



TPAT Music Curriculum	
Scope	Components- content and skills to be taught
• National Curriculum coverage • Deliberate decisions made about what is taught when, building from EYFS with key strands identified - threads as identified by National Curriculum (e.g. pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations)	• Key knowledge is identified, showing progression from EYFS to Year 2 • Skills are explicitly taught, showing progression • Significant composers from a range of historical periods, genres, styles and traditions and are deliberately chosen to showing diversity and inclusion • Vocabulary is deliberately mapped out showing progression, building on year on year
Lesson sequencing	
• Each unit is broken down into individual 5-7 lessons which show how the lessons are sequenced, building on each other • Lessons to either have a Learning Objective • Learning includes opportunities to sing, create and compose music, use technology and have the opportunity to play an instrument	• Opportunities to perform, listen to and review a range of compositions is built into lesson sequences
Retrieval	Enrichment
• Planned and systematic opportunities for prior learning to be retrieval – from previous units of learning • Opportunities for prior learning to be retrieval – from previous lessons, within the lesson design	• Education visits/visitors and assemblies are mapped into the curriculum to enhance the music curriculum
CPD	SEND Adaptations
• Evidence of CPD undertaken by lead. • Evidence of CPD provided for staff.	• Identify where barriers to learning are in the sequence of learning for specific adaptations for the 4 areas of need • SEND Adaptations made for children who may find recording challenging, including use of technology • SEND Adaptations specifically for music e.g. for children who find pitch, and rhythm challenging
Monitoring	Assessment
• Monitoring schedule in place for music • Monitoring of planning and/or lesson observations shows that the intended curriculum is enacted • There is evidence of children showing knowledge and understanding in books, floor books or on a technology platform • Pupil conferencing shows that children can talk through the learning ensuring that the knowledge matches the end points / knowledge organisers	• Formative assessment through verbal questions throughout the lesson planned in to assess knowledge and understanding • End of unit assessment appropriate to the learning / subject • Assessment strategy in place for music clear to staff and children
Impact	
• The intended music curriculum is enacted • Children have developed a love of music and can talk about music enthusiastically, including how it makes them feel • Children are developing cultural capital by increased exposure of composers and different genres of music • Children are knowing more, understanding more and doing more aligned to end points decided on by school • The music curriculum is accessible to all children	