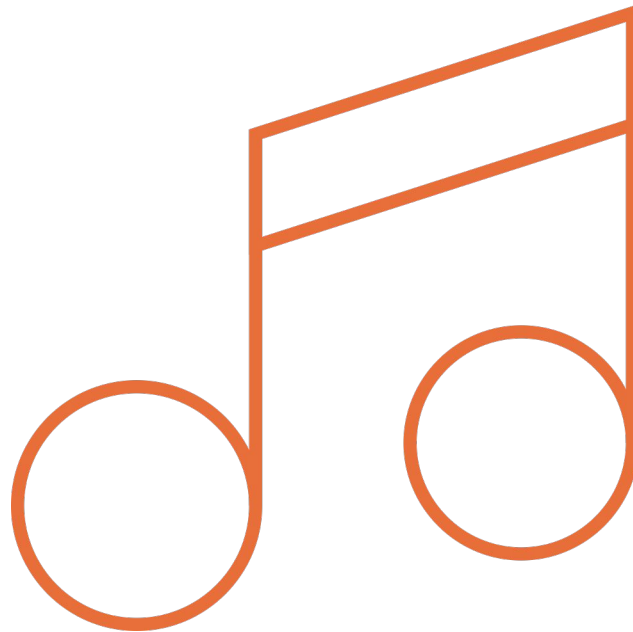


Subject Audit

Subject: Music



Curriculum Intent

How does the Music curriculum take account of your locality and context of your pupils?

*In this section you are expected to show that you have excellent awareness of the pupils that attend your school. This includes having a full understanding of issues linked to their cultural capital, e.g. how many of your pupils have access to musical instruments or attend Music lessons outside school?
Identify how this knowledge has helped you make amendments to the Music curriculum.*

How does the Music curriculum ensure that pupils are building on prior learning and sequentially improving their knowledge as they get older?

*Ensure that you have clear progression plan which starts at the foundation stage and moves on to Year 6.
Within the overall plan you should have created strands, such as 'singing', 'listening' and 'appreciating' and demonstrated how the new learning supports pupils' prior learning and understanding.
There is also a need to take account of personal experiences and knowledge.*

Curriculum Intent 2

How does the Music curriculum take account of the needs of all pupils, including your most disadvantaged and SEND pupils?

Look for evidence of differentiation by support and challenge. On the whole, the content should be the same for all pupils.

Are any SEND pupils learning to play an instrument?

Is there evidence of making learning links to self or previous Music lessons to maximise opportunity for retention?

How did you decide on the instruments to be used?

How do you ensure that the Music curriculum assure that pupils in Years 2 and 6 have full coverage which is not lessened by the amount of additional time given to English and maths?

This should be a quick check to ensure that, particularly in Year 6, all Music units are being covered and that the focus on reading, writing and maths SATs has not led to rushed or reduced Music lessons.

Curriculum Implementation

How do ensure that the staff's Music subject knowledge is strong and secure enough to deliver motivating and exciting lessons?

Do staff come across as confident when delivering Music?

Do they take the opportunity to demonstrate certain skills or techniques?

Are they maximising opportunities to go to greater depth if it is required?

Are staff confident enough to move away from the prepared plan if the lesson demands?

If Music is delivered by a specialist how are staff keeping up their subject knowledge?

How does the Music curriculum provide opportunities for pupils to make learning links to prior learning and their own personal experiences?

Is there enough time given for pupils to retrieve skills and techniques from previous Music lessons and is this something that is consistently built into the learning?

Is there any opportunity for pupils to make learning links to self experiences?

Our [knowledge organisers](#) can help with this.

Curriculum Implementation 2

How is the Music curriculum guaranteeing that pupils will remember and retain for the long term key knowledge and skills?

Are all staff using the key knowledge and skills outline for Music that has been agreed? Our [assessment resources](#) can help with this.

Is there enough time given to retrieving previous knowledge from the subject and also personal knowledge (learning links)?

Is there any time afforded to reflecting on the new learning at the end of units?

How do formative and summative assessments in Music help to recognise progress pupils are making and to identify gaps in their learning?

Are the assessment procedures fit for purpose?

Do they help identify gaps in provision or understanding?

Are you able to justify the assessments procedures and protocols in place?

How often are they reviewed?

Curriculum Implementation 3

How well are resources, including instruments, used in Music to help pupils gain first hand experience of playing and appraising?

How well are Music resources, including instruments, used by staff across the school?
Is there a noticeable difference between EYFS, Key Stage 1 and Key Stage 2?
How are staff deploying teaching assistants in Music lessons?
If you are using a commercial scheme how is its use being monitored?

How is the Music curriculum developing pupils' research and reading skills?

How much opportunity is provided for pupils to carry out their own research in Music?
How are pupils encouraged to find out more about famous musicians and the history of Music?
How are pupils being encouraged to listen to different types of Music?

Curriculum Implementation 4

How well are staff ensuring that pupils have time to reflect on their learning in Music?

Is there enough time provided for pupils to synthesise their learning before moving on to the next unit?
How is this being managed across the school?
Do older pupils, in particular, put performances together that support aspects of their Music learning?

How well do staff 'model' and 'scaffold' learning in Music?

Is there enough time provided for pupils to improve their techniques and skills and how is this encouraged?
What importance is afforded to performing Music?

Curriculum Impact

How do you know that pupils are making positive progress in Music?

How do you measure progress within lessons in Music?

How do you measure progress over time?

Does this involve pupils doing more, knowing more and remembering more?

How do you know how many pupils are attaining at the level expected at the end of each year?

How do you identify talented pupils?

Which aspect/s of the Music curriculum seems strongest, and why?

Is there an aspect of Music that needs further development?

Looking at different aspects of Music such as singing, listening or composing. Is there evidence of strengths and weaknesses?

Does this vary across key stages and year groups?

How has the school adapted to the use of the modified national curriculum?



Curriculum Impact 2

How do you ensure that pupils' mathematical, reading and writing skills are being enhanced within the Music curriculum?

Are pupils maximising opportunities to use reading skills (age related) in Music?

How does maths impact on pupils' Musical understanding?

How well prepared are pupils to take on the Music curriculum in Key Stage 3?

Are opportunities taken by upper Key Stage 2 staff, in particular, to understand the requirements of the Key Stage 3 curriculum?

What links have there been created between the school and secondary schools to ensure that pupils are well prepared for their Key Stage 3 Music lessons?

Leadership: 1

What impact have you had on the Music curriculum being delivered at your school/ academy?

How have you set out to ensure Music is taught to a very high standard?

How do you define high expectations?

How are you providing leadership by example in Music?

How do you monitor and evaluate the quality of education provided in Music?

What CPD (including research) have you received for your leadership role this year?

How do you keep abreast of the latest research into the teaching of Music at Key Stage 1 and Key Stage 2?

Do you belong to any Music forum?

How confident are you about leading Music across the whole school?

Leadership: 2

How have you communicated changes/ alterations to the Music curriculum to the staff and leadership team?

How often is the Music curriculum reviewed?
How do you communicate any amendments or alterations to the Music curriculum to staff, governors and to parents?

What are your priorities for next year? How have you identified these?

How do you identify what has gone well and what has not?
How do you create priority list?
How do you collect evidence to support your findings?