



## Intent Statement



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## Implementation: Scheme



## Implementation: Planning

Planning is organized into 6 units for each year group to be taught across the year. All planning can be accessed via the Charanga website. Currently Y1, 2, 3 are teaching modules from the Model Music Curriculum Scheme and Year 4, 5, 6 and FS2 are using the Original Scheme. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

## Implementation: Resources

All music resources are stored centrally in the Smedley Hall. Class sets of the following are available via a booking out system: Ukeleles, Glockenspiels, Chime bars, recorders and Boomwhackers; along with a wide range of untuned percussion instruments.

An extensive range of digital resources can be accessed through the Charanga website including all the resources needed for each lesson as well as additional song banks. We also have Sing Up available as a resource for additional songs to be used in class, useful for curriculum links to topics.

## Implementation: Lesson Sequence

There are six units for each year group each containing 6 sequential lessons. The individual units can be taught in any order that suits your topic/curriculum needs, but the lesson sequence within the unit must be taught in order. Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes.

The structure an hour long lesson as a guide:

Listen and Appraise - 20 mins  
Musical Activities - 25 mins  
Perform/Share - 15 mins

## Implementation: T & L / Pedagogies

Pupils will be as musically active as possible during lessons. Each lesson will begin with a listening and appraising session. Pupils will discuss what they hear and extend their understanding of musical styles. Engaging musical activities will form then next part of the lesson, with all pupils taking part at their own level, but always being encouraged to develop appropriately. As appropriate there will be a performance section where peer response will take place.



# Music at Lawn

## Implementation: Environment

Most music lessons take place in the classroom. Occasionally the hall space is utilized.

Appropriate vocabulary and or images will be displayed to aid pupils understanding and learning during the lessons. In FS2 children will be able to freely explore instruments and environmental sounds in the outdoor provision.

## Implementation: Feedback

Feedback for music is in the moment. The teacher will be providing feedback during the lessons to groups and individuals and suggesting how children can make improvements to their work. There will be opportunities for questioning and extending vocabulary and understanding throughout the lessons. As well as feedback from teachers, there will also be the opportunity in many lessons for peer feedback.

## Implementation: How Groups are Supported

SEND: All of the lessons and activities can be differentiated for all children to access them at their own level e.g. allowing children to select own instruments. There is also an additional SEND scheme that can be accessed if necessary.  
GLD: Staff can access musical scores for all of the music to challenge those children working at greater Depth and those who receive music tuition.  
PP: Children can access musical tuition through PP funding.

## Implementation:

### Response to Covid

Guidance was given to staff on how to set music as home learning, however after monitoring we felt that music was a subject that had to be "put on hold". It was then block taught once pupils returned to school. See attached document.



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## Impact: Evidencing

All staff are required to save video evidence of their class at the beginning and at the end of each unit either as a finished performance or smaller sections. This is to be saved onto TEAMS in the year group planning folders.

## Impact: Assessment

Staff will assess the children progress during each lesson and identify those children working below and those children working at Greater Depth. The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation. This will inform and help shape your next lesson and its focus.

## Impact: Monitoring

The monitoring of music will be through the evidence videos on TEAMS, the monitoring of curriculum overviews to check coverage, observations of lessons where appropriate, pupil and staff voice questionnaires. There will also be discussions with pupils who take part in any peripatetic lessons as part of our enrichment programme in music.