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| **Key Priority** | **To embed the Music curriculum, ensuring that there is consistency through the structure of lessons 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. Regular monitoring of the subject – pupil voice, book looks and planning scrutiny | * **Curriculum Overviews** * **Subject Monitoring files** * **School Improvement Plan (SIP)** * **Subject Reports/Link Gov reports**   ***Colour Code:***  ***Autumn Actions***  ***Spring Actions***  ***Summer Actions*** |
| * 1. To know what music looks like in EYFS, what it should look like and ensure high-quality teaching. |
| * 1. To ensure consistency of teaching and learning throughout the school. |

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| * 1. Ensure monitoring and the development of the music curriculum and communicate these developments to relevant stakeholders. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.1 | Monitor the quality of teaching and high standard of work in music | LW | SLT | Monitoring sheet  Feedback given | Subject monitoring time | *Monitoring sheet is updated with possible threads to develop over the school year* |
| *Areas of strength and areas for development are identified* |
| *Priorities for next year are identified and added to the subject lead impact report* |
| Carry out pupil voice session | LW | SLT | Monitoring sheet  Feedback given | Subject monitoring time | *Different groups of children are able to articulate their learning and make links between units of the curriculum.* |
| Develop the website page for music | LW | SLT | Discussions with curriculum lead. | Subject leader time. | Subject webpages are up to date with essential curriculum information – curriculum progression plans, knowledge organisers etc. |
| Examples of work and photos are uploaded to the subject webpage |
| Useful links and websites for pupils are added to the webpage |
| Impact | Staff, parents and children will be aware of the music expectations in school and will be able to talk about what music looks like in Etwall Primary School. | | | | | |

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| **1.2** To ensure know what music looks like in EYFS, what it should look like and ensure high-quality teaching. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.2 | To have good subject knowledge of music strands within EYFS ad the starting point for all children. | LW | SLT | Discussions and learning walk | Subject leader time | To discuss with the EYFS lead to find out what music should look like in an EYFS setting. |
| To develop the music area within the reception classroom ensuring continuous provision is in line with Kapow’s music scheme as well as meeting the children’s needs. |
| To monitor music learning to ensure it follows our Curriculum Overviews | LW | SLT | Look at music evidence | Subject leader time | To look at how EYFS plans music using the curriculum overviews and resources. |
| To collect evidence of music work. |
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| Impact | I will have a much greater understanding of music and how it sits within the EYFS curriculum and therefore will deliver high quality teaching. | | | | | |

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| 1.3 To ensure consistency of teaching and learning throughout the school, as well as evidence of learning. | | | | | | |
| **No.** | **Action** | **Lead Person** | **Monitored by** | **Method of Monitoring** | **Resource Finance** | **Success Criteria Milestones/Progress** |
| 1.3 | To monitor how music is taught using resources (curriculum overviews, knowledge organisers, instruments and other resources) | LW | SLT | Learning walks | Subject leader time to observe. | To look at planning from each key stage to see if these resources are being used. |
| To conduct learning walks of each key stage to monitor this. |
| To introduce the use of music journals or floor books for evidencing music lessons | LW  +  MP | SLT | Book looks | Subject lead time. | To consult with Mike Prescott (trust network music) on the use of floor books / journals. |
| To model an example floor book / journal to staff for staff to trial using themselves. |
| To look at all floor books to ensure consistency. |
| To develop the use of vocabulary within music lessons | LW | SLT | Learning walks |  | To look at the updated Kapow vocabulary list and use this to update our school vocabulary progression map. |
| To ensure staff have and are using resources to help ensure vocabulary is a key part of music lessons. |
| To ensure there are opportunities for wider experiences | LW | SLT | Emails relating to all extra music opportunities | Subject leader time | To investigate the possibility of guitar / drum lessons and any other instruments the children show interest in. |
| To demonstrate the opportunities we have available so children are aware of what is on offer. |
| To evaluate the wider experiences, the impact of these and prepare for Cycle A |
| Impact | This will ensure music is taught consistently and at a high standard in all classes. | | | | | |