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| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Proposed Impact |
| To increase the variety of music that children are exposed to, and the capacity of children to engage with it. | Active listening is taught and practised in all year groups, to be monitored through observation and pupil voice. This is supported by an increasing awareness of musical elements and vocabulary. | Children can form and express opinions about what they hear, and can talk confidently about a range of genres of music. |
| The children show a steady and consistent level of progress in use of musical terms and vocabulary, including applying these to their own compositions. | Teachers use the vocabulary pyramid to build children’s technical understanding. The previous levels of the pyramid are revisited regularly to ensure the knowledge is fully embedded and can be applied. | Children use musical vocabulary accurately and unprompted. Their composition skills show increasing complexity as they apply the new terms. |
| To ensure that music is being taught regularly, consistently and with confidence throughout the school. | SA to support staff, monitor delivery of the curriculum, ensure that planning and relevant KKOs are in place. Encourage use of the Charanga music scheme, including through staff meeting time to ensure that staff can use it confidently and that any questions or concerns can be addressed. Share and promote strategies to support the focus on active listening. | Staff feel confident to deliver the music curriculum, and to seek assistance or support, including relevant CPD, when needed. Children receive regular and good-quality music lessons. |
| To develop a comprehensive system for assessing music. | Teachers to be made aware of the assessment systems built into Charanga units. SA to collate and audit assessment after each unit. Progress in composition will be monitored through examples f children’s work – written or audio/video recording. Pupil voice and self/peer assessment to be built in. | Assessment in music supports steady and consistent progress in listening, performance and composition/improvisation skills. Children of different abilities are identified and strategies are supported to achieve. |
| To encourage the presence of music as part of the fabric of school life, both within formal teaching and more widely. | Music is included with in the school day at as many opportunities as possible. Different styles and genres of music are used to establish atmospheres e.g. work, tidying up, transition, fun/play. Songs or other music are used within/linked to other curriculum areas. Music and song support collective worship and other shared times. | Music enhances and supports well-being and mental health. Children develop an understanding of how they can use music to enhance their own quality of life, and how different music can be applied to different circumstances to help with this. Children have a positive association with music. |
| Children’s musical achievements to be showcased to each other and to parents. | 2 musical showcase assemblies (Christmas and Summer – peripatetic and choir. Children who study music outside school to be invited to perform.)  Class assemblies. Christmas productions and Y5/6 Summer production. Choir performances – within school, and as part of Walsall Schools Singing festival, as well as other outside performances. Class music projects shared through class pages, including work on Class Composers. | Musical achievement to be celebrated and enjoyed. Children to be able to feel proud of their learning. Improved performance skills and resilience in performing in front of an audience. |