

The Music curriculum is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.



Vocabulary is explicitly taught during the unit and is built upon as their skills progress.

To disrupt the **forgetting curve**:

*We have a spiral curriculum,
Each lesson begins with listen and appraise skills.
Vocabulary is built upon from previous units.*



Each unit of Music comprises of the strands of musical learning which correspond with the national curriculum for music. Pupils begin by listening and appraising a range of music and moving onto a combination of music games, singing, improvisation, composition and performing. At South Bersted, we believe in providing clear steps to success and planning opportunities for pupils to practise their skills before performing their work to an audience. This supports our aims of creating high quality music. Evaluating theirs and others' compositions is a key part of our Music curriculum and links to our approach of growth mindset.

Exploration and experimentation is done through the use of varied musical genres.

Children should be encouraged to explore musical skills and develop these.

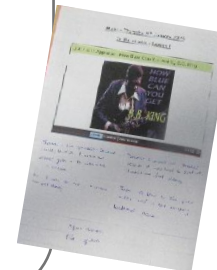


Feedback is:

Specific to the skills and vocabulary,

Pupils perform their work and make changes.

Provided by peers and adults throughout lessons.



We effectively **model** learning through:

I do, we do, you do,

Think aloud, (what do I know already that will help me)

Show worked examples,

Playing a range of instruments.

We use **scaffolds** to support **independence**:

Prompts,

Part worked examples.

Learning is **sequenced** toward an end point to:

Children develop and practice the key skills to create a high-quality final piece of music, both individually and as a group.



How are Music books used?

- Each class has a Music class book. Individual books are not used.
- Teachers use the class books to record pupil voice in listen and respond sections of the lesson.
- Additional entries can be added for significant activities.
- The date, unit name and lesson are evident in the book.
- Class books move on with the class at the end of the academic year.
- Instrumental units are recorded with pupil voice and skills covered.

How are resources organised?

- All teachers have a log in to the Charanga Music Website where plans can be downloaded. Knowledge organisers and progression of skills can also be downloaded from here.
- We have 20 portable glockenspiels in carry cases which are kept in the Music room.
- All instruments are kept in the Music room cupboard.

How often is Music taught?

- Music is taught weekly.
- A new unit is taught each half term, covering 6 units in total over the academic year.
- Lessons are taught as a progression of skills. Each unit gradually develops these skills with a focus on listen and respond, composition, improvisation and performing. Each lesson has an aspect of one of these.
- Pupils have two half term units in KS2 focusing on instrumental skills. These are provided by West Sussex County Council and focus on ukelele and drumming.

How is a Music lesson structured?

- All lessons start with a listening activity for pupils to engage with and respond to. Pupils are encouraged to say how the music makes them feel, identify instruments played and comment on the style of music.
- The main lesson develops the skills of composition, improvisation or performance.
- Each lesson ends with a final performance giving pupils the opportunity to evaluate their learning.

How is Music assessed?

- Musicians are assessed on their progression of skills as set out in each unit.
- Teacher assessment is recorded on SONAR 3 times a year based on these skills.
- Recordings and videos are made at 3 points during each unit and are saved in a shared folder to support teacher assessment.
- Pupils are given the opportunity to evaluate their own work and those of others.