
- **The pit**- talk to pupils in terms of the learning pit—describing the place we find ourselves in when we don't know how to do something/ when the learning is a challenge—display pictures of the pit.
- **Mild spicy hot**- get pupils to evaluate the level of the challenge they face/ have faced.

E10: Organisation

- **Flexible groups**- groups decided daily or within a lesson- based on ongoing evaluation of learning.
- **No set seating plan**- given flexible grouping- pupils have no set places in classroom or at least no set group to work in.

E11- How can we help our vulnerable/SEND learners with this?

- Offer a range of sensory resources that the pupil can use supportively to maintain an appropriate arousal level for learning. These resources should be individually selected to help the pupil:
  - become more alert,
  - remain focussed or
  - become calmer.

- Ear defenders to mute loud sounds
- Adults and pupils need to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active, engaged learner
- Narrate the behaviours of others (I can see that everyone is sitting down – what does this mean for you?)

Re: Thinking

We prioritise listening and the practical methods for understanding and experiencing the interrelated dimensions of music in the learning process because this is where the thinking happens; where thinking becomes restructured; where the striving for understanding happens.

T1: Generating thinking/ P4C

- Links- develop synthetic thinking by asking pupils to make links between different music/ instruments.
- True or false// right or wrong- say which statement true/ which false. EG: this piece of music is played by a guitar.
- What what what- What do you know? What do you think? What do you imagine? What more do you need to find out?
- Six steps to success- provide the pupils with a destination in a bubble- list six things in six other bubbles that you need to get you to that destination?
- What am I?- provide clues 1 at a time to help them work it out.
- Think n' Go- walk to place in room to express your point of view

T2: Thinking about thinking- metacognition

- Barriers and bridges- Pupils identify what are the key barriers and bridges to them achieving a skill or some learning.
- My Magical thinking Potion or Recipe for a good learner'- * work out what is in the potion/ in the recipe

T3: How can we help our vulnerable/SEND learners with this?

- Offer short, personalised instructions in the correct task sequence
- Limit movement between instructions and beginning the task so that the pupil can begin work immediately. The pupil could sit at their table with resources ready during the lesson introduction to limit the interruption of thinking
- Reduce language levels – focus on key words and points needed for delivery.

Re Clarity of Learning:

CL1: Know their starting points

- Elicitation- task in music around interrelated dimensions of music/history of music/composers/genres of music.

CL2: Be clear about the end point and the big picture

- Sharing the learning intention- needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.

CL3: Be clear about the steps to get there

- Success Criteria- The purpose of the success criteria is to make the children absolutely sure about what is in the teacher's mind as the criteria for judging their work. The success criteria can take many forms. Examples might include a modelled composition; self-evaluation checklist; a learning mat or a list of vocabulary. Basically they are a visual aide-memoir for pupils and a reference point for teachers when explaining and then evaluating learning during a lesson.
- Remember to- success criteria- Coin success criteria as 'Remember to……' when the success criteria are obligatory for success- eg make sure you include this rhythm and these notes in your composition.

CL4- How can we help our vulnerable/SEND learners with this?

- Reference points- object, image, words = multi sensory
- Practical hands on learning experiences
- Stem sentences/Parrot responses

Re Pupil autonomy:

PA1: Pupils exploring their own ideas and questions

- Pupils as teachers- pupils conducting mini-lessons for other pupils; pupils writing their own test rather than doing the test; pupils explaining a concept in their own words rather than completing an exercise. Pupils teaching each other their compositions.

PA2: Pupil self-evaluation
to enable learners to become aware of their own beliefs and values and their own

spirituality; this to guide their own ethical decision making; this to have a positive attitude to the search for meaning;

- Colour cups- Pupils put a cup out in front of them to them to show how confident and /or how well they understand. Important they continue to persevere once a red cup out and/or if they are asking foe help, that they have used up all their other strategies.
- Self evaluation prompts- use standard prompts for self evaluation eg' I changed my attitude about…'

PA3: Pupil independence

- Resourcing- ensure pupils have resources available in class generally and for specific lessons to ensure they feel fully supported in their learning.

PA4: Pupil to pupil Feedback

Remember feedback needs to be kind, specific, helpful

- Two Stars and a Wish- Pupils give each other 2 things they liked and one thing to improve

PA5: How can we help our vulnerable/SEND learners with this?

- Use short instructions and keep information brief. Don't overload the child with too much information at a time.
- Use visual reminders and checklists e.g. use colours, cartoons with speech bubbles.
- Give them extra time to process information and think about what they see or hear.
- A list of the steps a pupil needs to take.
- Traffic light system, smiley face symbols.
- Images that support vocabulary learning.
- Set up situations where the child can succeed, by starting with tasks that are easy for them.

Re Proof of learning:

PL1: All student response systems

- Talk partners- again the pupils need to be trained in use of. Change talk partners weekly- on rolling basis. Pupils need to discuss/ decide what makes a good talk partner and review their perf as talk partners . Create cards to show how expected to behave as talk partners.
- Randomiser/ numbers on each chair/ Lolly pop sticks- Have lolly pop sticks with pupils'

names written on. Vary the way you use the lolly pop sticks, for example have a 'joker' stick which allows you to ask anyone you want or use other randomiser strategies. Call out number on a chair to answer. Use randomiser on white board. Use all 3 different methods in each lesson to keep it from going stale. Have pupil photos to pull out of pack.

PL2: Picking up on and responding to needs quickly:

- **Do a quick check-** move quickly around room picking up on how well the pupils 'get' the learning. Work out how many pupils are struggling and respond immediately through.
- **Peer support-** pair them up with someone who does understand/ provide group with an expert.
- **Simplify the skill-** Change the task for the group who are struggling to make the learning more accessible for them.

PL4: Retrieval Practice

- **Heard the Word vocab elicitation-** at start of unit and then revisited at the end
- **End of unit quizzes-** Google Forms, Google Jamboard, Kahoot- https://kahoot.com/; Mentimeter https://www.mentimeter.com/; Carousel- https://www.carousel-learning.com/; Quizizz https://quizizz.com/?lng=en; Quizlet-https://quizlet.com/en-gb; Get Plickers- https://get.plickers.com/
- **Misconceptions retrieval-** Misconceptions can be general, based on on previous lessons or classwork. Often ones that pupils can find confusing, tend to always get wrong or aren't necessarily true to begin with.

PL5: How can we help our vulnerable/SEND learners with this?

- Use post it notes – one idea per post it notes, then write each one as a discrete sentence.
- Voice recording device to aid memory or to record their ideas for writing and check back.
- Voice recording devices to record whole class instructions and give to individuals who need to hear them several times.