



Ensuring our curriculum INTENT is high quality.

AREAS TO CONSIDER	Comments
Is your curriculum rationale coherent and well considered for your school?	
What is that you want for all your pupils in terms of your subject curriculum?	Exposure to a variety of musical genres and the opportunity to perform and showcase practical skills acquired throughout the year through the use of instruments or singing.
What is the rationale for how you have organised your curriculum?	The music units provide foundational skills in the theory and practical application of music and understanding different genres. Introducing experiences with the choir and external instrument lessons allows children to explore and become confident in performance and improvisation objectives.
Why have you chosen the specific themes and topics and how do these link to the needs of your school community?	Beginning the phased move into the Model Music Curriculum ensures children's learning is supported by quality pieces of music from a range of genres. By incorporating a strong element of performance-based music, it allows children the opportunity to develop skills beyond the academic scope and develop confidence that can then be used as a bolster for further learning across the curriculum when met with challenges.

Does the scope of the curriculum meet national curriculum requirements?	Selected music units and the LMS providing instrument lessons are government approved, therefore meeting the NC requirements.
Is the subject specific knowledge explicit to year group end points?	
Is this outlined clearly in each subject? e.g in history this is substantive knowledge (facts), disciplinary knowledge (what it means to be a historian) and chronological knowledge?	Year group objectives are clearly mapped in a progression document that is available on the one drive for all staff. Outcomes are largely focused on practical evidence. Assessment documents are still being developed for each unit.
Vocabulary (knowledge)	
Is vocabulary (knowledge) explicit to year group end points in all year groups including early years?	The vocabulary documents outline specific vocabulary per year group and is used as prior knowledge to build on throughout the year groups.
Skills (procedural knowledge)	
Are skills (procedural knowledge) outlined clearly to year group end points – including early years?	Skills and knowledge are indicated separately on the progression document and are highlighted to indicate desired end points. Early learning goals are also included on the document along with curriculum objectives.
Is it clear in the year group plans that the teaching & learning will prioritise the acquisition of knowledge first, followed by the application of skills later?	Each music unit provides step by step plans that begin with knowledge to build into practical application. The units are tailored to meet year group requirements and is designed to be accessible at all levels of musical skill.
Do the subject curriculum INTENT plans offer a progression model as pupils move throughout year groups? E.g from EY to Y6	
Do these INTENT plans represent high expectations for each year group?	With a strong focus on demonstration of skills after acquiring knowledge, high expectations are made evident in the desired outcome. All children are expected to participate at the best of their ability showing improvement from one performance to the next.
Do the year group end point plans ‘get more challenging’ in knowledge, vocabulary and skills from year group to year group’ in a progressive model?	The level of challenge is evident in the plans e.g. beginning with simple melodies developing into singing harmonies or playing with non-melodic accompaniment by the end of the year etc. This pattern of progress is planned within the year and from year group to year group.
Is the sequencing of knowledge and skills content organised in medium/short term planning to build up subject specific content ‘step by step’ in lessons?	

Is lesson sequencing appropriate, so that pupils are building on their prior knowledge and therefore maximising on their learning potential, whilst avoiding memory overload;	The phasing into the Model Music Curriculum and the introduction of choir and instrument instruction allows children to acquire knowledge and then build on that knowledge in manageable steps through expert instruction.
Are plans reviewed regularly?	Plans and units are reviewed throughout the year and adapted accordingly.
Do you know how well teachers implement the curriculum? How?	Observation of performance is the main source of implementation. External expert instruction ensures implementation. Otherwise, data gathering in this area is still under development.
How are curriculum INTENT plans adapted to meet the needs of all learners	
How are curriculum INTENT plans adapted to meet the needs of all learners, especially SEND?	Music knowledge and performance is not completely measured in quantitative objectives, but also against personal progression ensuring experiences of success for SEND learners too.
How are curriculum INTENT plans adapted to meet the needs of all learners, especially disadvantaged pupils?	Providing external instrument lessons, opportunities to perform as a group and expert singing instruction provides a resource that may not otherwise be available to disadvantaged pupils. The curriculum also employs skills that are not necessarily common to other academic subjects e.g. less written work, more interactive opportunities and team work that caters for a range of strengths and skills that pupils can contribute at many levels.
Is there any guidance offered in INTENT plans about how the content or approaches may be adjusted to enable all pupils to achieve success to their year group end points.	All steps of learning can be revisited and repeated and supportive options are often included in the music unit plans to support successful learning.