















Curriculum Rationale

At Thurcroft Junior Academy, our approach to Music is grounded in an absolute belief that every child can develop the appropriate listening skills to listen with attention to detail and develop their aural memory. We understand that learning potential is increased through effort and believe passionately that Music is a key skill which is essential for all aspects of everyday life including independent learning and developing an appreciation of the wider world. We teach a Music curriculum that develops throughout the stages of school and apply our knowledge throughout our curriculum. We believe all children are musicians and that potentially needs unlocking. We apply our Music skills to the wider curriculum, as we know that Music can support all areas of learning.

INTENT		IMPLEMENTATION		IMPACT	
 Alignment to the NC	<p>The school follows the ACET Music long term plan that follows the NC programmes of studies and is enhanced using the Model Music Curriculum. There is a consistent thread of throughout the year developing on further skills that are required to complete to enhance their musician skills.</p>	 Pedagogical Approaches	<p>Each lesson is carefully designed to ensure pace of learning as well as to regularly check for understanding whilst pushing some children to a deeper understanding. Wherever possible, these lessons are practical to help the children embed their learning. Misconceptions are address and opportunities to consolidate learning are provided. Music is not solely taught through 1 lesson a day but is occasionally linked to other curriculum topics and key vocabulary is encouraged to be used within day-to-day classroom activities.</p>	 Approach to Assessment	<p>In Music misconceptions are addressed quickly through learning stops and live marking. This then leads directly into the next lessons planning and focus group teaching. The academy engages termly subject lead meetings in both internal and trust wide. This ensures the children are acquiring the fundamental skills of Music.</p>
 End Points	<p>By following the ACET long term plan, we are setting high expectations within lessons designed to educate children to the appropriate levels of Music. By the time the children leave us at the end of KS2, all children will have had the opportunity to play, perform, improvise, compose, listen and develop an understanding of the history behind music.</p>	 Teachers' Expert Knowledge	<p>Teacher development is central to the success of Music teaching. All teachers are fully trained and continue to develop their knowledge through a variety of professional development opportunities. There is a designated Music lead who monitors and delivers CPD and coaching opportunities. Teachers have expert knowledge in the different ways that children learn and how to support children in Music with different resources, so that all children can achieve.</p>	 Performance Data	<p>The school uses FFT to set ambitious targets for all children, which are at least in line with the top 20% of pupils nationally. The most recent pupil performance data can be found on the academy website.</p>
 Sequencing	<p>Our Music curriculum follows a spiral structure therefore key concepts are revisited and developed to a deeper level. The school's long term Music strategy clearly outlines the stages in a child's Music journey. The Music teaching sequence is staggered throughout the year to ensure the learning is retained and progression is consistent. The children can then apply these skills throughout other areas of the curriculum to further consolidate their learning.</p>	 Promoting Discussion & Understanding	<p>Our Music programme includes both knowledge and vocabulary that are specific to the skill that the pupils are studying. The lesson structure promotes regular discussion and this is structured to lead to building understanding. We promote deeper thinking through discussions that help sparks creativity through the Music curriculum. Within school there is also a music display which children see daily, promoting a variety of genres of music from around the world.</p>	 Pupils' Work	<p>The school has really high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride within the child. In Music, the children have a variety of ways of presenting their work depending on the unit of learning which also accommodates a variety of learning styles.</p>
 Addressing Social Disadvantage	<p>The structure of the curriculum is designed to ensure all children can engage and access learning. Although we appreciate and acknowledge not all children have a passion for music, a key principle of our teaching is about belief that every child can engage with the curriculum for their year group, unless they have an identified barrier which prevents this. Extra support and resources are used to support in ensuring all children succeed in Music.</p>	 Knowing More & Remembering More	<p>Our curriculum long term plans have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in lessons where teachers articulate their own learning and expose the children to a variety of musical terms and key vocabulary. Regular mini-plenaries provide the children with the opportunity to recall their learning.</p>	 Pupil Voice	<p>All members of the senior leadership team and, particularly, the Music leader talk to the pupils as part of the regular monitoring. The purpose is to explore what they have learnt and what they can remember as well as how much they have enjoyed it. Key improvement actions can be identified as a result.</p>
 Local Context	<p>Children are exposed to music constantly in their day-to-day lives but don't always appreciate or acknowledge the roots or inspiration behind the music or musician. In our school we encourage performance and provide learning from external</p>	 Teacher Assessment	<p>Music offers many opportunities for practical, formal assessment as well as written therefore working to all children's learning styles, however this allows misconceptions to be addressed immediately.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_c urriculum - Music.pdf https://assets.publishing.service.gov.uk/government/uploads/sys tem/uploads/attachment_data/file/974366/Model Music Curricul um_Full.pdf</p>	

	agencies to further expose and develop appreciation for music from our local area.			
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