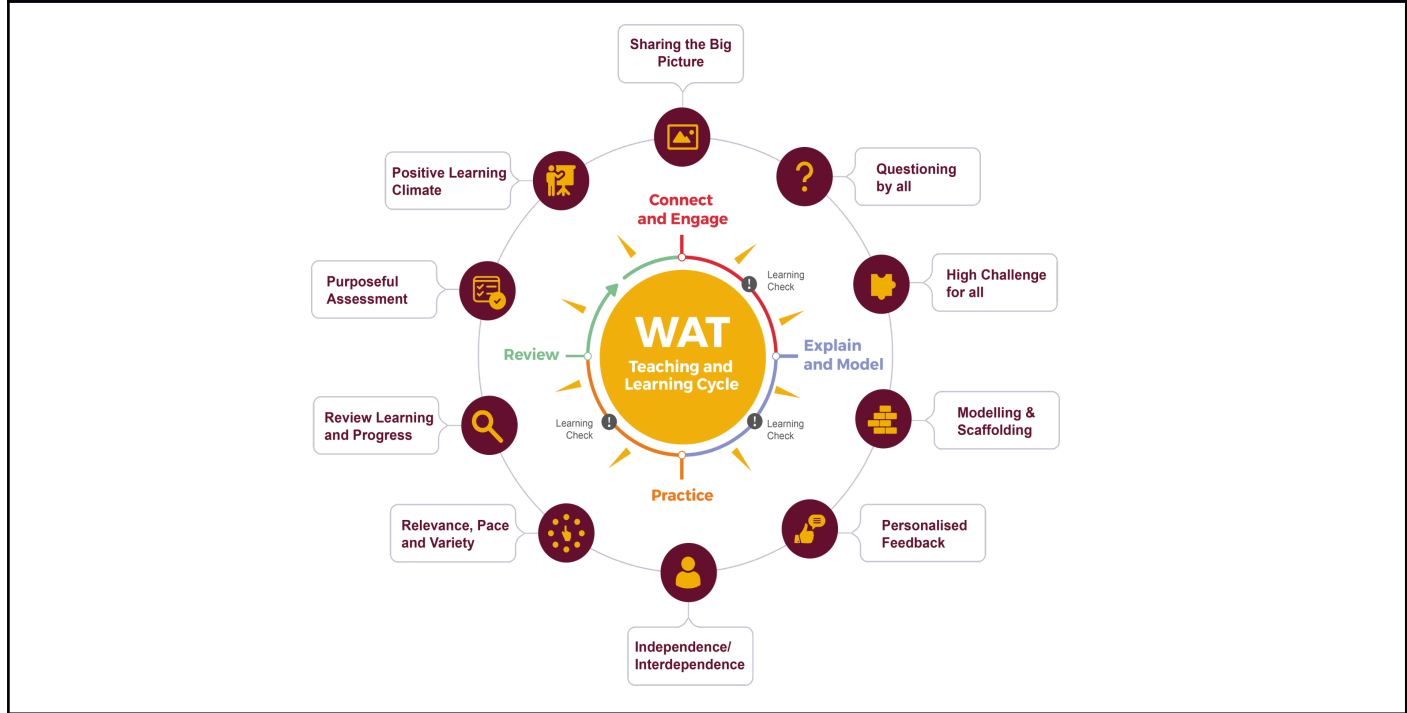


Music

WAT Aspire Curriculum – our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Teaching and Learning Cycle



Long Term Overview

[Music Overview Document 2022](#)

EYFS

In the EYFS, music knowledge and skills form part of the three prime areas and four specific areas of learning and will be delivered as planned by the early years practitioners in line with guidance set out in the statutory framework for the early years foundation stage, published March 2021. The progression in music from EYFS to Key Stage One document below shows the knowledge and skills that pupils at the end of EYFS should have acquired and how these are built upon in Key Stage One.



"Our aspirations are our possibilities – believe you can and you will!"

KS1 and KS2

- Units should be taught in the order detailed in the Manor Way 2022-2023 Music Overview Document.
- Pupils in Key Stage One and Key Stage Two will follow the National Curriculum Programmes of Study as set out in the National Curriculum.
- Children in Year 4 take part in weekly whole class instrumental tuition, where they learn to play the cornet.

Medium Term Plans

Medium Term plans are developed from the knowledge and skills identified on the knowledge organisers which set out the skills, knowledge and vocabulary to be developed for each unit of work.

[Music Scheme of Work | Standard Long Term Plan](#)

Vocabulary

Music vocabulary is planned progressively from EYFS through to Year 6 and shared on the Knowledge Organisers.

[Music vocabulary progression EYFS-Year 6](#)

Assessment

- AFL is used in every lesson.
- Gaps identified feed into Smart Starts where appropriate and consolidation weeks to address gaps.
- KWL Knowledge Tracker

High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. High challenge is a focus for us at Manor Way and this is our 'High Challenge for All' rationale which sits alongside our Teaching and Learning cycle [High Challenge for All](#)

SEND

Class teacher input is given via targeted classroom teaching (Quality First Teaching) where individual needs are planned for. All staff have high expectations of all pupils. They use what the children already know and use a range of teaching strategies to involve every child in learning. This may include using practical equipment or specific strategies, e.g. use of a reading ruler, concentration cushions. Through



"Our aspirations are our possibilities – believe you can and you will!"

reviewing children's progress, daily gaps in their understanding or learning can quickly be identified and support can be put into place to enable them to make progress. Teachers plan, scaffold and/or differentiate work to closely match a child's ability.

When a pupil has been identified with special needs, their work will be further scaffolded or differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum. The use of specific resources and strategies will also be considered and used where appropriate. This may include the use of visual prompts, sensory audits, task management boards to chunk tasks and support children with memory difficulties. At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

Music Learner Tools

Each child will have a copy of the knowledge organiser for the unit being studied inside their curriculum books. This contains key concepts for the current learning as well as the key vocabulary for that unit.