



Working Together, Learning Together, Growing Together

Friendship, Honesty, Perseverance, Positivity, Respect

Music Curriculum

Our Curriculum Intent

Our music is based upon the National Curriculum Programme of Study, the TT Education progression in music document, and the Charanga scheme of work. In order to further personalise our music curriculum, we have considered how our pupils enjoy learning and what they enjoy learning about.

Good music teaching at Whitmore should include:

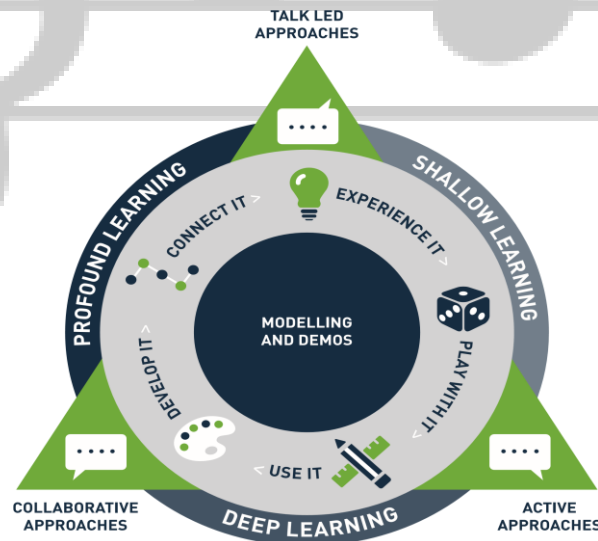
- opportunities for speaking and listening;
- high expectations of pupils;
- a suitable level of challenge so children can improve their confidence and resilience;
- a mixture of activity types so children can improve their attention and focus;
- chances to become independent learners;
- use of TT Education’s ‘Path to Success’ approach.

National Curriculum Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The Path to Success

The path to success is a way of planning teaching sequences created by TT Education, and we have decided to adopt it as part of our music curriculum.



Stage I: Experience it

Pupils need **rich experiences** which they can relate to in order to support them in developing a particular skill set. For example, how can you expect a pupil to use relative clauses in a newspaper report if they have never really experienced this before in any type of meaningful context? The challenge for us as teachers is to find a way to replicate this meaningful experience and practical application in the classroom.

“Hook, Experience, Context and Purpose” We ask teachers to think back to the last unit or topic they taught and then to consider the four elements of the mantra. What was the hook you used to engage, inspire and excite your pupils? What experiences did pupils bring to the activity, or how were you able to replicate experiences to make the learning link to the real



world? Did you choose a context which was relevant and did all the pupils have a clear purpose for their learning, or was it simply 'complete the activities on page 10'?

Stage 2: Play with it

This refers to the **Gamification of Learning**. The power of playing short burst games to practise key skills on a daily basis should not be underestimated. Not only do they act as a hook to excite, engage and challenge the pupils but they also support pupils in developing fluency in a particular skill: procedural efficiency alongside conceptual understanding.

Stage 3: Use It

Once pupils have experienced a particular skill and had an opportunity to play with it in order to fully assimilate the technique, they then move on to use it in context. Practical application in context is key to successful outcomes for pupils.

“Tell me and I’ll forget; show me and I may remember; involve me and I’ll understand.” Chinese proverb

Stage 4: Develop it

Pupils continue to develop the skill in context. It is absolutely crucial that all adults within the classroom, and within the school at large, position themselves alongside the pupils as learners, actively engaging in the learning process. High quality modelling and demonstration should be underpinned by **an active, talk-led, collaborative learning climate**, in which pupils move from learners to teachers. If a pupil can teach a particular skill, it means they must have learnt it and are more likely to remember it. As practitioners, we should be aiming to move all our pupils into becoming teachers. If a pupil can confidently demonstrate the level of understanding necessary for them to be able to explain and teach a concept, idea or approach to another pupil, then in doing so they are demonstrating that their initial learning has been internalised and embedded. By this stage they are demonstrating a move from shallow surface-level learning to deeper learning and understanding.

Step 5: Connect It

This refers to pupils making connections across the curriculum. With a deeper understanding, pupils will begin to make links and connections in terms of how they could apply the skill or concept they have just learnt across the curriculum and in the wider world. Making these connections and exploring possible connections moves the pupil from deep learning into profound learning, which will stay with them forever.

This circular approach then repeats as new skills, concepts and ideas are added. This whole approach is underpinned by talk-led, active and collaborative approaches, which provide the foundation for success.

