

<u>Subject: Music</u>  <u>Subject Lead:</u> Sue Christophers	Subject Intent: • Embed the musical vocabulary and continue to develop and enhance the musical culture of the school • Ensure children understand their next steps for progression in music • Develop links with local secondary schools We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.			
Teaching • Music and vocabulary Progression Documents in place • Music curriculum plan is generated from a variety of sources including Charanga, BBC Schools and BBC Ten Pieces • Classroom music is taught as part of a wider curriculum, therefore time allocated accordingly. • External music providers in school include Cornwall Music Service Trust (drumming / guitar / violin / keyboard), Rocksteady and in addition to various flightpath opportunities created by the ASONE Music Hub • Weekly Music / Singing assemblies • Choir weekly	Personalised Learning • Quality First Teaching • Opportunities created for all to participate in music • Variety of recording outcomes	Resources • Charanga – unit plans • Charanga – listening centre • BBC Ten Pieces • BBC school radio programs • Music assembly organised and facilitated • Bespoke Music room • Music display resources created for each class • Glossary of musical terms given to all teachers • Listening support / ideas given to staff	Cultural Capital • A broad and balanced programme of music listening including all eras of music and styles is planned throughout the year. • Music in the community – Harvest Festival, Christmas performances, celebrate local and national events including St Piran’s Day, Olympics • Children have the opportunities to perform and share giving purpose to their music as part of the culture in the school.	Assessment • Teacher tracking girds • Pupil conferencing and reviewing of evidence recorded.
Inclusion - SEND • Quality First Teaching • Planned additional support from adults (as and when required both in the class but also for choir where appropriate) • Scaffolded learning (as appropriate) • SEND document – support pupils to access music	Curriculum Scope and Progression • Progression grids are used to ensure progression and direction. • Listening from Charanga Listening Centre ensures breadth of experience • Opportunities to extend (children encouraged to bring in instruments) • Opportunities to support / scaffold with planned additional support	Working as a musician • Planned opportunities for cross-curricular links as appropriate • Planned opportunities for music in the community • Purpose for performing eg. Y2 singing Trelawny and Y1 singing the academy song for future singing for the whole school to sing along with. In addition to whole KS and school opportunities. • Singing for pleasure • Awareness of listening to music and how it impacts feelings	Monitoring • Book Looks • Pupil conferencing • Planning / KO • Music objectives grid • Evidence on the one drive	Outcomes • Music is exciting! • All children are accessing music • Music is a subject which brings smiles to people's faces and a sense of belonging. • Music is inclusive throughout • Through singing assemblies, choir numbers are growing with several boys caught by the tracks sung. • Progressive musical language used throughout the school • Staff and pupils are familiar with different genres and ears of music.
Disadvantaged Pupils • Quality First Teaching • Planned additional support from adults (and as required) • Standards, interventions, and opportunities tracked termly by SLT and PP Lead	Transition • Transition meetings • Verbal communications • Sharing with performances with next class teachers.	CPD • Music Leaders CPD • Music Lead to attend Annual music conference • ASONE Music Lead school • Whole Staff music CPD • Feedback on monitoring and next steps during staff meeting	Strengths • All children have opportunity for listening • All children have opportunity for singing • Children enjoy opportunities for music, very animated during pupil conferencing. • All children have the opportunity to be part of music in the community.	Next Steps • Embed the musical vocabulary and continue to develop and enhance the musical culture of the school • Ensure children understand their next steps for progression in music • Develop links with local secondary schools