



**Lutley**   
Primary School

# Curriculum Progression Document

## Music



# Contents

	Page
Lutley Primary School Curriculum Intent	4
Music and The Early Years Foundation Stage	6
Meeting the statutory requirements of The Primary National Curriculum	8
Progression in musical knowledge, skills and understanding	13
Analysing the impact of our music curriculum	27



**Lutley**   
Primary School

## Music Curriculum Intent

# Lutley Primary School Curriculum Intent

## Lutley Primary School Curriculum Intent

As a values-led school, our curriculum is underpinned by Learning, Caring, Aiming High-Together. It is through these values that we develop the whole child. It is our intent that children leave Lutley ready to move forward in their learning, kind, resilient and well equipped digital and global citizens.

## Music Subject Intent

It is our intent that children will experience a range of musical cultures and genres. They will receive basic musical instruction, compose and perform their own music, in addition to the opportunity to learn an instrument.

## Essential Characteristics in the Subject

A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work. •A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise. •Very good awareness and appreciation of different musical traditions and genres. • An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles. •The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. A passion for and commitment to a diverse range of musical activities.

## Threshold Concepts

### **Perform**

This concept involves understanding that music is created to be performed.

### **Compose (creating and exploring)**

This concept involves appreciating that music is created through a process which has a number of techniques.

### **Transcribe (musical activities)**

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

### **Describe music (listening and appraising)**

This concept involves appreciating the features and effectiveness of musical Elements.



**Lutley**   
Primary School

## Music in the Early Years Foundation Stage

Developing early musical skills

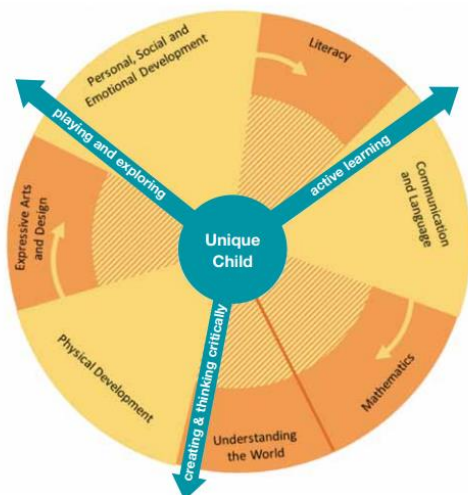
# Developing Early Musical Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



**Prime** areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

**Specific** areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an **Early Learning Goal**, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

The following link to the teaching and learning of music in our EYFS:

## Exploring and using media and materials ELG

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Exceeding:

## Exploring and using media and materials EXC

- Develop their own ideas through selecting and using materials and working on processes that interest them.
- Through their explorations they find out and make decisions about how media and materials can be combined and changed.

## Being Imaginative ELG

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Being Imaginative EXC

- Talks about the ideas and processes which have led them to make music, designs, images or products.
- Can talk about features of their own and others' work, recognising the differences between them and the strengths of others.



**Lutley**   
Primary School

## Music and the National Curriculum

## Music and the National Curriculum: Key Stage One

### **Pupils should be taught to:**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.



## Music and the National Curriculum: Key Stage Two

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

### **Pupils should be taught to:**

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.



**Lutley**   
Primary School

Implementation of Whole  
School Music Programme  
of Study – Charanga

# Lutley Primary School's Music Programme of Study

	Autumn		Spring		Summer	
EYFS	Aut 1: Me	Aut 2: My stories	Spring 1: Everyone!	Spring 2: Our world	Summer 1: Big Bear Funk	Summer 2: Reflect, rewind, replay
Year 1	Aut 1: Hey You!	Aut 2: Rhythm in the way we walk and banana rap	Spring 1: In the groove	Spring 2: Round and Round	Summer 1: Your Imagination	Summer 2: Reflect, rewind, replay
Year 2	Aut 1: Hands, feet, heart	Aut 2: Ho Ho Ho	Spring 1: I wanna play in a band	Spring 2: Zootime	Summer 1: Friendship song	Summer 2: Reflect, rewind, replay
Year 3	Aut 1: Let your spirit fly	Aut 2: Glockenspiel stage 1	Spring 1: Three little birds	Spring 2: The dragon song	Summer 1: Bringing us together	Summer 2: Reflect, rewind, replay
Year 4	Aut 1: Mamma Mia	Aut 2: Glockenspiel stage 2	Spring 1: Stop!	Spring 2: Lean on me	Summer 1: Blackbird	Summer 2: Reflect, rewind, replay
Year 5	Aut 1: Livin' on a prayer	Aut 2: Classroom Jazz 1	Spring 1: Make you feel my love	Spring 2: The fresh prince of bel-air	Summer 1: Dancing in the street	Summer 2: Reflect, rewind, replay
Year 6	Aut 1: Happy	Aut 2: Classroom Jazz 2	Spring 1: A New Year carol	Spring 2: You've got a friend	Summer 1: Music and Me	Summer 2: Reflect, rewind, replay



**Lutley**   
Primary School

**Implementation of Whole School  
Music Programme of Study  
Progression of Skills**

## Progression of Skills – Threshold Concepts

At Lutley, we aim to develop the following concepts through the progressive teaching of musical knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

- **Perform**

This concept involves understanding that music is created to be performed.

