

# Music Recovery Curriculum @NPCAT

**At NPCAT, we believe that all pupils should be actively encouraged to engage in a curriculum offer which is rich in musical, creative and artistic learning, enabling opportunities for students to explore and express their emotions in non-verbal settings.**

All children are equal and have an equal entitlement to knowledge. The 2020 NPCAT Music curriculum has been designed to further social justice by ensuring all pupils have access to 'powerful knowledge' and therefore narrow the disadvantage gap.

Creative engagement will support pupils when they return to school; We believe inclusive music education helps to build stronger, healthier communities and allows learners of all styles to develop a rounded skill-set including critical thinking, innovation, and problem-solving.

## Music Recovery Curriculum Plan:

### Relationships

**Effective communication will be key to establishing a positive reintegration to school for children.**

- The music department has maintained a regular teaching staff over a number of years and has increased capacity this year with the introduction of a SCITT trainee which will support students during reintegration.
- Communication with parents and students beyond the physical and temporal restraints of the school day will be of vital importance and this will be achieved by: engaging concerts once restrictions are lifted, updated communication with Y10 and Y11 parents once BTEC changes are finalised, video peripatetic lessons available via Google Classroom.
- We have extended our provision of instrumental lessons enabling every student in Y7 and Y8 the opportunity to learn a selection of instruments to a competent standard. We also aim to target Y9 students who opt for music in the summer term.
- A range of extra-curricular activities have been planned which give every year group the opportunity to access music at least once a week in their bubbles.

### Recognise

**We need an adaptive curriculum to identify and react to the gaps in knowledge of our students and which will enable us to then plan, recall and teach and reteach from this point forward. We will identify and then address gaps in pupils' understanding and knowledge by:**

- Year 7, 8 and 9: introducing a tried and tested baseline assessment based on national expectations across the trust.
- Years 7 – 11: carefully planned core knowledge organisers outline the skills and knowledge for each year group, based on the long term plan and will enable teachers to identify gaps in student knowledge to then adapt their planning. Formative assessment through skilful questioning and well planned teacher assessment of class work will inform future planning to prioritise the most important knowledge to recap.
- Year 10 and Year 11 schemes of work have been carefully planned to interleave and reteach key knowledge and concepts.
- Students will be assessed at regular intervals through both in and out of class assessments.

### Routines

**We will implement a new, flexible post lockdown curriculum that gives students the opportunity to grow as musicians at whatever level they find themselves. We will immerse all children in creative engagement and promote a high level of expectation and pride in work produced.**

- Instrumental work, focusing on keyboards, will be at the forefront of curriculum planning to engage and allow students to recap and explore core concepts necessary to solidify existing knowledge and further their musical experience.
- Keywords and definitions in music to be used across the trust and tested regularly.
- Subject specific technology will be used in conjunction with VLE's and realsmart applications to ensure no further learning is lost and local/national lockdowns have been accounted for.
- Year groups at KS3 will follow and introducing, developing and exploring structure which will highlight new skills that will be learnt however it will give the teacher flexibility to link to previous knowledge or go back and teach missed concepts.

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## Recall

- Recall Tasks will be based on core knowledge and key vocabulary and Y10/Y11 will focus on BTEC Unit 1 exam.
- Planned, targeted and frequent questioning across the lessons.
- Clear, structured and immediate formative feedback to avoid any further misconceptions.
- Interleaving of knowledge across the curriculum, e.g. in Year 10, 2 of 5 lessons on exam knowledge, 2 lessons practical and 1 lesson to cover misconceptions that arise in theory. Recall tasks have been systematically planned to interleave subject content.

## Reteach

- The importance of immediate and purposeful feedback cannot be underestimated. Staff should refer to the NPCAT Feedback and Marking policy which details the different kinds of feedback that can be used during a lesson to support progress.
- The class teacher is the expert. They must use their own professional judgement when prioritising content for their classes.
- Supportive modelling is crucial. Consider the use of visualisers and videos enabled through the VLE.

## React

- Where appropriate, in and after school intervention will be provided to students. This will be based upon a careful question level analysis of relevant and up to date data. Interventions will be carefully planned to focus on the specific needs of students.
- Learners grades have been accepted by BTEC for Y11, however, the importance of the unit 1 exam is paramount and will be given highest priority for both KS4 year groups.

