



Rationale for shared teacher guidance in Music

This a guide to how we teach Music at CAW, in this document you will find the lesson structure, task designs, documents and links to curriculum.

The Leadership of Music

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The Teaching of Music

It is our intention that, by Year 6, pupils will have developed skills in performing music - singing and playing instruments, listening to and appraising music and composing and improvising music. They will develop core musicianship skills and knowledge such as keeping a pulse, playing rhythms, singing in tune, aural skills, and using basic musical notation. They will have experience of practical music making with others and will have knowledge of instruments and experience of playing instruments. Pupils will have knowledge and understanding of the inter-related dimensions of music and will develop an appreciation of music that includes knowledge and understanding of music from different cultures, genres and time periods.

Music lessons are taught weekly in one hour slots by the Specialist Music Teacher. Lessons include warm ups, musical games, learning to play instruments, singing, listening to and appraising music, and improvising and composing activities. Co-curricular opportunities are offered after school and instrumental lessons are available.

When Medium Term Planning for Music consider

Resources	Planning support	Content/Time	Performances/events
<p><i>Topic overviews will be available in medium term plans in the Music folder in the Curriculum folder on the T-drive</i></p> <p><i>Sing Up website for songs and how to teach them</i></p> <p><i>You tube for musical examples to watch and listen to</i></p>	Specialist Music teacher - Jane Elliott	<p>60 minute lessons can be broken down like this for example:</p> <p>Warm ups and or games (10 min)</p> <p>Listening and appraising (10 min)</p> <p>Main activities (30 mins) could include</p> <p>Singing and or Instruments</p> <p>Improvising and or composing (if part of the lesson)</p> <p>Work sharing and appraisal (10 mins)</p>	<p>Christmas whole year group singing performances</p> <p>Seasonal Parental engagement events</p>





Most effective lessons look like...

Lessons begin with sharing the learning intentions for the lesson and recapping previous learning. This is followed with a whole class warm up activity such as a rhythm game or chant that builds core musicianship skills. This can be followed with a focused listening activity relating to the knowledge and skills that are the focus of the lesson, followed by questioning and discussion. Practical activity that develops skills and knowledge forms the main part of the lesson. This can begin with learning or practising a skill, which is broken down into small manageable chunks. For example, learning to sing a section of a song one line at a time or learning to play a chord on the ukulele, building towards using that chord in the context of a song performed at the end of the lesson. The final part of the lesson could include work sharing and appraisal, performance opportunities and reviewing the learning of the lesson.

During the lesson, observation and questioning informs the teacher how each child is progressing. Learning can then be differentiated to enable each child to make progress with their learning by offering extra support or extending learning where required.

Feedback

Please refer to our Feedback and Marking Policy in line with this guidance

At the start of the topic, the aims of the unit will be explained to the pupils.

Key questions will be asked for pupils to self-evaluate which of the learning aims they are currently already able to do/already know. These will be revisited at the end of the unit.

Formative teacher assessments through observation, work sharing, and questioning will be used throughout lessons and verbal feedback given. Pupils will also engage in self and peer assessment.

Progress will be evidenced through planning, videos, photos, written teacher observations and worksheets where appropriate.

At the end of each unit, pupils' learning will be assessed according to best fit statements or tick lists of objectives achieved.

SEND

Music should be accessible to all students and any necessary accommodations made where possible. Pupils who need to use ear defenders should bring them to Music. Music can offer many salient opportunities and experiences for SEND students including the opportunity to collaborate with others, self-expression, gross and fine motor development etc. Music can be a great leveller and, for many, adds to their enjoyment of their school experience.





Personal development

The learning of music offers opportunities for self-expression, creativity, aspiration, resilience and collaboration and can contribute to a sense of community and to pupils' wellbeing.

Targeted use of Pupil Premium Funding enables us to identify talent early, offering the opportunity to learn a musical instrument individually or in a small group free of charge to the family in addition to the whole class instrumental learning that is taught within the curriculum.

Belonging to a co-curricular music club provides further opportunity to make music in different ways and develop musical knowledge and skill while forming relationships with pupils outside of their own class.