- **Compose (Creating and Exploring)**

This concept involves appreciating that music is created through a process which has a number of techniques.

- **Transcribe (Musical Activities)**

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

- **Describe music (Listening and Appraising)**

This concept involves appreciating the features and effectiveness of musical elements.

Implementation

## Progression of Skills - Perform

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>

# Progression of Skills – Compose (Creating and Exploring)

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>

## Progression of Skills – Transcribe (Musical Activities)

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>



## Progression of Skills – Describe Music (Listening & Appraising)

Threshold Concept:	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
<p>This concept involves appreciating the features and effectiveness of musical elements</p>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:               <ul style="list-style-type: none"> <li>• pitch • dynamics • tempo • timbre • texture</li> <li>• lyrics and melody • sense of occasion</li> <li>• expressive • solo • rounds • harmonies</li> <li>• accompaniments • drones • cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>

# Approaches to Teaching and Learning in Music

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Following the Charanga Musical School Units of Work, enabling children to understand musical concepts through a repetition-based approach to learning.
- Learning about the same musical concept through different musical activities enabling a more secure, deeper learning and mastery of musical skills.
- Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts.
- Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.
- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the subject. These will be set out as threshold concepts and milestones for each Key Stage.
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics and Computing skills.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of music. This will include objective and question led learning, observation and recording, class and group discussion, teaching of specific skills and knowledge.
- Developing pupils' ability to think, reflect, debate, discuss and evaluate music by formulating questions and lines of enquiry in order to understand that music can be interpreted in different ways.
- Enabling pupils to develop an overview of world music by drawing links between time periods, significant events and significant people including an understanding of chronology, change and causation.

Implementation

# Teaching, Recording, Feedback, Assessment and Reporting

## This will happen by:

- The Charanga assessment framework links musical school teaching and learning to step-by-step assessment as welcomed by Ofsted in England.
- The Charanga teaching scheme uses a PLAN • DO • CHECK • REVIEW approach, supported by planning and assessment documentation, with the facility for you to upload and store digital evidence – all designed to help teacher clearly demonstrate the progression of students’ musical knowledge, understanding and skills.
- Threshold concepts for this subject cover each phase (KS1, LKS2 and UKS2), these concepts form the basis of learning objectives for each lesson taught. These are based on the National Curriculum programme of study.
- Teachers use the Charanga Teacher Assessment to assess each unit against the expected standard as well as greater depth.
- Learning objectives are shared with children each lesson.
- Threshold concepts are repeated throughout each phase so that children gain a deep understanding of them, rather than moving on to the threshold concepts for later year groups.
- Children are given a context or musical genre through which they can explore each learning objective.
- Progress milestones for each threshold concept are used to inform and create steps of success, which are referred to throughout lessons.
- Teaching is focused on input, experiences and activities which promote the development of each threshold concept so that children can achieve the milestones specific to their phase.
- Children are given the opportunity to assess their own and others’ progress using the Charanga music progress passport.
- Teachers should use observations and work recorded by children to make judgements of the children’s current progress against their year group’s expectations.
- Assessment information will be used to plan future work for the class.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil’s progress against the year group expectations, threshold concepts and progress milestones.
- All formative and summative assessments made will be used to inform discussions around pupils’ progress and attainment in the subject at appropriate times, for example discussions with other professionals and reporting to parents on during parent consultation evening etc.
- Children will take part in progressive warm-up games and challenges within each unit that embed pulse, rhythm and pitch.

# Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more-able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

## Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

## Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

### The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants and support staff are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in music to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Implementation

## Teaching a Music Lesson:

Each lesson in the Charanga scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes. If you are in this situation you may prefer to use the Musical School Freestyle approach where you can build your own lessons to suit your circumstances (click the Freestyle tab at the top of this page).

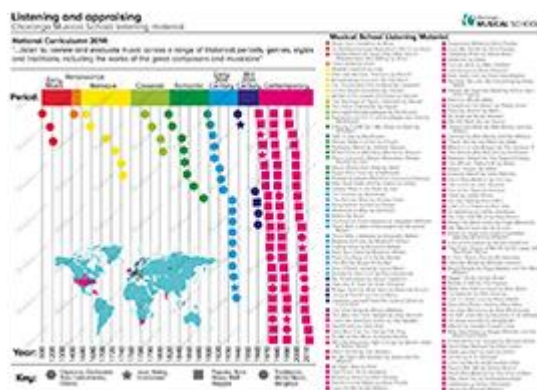
### How to structure an hour long lesson:

Listen and Appraise - 20 mins  
Musical Activities - 25 mins  
Perform/Share - 15 mins

### How to structure a 45 minute lesson:

Listen and Appraise - 15 mins  
Musical Activities - 20 mins  
Perform/Share - 10 min

## Part one: Listen and Appraise



### Style Indicators

Overview

#### Styles

Rock	2
Hip Hop	2
South African	3
Blues	4
Bhangra	4
Funk	5
Folk	5
Latin	6
Pop ballad	6
Motown	6
Gospel	7
Reggae	8
o.e.o	o

### Listen and Appraise

This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

### Style Indicator Guide

This Style Indicator guide will support learning and is printable

## Part two: Musical Activities

All activities are based around a song. The Charanga Activity Manual provided is to support the teaching and learning here.

