

Curriculum Principles: Music

Intent	<p>Know more; remember more; do more</p> <p>Ambition for all</p> <p>Begins in EYFS</p> <p>Misconceptions anticipated</p> <p>Connections between subjects, themes and topics</p>
Recall	<p>Flashback</p> <p>Low stakes quizzes</p> <p>Choral reading/singing</p> <p>Knowledge Organisers</p> <p>Vocabulary vaults/word mats</p>
Memorisation	<p>Rote activities</p> <p>Dual Coding</p> <p>Vocabulary – visual and oral; access to word mats/lists</p> <p>Listen; read; repeat; remember; apply</p> <p>Talk activities, e.g. Ping Pong</p>
Assessment	<p>Success Criteria and National Curriculum outcomes</p> <p>Feedback (verbal)</p> <p>Recordings of performances, composition, etc.</p> <p>Quizzes</p>
Oracy	<p>Performance opportunities</p> <p>Planned paired talk</p> <p>Critical thinking, e.g. odd one out; would you rather...?; agree/disagree...</p> <p>Music appreciation- paired and group discussions</p> <p>Social interaction, e.g. talk prompts</p>
Adaptation	<p>Deepening activities for More Able and High Prior attainers, e.g. creating scores (graphic and staff notation)</p> <p>CPA approaches and range of resources, e.g. visual cues</p> <p>Coloured backgrounds or text on all resources, including print-outs</p> <p>Staff deployment and additional support/practice</p> <p>Sensory breaks</p> <p>Ear defenders and seating choices</p> <p>Choice of instrument</p> <p>Use of recordings to support managing volume</p>
Context and Relevance	<p>Visual timetables in all classrooms</p> <p>Connections with local environment and community</p> <p>Cultural Capital; Trips and Visits; Experiential learning</p> <p>Current Affairs, e.g. local and national news events</p>