



CAWTHORNE'S ENDOWED PRIMARY SCHOOL

National Curriculum **SUBJECT GUIDANCE** for

Music

PLANNING for DELIVERY

Music is taught within the context of our topic rolling programme, through units from Hamilton Trust. The rolling programme can be found in the shared school googledrive folder.

As the music coverage was not sufficient purely through the topics, staff at Cawthorne's agreed to include a weekly half hour session in their timetable to cover music through the Charanga resource. The broad units to be covered are also included on the rolling programme. Each unit of work covers all of the skills in the National Curriculum. The exceptions are the Glockenspiel and recorder units. The Reflect Rewind Replay units focus more on music from different cultures and time periods.

The Charanga resources can be found at:

<https://www.lancashiremusicclub.co.uk/>

Please note that we are allowing 30 minutes per week so each Step in the scheme will take two weeks to cover. Therefore, each unit will take a whole term to cover rather than half a term.

PROGRESSION and DIFFERENTIATION

The music sessions through Charanga will be initially introduced through a two year rolling programme. They have been planned in order to provide coverage of the National Curriculum whilst providing opportunity to develop skills and knowledge in a coherent manner.

CHALLENGING THE HIGHER ABILITY

All the learning activities are differentiated so as to provide appropriately challenging learning for all pupils. Many of the activities are differentiated by outcome as well as the provision of differently levelled starting points (for example bronze, silver, gold). Coverage of all three levels will be needed to ensure that children from all year groups in Class 2 are being challenged. There are three differentiated sheet music parts for any pupils learning a musical instrument outside the classroom. This enables those pupils to participate in playing with the rest of the class but on their own instrument.

SUPPORTING SEND

Children requiring additional support are given this where appropriate and in accordance with their Pupil Passport. Regular interventions are in place for children identified as needing differentiated support which is reviewed termly to assess suitability on an intent, implementation and impact cycle. All work is differentiated to the needs and abilities of the children, this is through questioning, support, expectation, work set and outcome.

ASSESSMENT and Record Keeping

Teachers are constantly assessing children through questioning, observation and performance. Evidence of engagement with learning activities and performances will be regularly collected through photographs, audio and video and printouts of composition. Children will also be encouraged to assess their own and other's work against specific learning objectives.

Summative comments are written on an end of year report to parents. Annual report comments are to be recorded at the end of each unit of work. This should be written in the light of the skills and knowledge that each child has acquired and developed throughout the unit.