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| **Key Priority** | **To embed the music curriculum, ensuring that there is consistency through the structure of lessons, diversity represented, and quality of the learning experiences in music so that all pupils apply their knowledge and skills with increasing fluency and independence to achieve age-related outcomes across the curriculum.** | **Monitoring documents to support evaluation and share with Governors** |
| **Individual Strands within the priority area** | 1. Ensure a diverse curriculum is in place which represents the needs of children, in terms of culture, people and experiences studied | * **Curriculum Overviews** * **Subject Monitoring files** * **School Improvement Plan (SIP)** * **Subject Reports/Link Gov reports**   ***Colour Code:***  ***Autumn Actions***  ***Spring Actions***  ***Summer Actions*** |
| * 1. Ensure the structure of lessons, including varied retrieval practice, supports the teaching of music. |
| * 1. Ensure the music curriculum is reviewed to ensure key objectives are developed throughout the school and the curriculum overviews reflect this. |
| 1.4 Ensure monitoring and the development of the music curriculum and its assessment, and communicate these developments to relevant stakeholders. |
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| Ensure a diverse curriculum is in place which represents the needs of children, in terms of culture, people and experiences studied. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.1 | Research into diverse culture, people and experiences within music. | LW | Curr. Lead | Subject leader discussions | Subject leader time for meeting.  Directed Time | Familiarisation into what a diverse curriculum means. |
| Key role models, events etc have been researched that link to the music curriculum. |
| Staff meeting attended about diversity. |
| The music overviews show a diversity that represents modern Britain. | LW | Curr. Lead | Adapted reviews  Emails/staff meeting led | Subject Leader Time  Directed Time | A list of role models, culture and experiences that are explicitly discussed in the lessons. |
| Curriculum overviews are adapted as necessary to make them more diverse |
| Changes are presented to staff. |

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| Ensure the structure of lessons, including varied retrieval practice, supports the teaching of music. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.2 | Adapt the school’s lesson structure and varied retrieval, as necessary, to enable the best lesson design in music. | LW | Curr. lead | New lesson structure.  Staff meeting attendance and participation. | Staff Meeting time/Directed time. | Staff meeting attended on ‘general’ lesson structure and varied retrieval. |
| Thought given into how this lesson structure works for music and any adaptations that need to be made, and these discussed with the curriculum lead. |
| New lesson structure shared with all staff if necessary. |
| Lesson structure is used across the school. |

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| 1.3 Ensure music is reviewed to ensure key objectives are developed throughout the school and the curriculum overviews reflect this. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.3 | Develop key objectives that need to be taught through music within each age phase to ensure a deep mastery understanding. | LW | Curr. lead |  | Subject leader time  Directed Time | Key objectives are developed from the national curriculum for music. |
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| The music curriculum is reviewed and is ready for cycle A with key objectives identified and a new curriculum map that supports this. | LW | Curr. Lead |  | Subject leader time  Directed Time | Some units are removed from the curriculum to ensure more space for mastery understanding as necessary. |
| Units are more varied in length depending on the essential teaching material within them. |

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| Ensure monitoring and the development of the music curriculum and it’s assessment, and communicate these developments to relevant stakeholders. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.4 | Monitoring the quality of teaching and high standard of work in music including the use of effective modelling and worked examples. | LW | Curr. Lead | Monitoring sheet  Feedback given | Subject monitoring time | *Monitoring sheet is updated* |
| *Identify areas of strength and areas that need developing within music.* |
| *High quality teaching is delivered and all learners are supported and challenged.* |
| *Staff are supported in feeding back to the rest of their staff in subject developments.* |
| Termly, monitor the action plan, assessment results and website area of music to check it is being developed and on track. | LW | Curr. Lead | Discussions with curriculum lead. | Subject leader time. | Subject webpages are up to date. |
| Termly meetings are had with the subject lead to discuss developments within science. |
| Action plans within each subject are being developed and acted on. |
| Monitoring the quality of teaching and high standard of work in music including the use of lesson structure and retrieval. | LW | Curr. Lead | Monitoring sheet  Feedback given | Subject monitoring time | *Monitoring sheet is updated* |
| *Identify areas of strength and areas that need developing within music* |
| *High quality teaching is delivered and all learners are supported and challenged.* |
| *Staff are supported in feeding back to the rest of their staff in subject developments.* |
| Termly, monitor the action plan, assessment results and website area of music to check it is being developed and on track. | LW | Curr. Lead | Discussions with curriculum lead. | Subject leader time. | Subject webpages are up to date. |
| Termly meetings are had with the subject lead to discuss developments within music. |
| Action plans within each subject are being developed and acted on. |
| Monitoring the quality of teaching and high standard of work in music including the use of partner talk. | LW | Curr. Lead | Monitoring sheet  Feedback given | Subject monitoring time | *Monitoring sheet is updated* |
| *Identify areas of strength and areas that need developing within music.* |
| *High quality teaching is delivered and all learners are supported and challenged.* |
| *Staff are supported in feeding back to the rest of their staff in subject developments.* |
| Termly, monitor the action plan, assessment results and website area of music to check it is being developed and on track. | LW | Curr. Lead | Discussions with curriculum lead. | Subject leader time. | Subject webpages are up to date. |
| Termly meetings are had with the subject lead to discuss developments within music. |
| Action plans within each subject are being developed and acted on. |

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| **To develop the extra curricular music offered** | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.5 | Establish peripatetic music lessons within school. | LW | Curr. Lead | Discussions with curriculum lead | Room availability for peri lessons | Contact is made with Derby Music Partnership. |
| Lessons offered out for parent and pupil information and then lessons established where required. |
| Establish a choir | LW | Curr Lead | Discussions with curriculum lead | Directed time | Choir to be offered to year 5 /6 pupils to enhance the Young Voices performance. |
| Other performance opportunities to be researched and discussed with Headteacher / year 5/6 teachers. |
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