

To ensure that our intent transfers into everyday classroom practice, our pedagogy and subject specific CPD is based on the Rosenshine Principles (incorporated within Plymouth CAST Principles Teaching and Learning) and Ebbinghaus' Forgetting Curve theory. This ensures that subject content is expertly delivered. We also deliver individualised coaching to all teachers to continually improve our practice.

Core concepts in Music

Singing



Know how to use a timeline to place events and historical figures and use dates and terms accurately in their own work.

Listening



Know about the existence and reliability of different sources of evidence for different periods.

Composing



Understand the causes of main events and their consequences for the periods studied.

Musicianship



Understand the concept of change over time and know about periods of rapid change.

The curriculum is mapped using these core concepts. We plan for progression using the structure outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Substantive knowledge is acquired through each unit of study to ensure that pupils develop a broad and balanced understanding of each discipline. This is supported by the use of vocabulary prompts and knowledge organisers, and reinforced using retrieval strategies using 'Do it Now' activities at the start of each lesson.

Lesson Timetabling

Units have a varying number of lessons but roughly equate to one discrete lesson per week from Reception to Year 6. Pupils from Y1 - Y6 are taught by a specialist music teacher. Pupils are further given opportunities across the curriculum to apply their music knowledge and skills by performing in the annual music concert and during their learning assemblies. Pupils also receive regular opportunities to sing during the school's Whole school Worship programme.

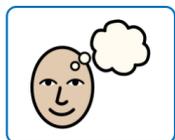
Lesson Delivery Structure in Music

Starter	Main activity	Performance	Reflection
<ul style="list-style-type: none">• <i>Vocal warm-up</i>• <i>Rhythm clapping game</i>• <i>Body percussion</i>	<ul style="list-style-type: none">• <i>Exploration of core musical elements through participation.</i>	<ul style="list-style-type: none">• <i>Perform</i>• <i>Share compositions</i>	<ul style="list-style-type: none">• <i>Encourage musical thinking</i>



Some of the **adaptations** we make to learning in Music for pupils are as follows:

- Providing adapted instruments where possible to ensure all pupils can participate.
- Incorporate visual aids, tactile experiences and auditory cues to engage pupils with different sensory preferences.
- Use gestures, symbols or alternative communication methods to support pupils who may have difficulty with verbal instructions.
- Offer larger print, colour-coded symbols or simplified musical notation to help pupils understand and engage with written music.
- Allow pupils to explore sound through physical contact with instruments or sound sources, especially for those with hearing impairments.
- Provide one-on-one or small group sessions to address specific needs such as motor skills or emotional development.
- Offer expressive activities such as improvisation or movement to help pupils connect with music in a way that suits their abilities.



We **extend** learning in Music by:

- Allowing pupils to create their own music, experimenting with melodies, rhythms and harmonies to express their ideas and emotions.
- Teaching more complex musical concepts such as dynamics, tempo changes and layering sounds to challenge pupils and expand their skills.
- Incorporate music from different cultures and traditions to broaden pupil's perspectives and appreciation of global musical heritage.
- Teaching pupils to listen critically - analysing and discussing elements like mood and structure.



The Music curriculum is **enriched** for all pupils through:

- A planned programme of educational visits and workshops.
- A planned programme of performance opportunities.
- Extra curricular activities such as choir, musical theatre club and the annual talent show.