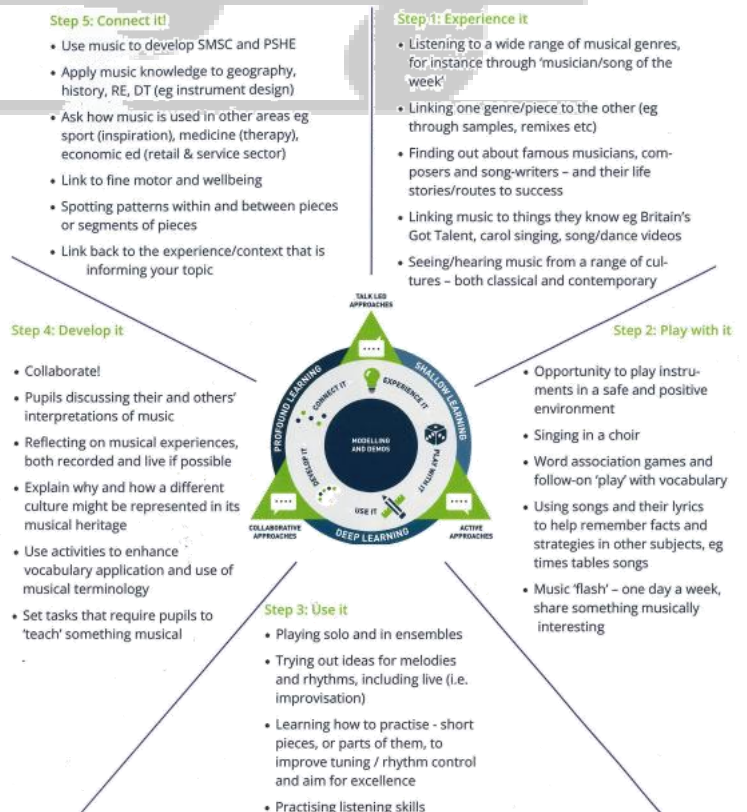
What does the Path to Success look like in music?

This diagram shows some ways in which the Path to Success can be incorporated into a teaching sequence in music. This is not a comprehensive list of the ideas that we use, but some possible examples of activities that may fit into our sequences of teaching.

Combining the National Curriculum and the Path to Success

Using the National Curriculum and The Path to Success approach, our sequences of lessons (and music curriculum as a whole) will give the opportunity for pupils to learn about:

- A variety of musicians, composers and genres of music;
- Key vocabulary through quality speaking and listening activities and application;
- How to perform, compose, transcribe, describe and appraise music;
- Careers available in the music industry.





Curriculum Implementation

Using the TT Education objectives and the National Curriculum to help us, we have created a progression document so that we can see how children’s musical knowledge and skills should develop over the time they spend at Whitmore. In order to help our staff plan and teach their lessons more effectively, we have chosen to map these skills to the units we teach.

All of the objectives that we want children to achieve can be found in our [music progression document](#). The term-by-term mapping of these objectives can be found in the [music overview document](#).

Vocabulary

Each unit has a selection of key vocabulary that children are expected to know and use in their speaking and writing. These words are key words that relate to the unit, but have also been chosen to help enhance children’s wider knowledge of the world and increase their cultural capital. We have also used the TT Education vocabulary lists to help us create year group sets of vocabulary that children can use for talking about music. In music lessons, all the key vocabulary that children need is easily accessible on their knowledge organisers.

Visuals

Using well-designed visuals in the classroom helps children’s retention of knowledge and improves their engagement with their learning. It is for these reasons that we have chosen to use symbols from Widgit to represent every unit-specific piece of vocabulary, and the different categories of generic vocabulary. We have identified our children’s speech and language as a weakness across the school, so the strong and consistent use of visuals will enable our children to use more advanced vocabulary in their speaking and writing.

Knowledge Organisers

Every music unit has a single-page knowledge organiser. On these, the Super 6 take pride of place, next to a place where the children are able to RAG-rate how well they have done against that objective. The key vocabulary for the unit is clearly labeled, alongside the Widgit symbol that corresponds to that piece of vocabulary. In addition, each music knowledge organiser has pictures, diagrams and key questions for the children to consider. Our current set of music knowledge organisers can be found [here](#).

Curriculum Impact

Assessment and the ‘Super 6’



Each unit has six objectives. These objectives are shared with the children throughout their learning, and form the basis of our planning and teaching. At the end of each unit, the children will assess themselves against their six objectives, so that they are able to feel an ownership and responsibility for their own learning. Children should know, or be able to easily check, their ‘Super 6’ for each music unit using their knowledge organiser.

Teachers record assessment using the Super 6 assessment grids on Insight (our assessment tracking system). At the end of each term, teachers will RAG-rate the objectives they have taught, and decide if children are currently one of four standards. The standards are:

- 0 Taught, but not yet understood
- 1 Some evidence, but not yet secure
- 2 Objective secured
- 3 Working at greater depth

This rating of objectives will be used to inform and enhance future planning and teaching. The music subject lead will also look at the termly assessments, and offer appropriate advice to teachers where necessary. At the end of each year, a final assessment for the academic year is added onto Insight. Teachers use their termly data to help them decide a final judgment for each child’s attainment – children are assessed as working at, above, or below age-related expectations.

Where termly aims have not been achieved, teaching is adapted in subsequent terms to ensure that children do not miss vital knowledge and skills.