



Subject Overview

Subject: Music

What does Music look like in each of the pathways?

Engage	Discovery	Develop	Deepen
Students will engage with musical development and learning through multi-sensory means. They will respond to a variety of musical stimuli. Students will be demonstrating their engagement through exploration, realisation, anticipation, persistence and initiation of activities.	Students will be discovering knowledge about music through distinct topics. They will start to use some musical vocabulary to communicate their knowledge and understanding. Students will take part in some focused musical activities and opportunities for musical development will be provided through continuous provision and opportunities to independently explore.	Students will develop their knowledge and understanding of music around them through distinct topics. Students will develop their musical skills through explicit music lessons. They will be able to use some musical vocabulary in context.	Students will deepen their knowledge and understand of key musical concepts. Students will develop their musical skills through explicit music lessons. They will be able to use specific musical vocabulary in the correct context.

What does Music look like in each of the pathways, for each of our drivers?

	ENGAGE	DISCOVERY	DEVELOP	DEEPEN
COMMUNICATION	Students will communicate using speech, ACC, gestures, signs and symbols to show their involvement in activities and express their level of enjoyment of music. This may include immersive play, experience different music instruments (including electronic media), cause and effect.	Students will expand their ability to use speech, AAC, gestures, signs and symbols to show their enjoyment of music. They start to use some understand and respond to and use musical vocabulary to share their ideas and understanding. They will start to communicate their musical knowledge and	Students are developing their musical knowledge and understanding so they are able to use and understand the correct musical vocabulary in the right context and be able to apply their knowledge to other contexts. Students are able to make some contribution to planning,	Students will be able to communicate their knowledge of music in a variety of circumstances, whether it be in class, during assessment, or in the real world, working independently and through team work. Students will be able to communicate their musical ideas

		understanding using graphics, symbols and sequencing.	evaluating and recording their compositions.	in a variety of different ways.
INDEPENDENCE	Students will start to express their own interest and likes and dislikes towards sensory aspects of content linked to the music curriculum. Students will begin to explore and initiate activities related to the musical experiences.	Students will start to independently engage with various musical activities. They will start to explore different musical concepts for themselves. Students will begin to discover how to make sounds on a variety of musical instruments and real life artefacts.	Students will be able to independently work during lessons to show their developing musical knowledge. They will be able to demonstrate that they are understanding musical concepts and ideas. Students will have knowledge of how to make sounds on a variety of musical instruments and real like artefacts.	Students can confidently showcase their musical knowledge by independently thinking for themselves. Students will be able to apply the musical skills they have learnt with little or minimal support. Students can independently use a variety of music making sources (instruments and IT) to create their own compositions.
RESILIENCE	Students will build on their persistence with tasks linked to their learning about music and sounds. They will be able to recognise and act on their likes and dislikes.	Students will explore and test their musical ideas. They will start to apply musical as they explore ideas. Students will reflect on previous musical learning to develop and explore performance and appraisal skills.	Students are able to show they have a developing knowledge of music. They will develop confidence to express opinions, perform and ask questions about music. Students will develop an increased ability to reflect on their musical learning and use to further develop their own musical skills.	Students will deepen their understanding of music and the history of music. They will be aware of a variety of musical styles and concepts and that these may change over time based on creative development of musical ideas. Students will understand that music is a global creative art form and will understand their part in this.

What does Music look like in each of the Newman sites?

Whiston	Dinnington	NAR
All students are in EYFS, KS1 or KS2 and have weekly	All students in KS3 (and some but not all KS4 students	The majority of students in KS3 will be accessing a

<p>music lessons. Children are taught in their class groups, and follow the appropriate outcomes for the curriculum pathway. Children are taught small steps so they are building their musical knowledge, skills and understanding in order to progress through the curriculum pathway they are on, or progress on to the next pathway.</p> <p>Music in EYFS and KS1 is likely to be taught through continuous provision activities and explicit lessons.</p> <p>Music in KS2 will be taught as specific subject lessons (45 minutes per week).</p> <p>Some students access music therapy sessions with the Nordoff Robbins Music Therapist.</p>	<p>) will be accessing a weekly music lesson (usually equivalent to 1 hour per week). Students will generally be taught in their form groups.</p> <p>Students will be following an adapted form of the national curriculum. Students in KS4 and 5 do not study music specifically unless accessing music through the options carousel, continuing with an AQA unit award qualification. Some KS4 and 5 students access music therapy sessions with the Nordoff Robbins Music Therapist or individual musical instrument lessons from the Rotherham Music Service.</p>	<p>weekly music lesson (usually equivalent to 1 hour per week). Some students may be accessing a bespoke curriculum and this may affect the subjects that they initially study.</p> <p>Students will be following an adapted form of the national curriculum.</p> <p>Students in KS4 and 5 do not study music specifically unless accessing music therapy sessions with the Nordoff Robbins Music Therapist or individual musical instrument lessons from the Rotherham Music Service.</p>
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Curriculum Cycles (Available as individual documents on the Staff Drive)

Flightpath

Engage	Discovery		Develop		Deepen
↓	↓	↓	↓	↓	↓
AQA Unit Awards (Pre Entry level)	AQA Unit Awards (Entry Level)	AQA Unit Awards (Level 1)	AQA Unit Awards (Level 2)	AQA Unit Awards (Level 3)	

(KS5 does not continue specific music study)

Engage	Discovery	Develop	Deepen
<p>Pupils are not formally assessed in Music. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books / Ipads and annotated to reflect progress against specific learning outcomes.</p> <p>Pupils will be observed by the Music Lead termly. Increase in the profile of music.</p> <p>Participation in music develops wellbeing, promotes listening and develops concentration.</p> <p>Whole school and parental engagement will be improved through performances, extra-curricular activities and opportunities for wider learning.</p> <p>CPD needs will be identified and facilitated by the Music Lead.</p>	<p>Pupils are not formally assessed in Music. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject work books and annotated to reflect progress against specific learning outcomes.</p> <p>Pupils will be observed by the Music Lead termly. Increase in the profile of music.</p> <p>Participation in music develops wellbeing, promotes listening and develops concentration.</p> <p>Whole school and parental engagement will be improved through performances, extra-curricular activities and opportunities for wider learning.</p> <p>CPD needs will be identified and facilitated by the Music Lead.</p>	<p>Pupils are not formally assessed in Music. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject books and annotated by the teacher or TAs in the class to reflect progress against specific learning outcomes.</p> <p>Pupils will be observed by the Music Lead termly. . Increase in the profile of music.</p> <p>Participation in music develops wellbeing, promotes listening and develops concentration.</p> <p>Whole school and parental engagement will be improved through performances, extra-curricular activities and opportunities for wider learning.</p> <p>CPD needs will be identified and facilitated by the Music Lead.</p>	<p>Pupils are not formally assessed in Music. Most pupils should make progress which is good to outstanding for them.</p> <p>Evidence will be collated in subject books and annotated by the teacher or TAs in the class to reflect progress against specific learning outcomes.</p> <p>Pupils will be observed by the Music Lead termly. Increase in the profile of music.</p> <p>Participation in music develops wellbeing, promotes listening and develops concentration.</p> <p>Whole school and parental engagement will be improved through performances, extra-curricular activities and opportunities for wider learning.</p> <p>CPD needs will be identified and facilitated by the Music Lead.</p>

Curriculum document under development