

Curriculum Subject: Music

Equity

Intent

At Woodford Primary School the primary aim of our music curriculum is to ensure that all children:

- perform, listen to, appreciate, review and evaluate music
- have opportunities to enjoy music through performing, singing, creating and composing
- understand and explore how music is created, produced and communicated in all its forms, patterns, language and notation.
- Participate in a range of musical experiences to develop their self-esteem, confidence and musical appreciation, with an appreciation for various genres, composers and musical styles.

Social Structures

- Positive start to greet pupils at start of music lessons
- Use of talk partners, shared discussion
- Choral rehearsal of vocabulary
- Answering in more detail

Vocabulary

We prioritise the teaching of vocabulary as a core component to build children's knowledge. We use schema maps to promote vocabulary and connect knowledge to build scheme in the long-term memory.

Expectations

- opportunities to sing, listen, play, compose, perform and evaluate.
- Retrieval- regular practise and recap of new vocabulary, (previous sequences of learning)
- use of word mats for new vocab
- Building an understanding of music from different times and cultures. (link to OW units where possible)
- Singing assembly- collective worship.

Opportunities

- performance opportunities with choir and other performance groups
- Local visits from visiting musicians
- Extra curricular opportunities for performance within the community
- links with secondary schools - productions and other performance opportunities- transition year 5/6.

Adaptations

- Widgit symbols, especially for use with instruments
- Vocabulary
- Consistency in teaching and approaches across the school.
- Instant feedback when performing/showcasing work
- SEND pupils - consider sensory needs.(e.g. noise cancelling headphones)

Diversity

Individual liberty
We ensure our music repertoire is from a variety of cultures and traditions. Pupils have a safe space to express opinions about music.

Mutual respect and tolerance
Creating a culture where all music is celebrated and respected encourages learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them

Democracy
•Encouraging pupils to have a voice in choosing learning material, and in how they learn
•Recognising pupils interest and ability, especially if they cannot always convey it

The rule of Law.
Respect and understand the importance of music from all faiths and cultures,.

CURRICULUM DELIVERY				
Grow the potential for all children - children secure new knowledge and achieve. Enact the planned curriculum content.				
	Consistent Approach	Common Language	Teacher/TA Role	
Entry	Ready for learning. • Meet and greet/welcome • Calm and silent • Magnet eyes • Prepared (equipment, pre-teach)	Positive Calm 'Ready to learn.' '1, 2, 3'	Meet and greet. Set expectations for learning.	Assessment and Curriculum Knowledge Content
Starter	Review/Retrieval of knowledge. Set the purpose for new learning to connect schema (know, do remember).	Knowledge Retrieval Knowledge quizzes	Check knowledge. Connect schema. Assessment.	
Teacher Instruction (I do)	Specify and define new vocabulary. Narrated modelling to demonstrate new knowledge. Questioning to deepen thinking of concept/new knowledge.	Narrated modelling Vocabulary Questioning Thinking Cold Calling Oral rehearsal 'MITY' 'TYP' 'Magnet eyes' 'Choral wave'	Direct instruction. Model and explain new knowledge. Circle the room. Listen to discussion. Give feedback. Question understanding.	
Guided Practice (We do)	Exploring the idea in small steps to allow learners to master the concept and connect the schema. High-quality collaborative learner talk. High-quality talk around exemplars of excellence.	Components Connections Scaffold Small steps 9 Talk Moves Choral responses 'Do it, do it again, do it again.' 'Say it again better' 'MITY' 'TYP'	Listen to discussion. Address misconceptions. Circle the room. Live feedback. Question.	
Deliberate Independent Practice (You do)	Assessment for learning. Independent 'overlearning' to secure concept to long-term memory. Scaffolding support to adapt access for children to progress with knowledge content. Questioning to assess how well the new knowledge has been secured.	Overlearning Applying Questioning Independent practice Silent practice Focused feedback 'Show what you know.' 'Do it, do it again, do it yet again.'	Address misconceptions. Live action feedback. Circle the room. Targeted support. Responsive teaching. Adaptive scaffolds.	
Exit	Review/Retrieval of new knowledge. Assessment as learning.	Knowledge quizzes Synoptic tasks Progress measure 'Tell me what you have understood.'	Check knowledge. How well have all children secured curriculum content?	

All children included in learning and have access to the curriculum content ~ Equity.
All children secure new knowledge and progress with learning.

All children included in learning and have access to the curriculum content through their needs being met. All children secure new knowledge and progress with learning.