The Music Pillars of Curriculum Intent

In order to develop students that can SHINE brightly in Music we will:

Develop disciplinary literacy	Use effective feedback	Contextualise learning	Develop independent learners	Use modelling to support understanding	Support students to retain and retrieve knowledge	Use practical work purposefully
• Carefully select the vocabulary to teach and apply across the three disciplines of performing, composing and appraising • Explicitly model the use of subject specific vocabulary across the three disciplines • Use subject specific texts to engage students in the language and discourse of music	• Provide focused feedback in a variety of forms • Use results of assessment to highlight student strengths • Set tangible targets in language students can access • Plan opportunities for students to respond to feedback	• Provide authentic experiences for students to view themselves as musicians •Offer opportunities to experience live performances with professional musicians and others in the arts industries • Offer opportunities to engage with professional musicians and others in the arts industries	• Explicitly teach students how to plan, monitor and evaluate their own learning • Model learning processes to help students develop own metacognitive and cognitive knowledge • Provide additional levels of stretch and challenge to support higher ability groups in mixed ability classes	• Use modelling in order to deepen understanding of musical concepts • Use live modelling to elaborate on teacher's thought processes during creation and application of musical concepts • Use pre-recorded models when appropriate to allow students to revisit the model at their own pace	• Structure sequences of learning to support retaining and retrieving knowledge • Revisit key concepts regularly through low stakes testing • Revisit knowledge after a gap to help students retain in their long term memory • Provide opportunities for students to retrieve the same knowledge by revisiting across three disciplines of performing, composing and appraising	• Know the purpose of each practical activity • Sequence practical activity with other learning • Use practical activity to develop musical understanding • Use assessment rubrics to support progress in practical activities