



Intent

The curriculum for Music at Frogmore Infant School has been developed to ensure:

- Pupils make excellent progress in the acquisition of skills and knowledge for Music
- Pupils have the opportunity to develop a love of music and their talents as a musician including singing, experimenting, composition, performing and listening
- Knowledge and skills are taught in a logical progression so that all pupils are able to acquire the intended skills and knowledge by the end of Key Stage 1
- Music skills are taught within the context of a blocked unit enabling rich contexts, enrichment links with other subjects, breadth of learning, high expectations and a purpose for learning
- Pupils have the opportunities to be curious, show concentration and perseverance, self-reflect, develop independence and collaborate
- Rich dialogue, subject specific vocabulary development

Schemes of Work are written for each unit drawing upon learning objectives as detailed in our Progression of Skills and Knowledge (PoSK) for Music alongside the use of 'Music Express'. The strands of singing, performing, improvising, composing and listening are fully covered across all units.

As a result of the impact of COVID, we have identified missed content (knowledge, skills, vocabulary and concepts). We are using a varied approach for education recovery in computing:

- Providing opportunities to experience skills and techniques in continuous play settings
- Giving children opportunities to explore and consolidate new skills
- Adjusting the curriculum to ensure pupils use a range of computing resources and programs competently



Music

<p>Curriculum coverage Why this?</p>	<ul style="list-style-type: none"> • Knowledge, skills and understanding for Music are clearly laid out for each year group in the PoSK document. • PoSK ensure that pupils achieve the ambition of the National Curriculum for Music with pupils taught to improve their skills in singing, playing instruments, composing, performing, evaluating and using the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure) • Schemes of Work clearly detail live and recorded to cover. These have been carefully selected to support progression in learning and reflect difference timescales, musical form and cultures • Timetabling music enables pupils to redraft and build their skills and knowledge • Music activities are planned to add to pupils' cultural capital and include theme weeks, singing festivals, clubs, performances to parents/visitors
<p>Curriculum sequencing Why now?</p>	<ul style="list-style-type: none"> • PoSK ensures that the curriculum for Music is planned and sequenced so that new knowledge and skills build on what has been taught before and ensure pupils achieve our ambitious expectations at end of Key Stage 1 • PoSK and Schemes of Work identify small enough component steps so that all pupils can achieve our ambitious expectations at end of Key Stage 1 • Schemes of Work take account of gaps in pupils' knowledge and skills and allow sufficient time for skills to be practiced over time to ensure automaticity • Schemes of Work use diagonal sequencing to make links between subjects to support later learning
<p>Progress Knowing more and remembering more</p>	<ul style="list-style-type: none"> • Teaching builds up pupils' knowledge and skills in long term memory because progress is knowing more and remembering more and enables pupils to perform more complex tasks over time • Teachers make links with previous learning to support automaticity and independence • Teachers have a clear understanding of gaps in skills and knowledge for individual pupils and plan to address these • Teacher use assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/ independence

**Happy learners, great achievers.
Believe it can be done.**



Music

Subject knowledge	<p>The Curriculum Leader for Music works alongside year group teams to write Schemes of Work to:</p> <ul style="list-style-type: none"> - Ensure teachers have high levels of subject knowledge - Ensure the curriculum is sequenced effectively so that new knowledge and skills build upon what has been taught and ensure pupils achieve our ambitious expectations at end of Key Stage 1 - Provide opportunities for pupils to work at greater depth - Identify professional learning needs in music
Ambition	<ul style="list-style-type: none"> • The Curriculum Leader Music ensures that the curriculum is ambitious for all groups of pupils and removes gaps and barriers to learning through scaffolding, adaption, learning sequence including preteaching

Implementation

Pedagogy	<ul style="list-style-type: none"> • Teachers ensure that the teaching decision they take achieve the intent for Music • Teachers ensure that short term planning for Music: <ul style="list-style-type: none"> - Locates the lesson in the context of the scheme of work and the pupils' prior knowledge and understanding - Ensure lesson activities focus pupils' thinking on the learning objectives to avoid overloading pupils' working memory - Ensures sequencing of learning for the unit of work enables more cognitively challenging activities based on previous learning - Provides effective challenge - Uses outcomes from assessments to fine tune the next small stage in learning - Identifies the learning objects and success criteria for the pupils - Makes effective use of guided groups/modelling/scaffolding - Provides opportunities for metacognitive approaches - Ensures pupils have opportunities to articulate learning in their own words/writing - Provides opportunities to promote and develop reading skills
Assessment	<ul style="list-style-type: none"> • Teachers use non-core assessments to check planned skills/knowledge have been remembered and pupils have a high level of automaticity/independence • Teachers use assessment to identify useful feedback and to plan/adjust subsequent learning

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Learning environment	<p>The Curriculum Leader for Music ensures that the learning environment around the school:</p> <ul style="list-style-type: none">- Demonstrates and models high expectations and standards in Music- Models the current learning journey and displays high quality examples of current learning- Is used to develop/extend language and thinking and reasoning- Celebrates children's learning- Provides high quality and relevant resources to ensure the full curriculum Music can be taught
Culture	<ul style="list-style-type: none">• The Curriculum Leader Music ensures there is a climate of high expectations where pupils' love of Music can flourish• The Curriculum Leader for Music ensures a wide range of opportunities take place e.g. half termly focus themes, annual arts' weeks, extra-curricular clubs, cluster schools' singing festival, performance in assemblies

Impact

The Curriculum Leader for Music evaluates the impact of the curriculum through topic reviews, moderation activities, curriculum team subject reviews, learning walks, pupil interviews, data analysis and work sampling. The Curriculum Leaders is able to:

- Demonstrate pupils reach the school's end of KS1 expectations. Where pupils are working below ARE we are able to demonstrate sustained improvement in their subject knowledge/understanding/skills in relation to their prior attainment
- Demonstrate that the planned curriculum is taught
- Discuss strengths and development needs in Music
- Demonstrate that pupils are enthusiastic about the subject and highly motivated to learn showing curiosity, perseverance, self-reflection and independence

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