

Church Hill School Music Curriculum Implementation

Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

Respectful

Friendly

Determined

Kind

Courageous

Tolerant

Planning

Teaching

Assessment

**Review and
Development**

**Inclusion and
diversity**

**Cultural Capital
and Partnership**

In order to give children access to expert tuition, some children are taught by peripatetic teachers.

Planning for each unit is compiled of carefully sequenced lessons, allowing prior knowledge to be embedded and built upon.

Resources used within each year group allow for the progression set out in the curriculum map.

All classes have access to the Charanga scheme in their classrooms to ensure their teaching is correct

Teaching includes a wide range of musical opportunities in whole class groups, small groups and individually.

These opportunities may include using their voices expressively and creatively by singing songs and speaking chants and rhymes and playing tuned and untuned instruments.

Explicitly teach new vocab which is modelled and displayed, with the expectation that this is used accurately by adults and children.

Opportunities to use music in other curriculum areas such as History, English, Drama and PE.

Prior knowledge is assessed at the start of each unit to ensure lessons are ambitious and supportive for all children.

Evidence is collected in a variety of ways – observation, video, learning walks, presentations, photos and occasionally written outcomes.

Feedback is in line with school feedback policy which places a high emphasis on high quality, in the moment, feedback.

Staff receive in house and externally run CPD to support them in the teaching of music.

Subject Lead attends LA training and Subject Leader meetings to ensure full understanding of current best practise.

Subject leader undertakes staff training, shared planning, learning walks, lesson observations, subject leader surgeries and where appropriate evidence/book looks.

All pupils have access to high quality music resources and teaching in school.

Appropriate adaptations to curriculum, teaching and support are made to allow access for all pupils.

Some resources already include adaptations, for example Makaton signing within Rocksteady music lessons.

Progress within music included in feedback to parents during termly parent/teacher consultations and in school reports.

Parents who have knowledge and expertise in music are invited into school to work with/ demonstrate to pupils.

Children have the opportunity to take part in workshops, music festivals, both in school and at other venues.