

We follow Charanga for the core of our music curriculum having adapted it to suit the needs and interests of our learning community. The key threshold concepts ('big ideas') that shape what pupils will explore are:

- Throughout the curriculum, pupils will learn: Pulse, Beat, Metre; Rhythm; Pitch: Melody; Tempo; Dynamics; Timbre; Texture; and Structure (Form).

Our curriculum includes peripatetic woodwind lessons for pupils in Y5/6. All pupils in Year 4 learn an instrument as part of Wider Opportunities; what they learn depends on availability.

Content is determined by subject leaders to enable our progression of knowledge and skills model. Teaching will be mainly through specific lessons however it is expected that teachers will plan opportunities for listening to and appreciating music in addition to lessons. As an example, a piece of music may play as children enter the classroom. Teachers are responsible for retrieval practice for previously learned content.

- Mastery (end of milestone): pupils meeting or mastering the end of key stage expectations and progress over time.
- Depth (day to day/across a year): pupils understanding lesson content well enough and being able to use and/or apply knowledge/skills

Proof of progress (POP) tasks are set by teachers to prove that pupils are gaining a deeper understanding of the same content/skills.

Nothing is learned unless it rests in long-term memories