- A. **Games** embed the Interrelated Dimensions of Music through repetition
- B. **Singing** is at the heart of all the musical learning
- C. **Playing** instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- D. **Improvising** with the song using voices and instruments occurs in some Units of Work
- E. **Composing** with the song using instruments occurs in some Units of Work

## Part three: Perform/Share

Share what has taken place during the lesson and work towards performing to an audience.



Implementation

# Reading in Music

At Lutley Primary School, reading is at the heart of the curriculum. It is our intent to ensure that every child not only develops the skills of reading but also a love of reading that will last them a lifetime. Our children read at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Our children not only learn to read, they read to learn. Appropriate opportunities are taken to enhance children's learning in history through reading with the use of high-quality texts across a wide range of genres. These are systematically matched to each topic in each year group, in order to impact on learning in the following ways:

- Knowledge of an extensive and rich vocabulary.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.
- Excellent phonic knowledge and skills.
- An excellent comprehension of texts.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of musical topics.
- The ability to think, reflect, debate, discuss and evaluate
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources

Implementation



# SMSC and Rights Respecting in Music

## Rights Respecting and SMSC within the curriculum

As a Rights Respecting School, our children not only respect their rights but they actively promote them. They understand that their rights are universal and unconditional and are true Change Makers when it comes to championing the rights of others in our own community and across the world. We have been awarded the Gold Rights Respecting School Award which means that we have been recognised by Unicef UK for our Rights Respecting School ethos ensuring that teaching children about their rights is explicitly embedded into our school curriculum. Rights Respecting underpins the work we do throughout SMSC development and the two core areas work hand in hand together to equip children with the key skills that they need to become Global Citizens.

## What does this look like?

SMSC and Rights Respecting are not lessons which are taught in isolation, they are interwoven throughout our curriculum. Music naturally provides rich opportunities for learning about the convention and there are clear links with global citizenship and sustainable development. Our staff have a deep understanding of the United Nations Convention on the Rights of the Child (UNCRC) and are able to make links in lessons which are deep and meaningful. Staff are able to enhance teaching and learning by modelling rights respecting language and attitudes and making strategic decisions about the content of curriculum lessons that involve the children. Where appropriate, particular articles or areas of SMSC are linked to areas of History to provide children with a broad knowledge and understanding.

## What impact does this have?

Due to the fact rights and SMSC development are integrated into our broad and balanced curriculum, children understand the importance of the convention and their SMSC key skills and it becomes a fundamental part of our school ethos. We have found that bringing a rights perspective to areas of the curriculum can enhance and enrich learning and instil a rights respecting ethos within our school. By ensuring that children have a rich SMSC and Rights Respecting understanding, we ensure that they are ready to embrace the challenges of creating a happy and successful adult life in modern Britain.

Implementation

## Using Skills Builder in Music



These are the skills that underpin success at every stage of life: they unlock learning while at school, ensure young people are fully prepared for the independence of university and college, and empower people to land their dream job. At Lutley, we use skills builder framework in many ways.

A mastery approach underpins the framework – that means, no steps should be skipped and only when a step is mastered should learners move onto the next one. Mastery of a step is evident when a child or young person is regularly able to demonstrate that step in different contexts.

Once staff know where the children are in the essential skills they are working on, they can focus the activities, in this subject, towards the specific next skill steps.

**Implementation**



**Lutley**   
Primary School

## Evaluating the Impact of our Music Curriculum

# Subject Leadership in Music

## Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Implement knowledge organisers in their subject and through book monitoring cross reference to the outcomes.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate 'bring and brag' opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.

## Through these leadership tasks, subject leaders are able to:

### Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

### Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject.

### **Plan for an equality of access for pupils to the curriculum provision**

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

### **Staff training and expertise to deliver the curriculum**

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

### **Assessment is purposeful to the development of the curriculum**

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.  
Share what the assessment information tells them about the quality of the curriculum.

# Subject Leadership Files

## In a music subject leadership file:

- Subject leader action plan.
- Portfolio of children's work.
- A curriculum overview establishing coverage and depth.
- An effective Action Plan that is targeted to specific aspects of pupils' learning.
- Work/task scrutiny outcomes and the next steps linked to this.
- Examples of impact that the leader has made within: standards, pupil engagement, behaviour, spiritual, moral, social and cultural education, provision for vulnerable groups...
- Gifted and talented/more able provision.
- Pupil attitudes and pupils' targets from pupil voice.
- Resource requirements and resource ordering.
- Educational visits/specialist visitor provision across the school linked to the subject.
- Lesson observation outcomes, providing a framework for developmental observation.
- Monitoring schedule.