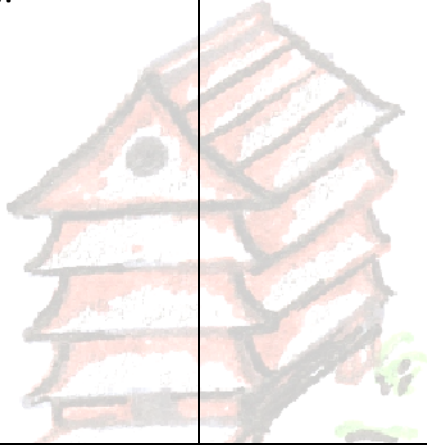


Bilton Grange Provision Map



Subject: MUSIC

	EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Planning-</p> <p>What does planning look like in each key stage?</p>	<p>Part of daily provision outside</p> 	<p>Two-year rolling cycle. One teacher takes responsibility for medium and short term plans. Lessons planned in a termly block</p> <p>Curriculum grids / learning challenges / knowledge sentences / vocab / learning slips / recall opportunities / both substantive and disciplinary.</p>	<p>Two-year rolling cycle. One teacher takes responsibility for medium and short term plans. Lessons planned in a ½ term block</p> <p>Curriculum grids / learning challenges / knowledge sentences / vocab / learning slips / recall opportunities / both substantive and disciplinary.</p>	<p>NC – LTP – MTP</p> <p>Two-year rolling cycle. One teacher leads and takes responsibility for medium term planning and lessons are planned in a block, one block each term (4 weeks)</p> <p>Curriculum grids / learning challenges / knowledge sentences / vocab / learning slips / recall opportunities / both substantive and disciplinary.</p>
<p>Teaching-</p> <p>What does a typical lesson and block look like?</p>	<p>Phonics/ Handwriting</p> <p>One lesson per week using Music Express or songs relating to a particular theme or event</p>	<p>Blocked with a focus on each element of music</p>	<p>Forms part of carousel 1x fortnight</p> <p>1 hour</p> <p>Singing, rhythm activity, listening in every lesson+ focus objective</p>	<p>Forms part of carousel 1x weekly</p> <p>Unit taught with each class for 4 whole afternoon sessions (1.5 hrs)</p> <p>Rotation every 4 weeks</p> <p>Singing, rhythm activity, listening in every lesson+ focus objectives</p> <p>Opportunities given for independent, paired and group work.</p> <p>Repetition of key facts / learning sentences to over-learn and help to remember.</p>

<p>Assessment-</p> <p>How are children assessed (formatively/summatively) in each key stage?</p>	<p>On-going observations Group performances/ Nativity recorded on i-pad Termly assessment in Expressive Arts and Design on Scholar Pack Photographs and observations evidence in individual children's learning journey.</p>	<p>Pre-learning Learning reviews 2,6,12 weeks End of unit assessment End of year assessment put on Scholar Pack Evidence in Big Book-termly</p>	<p>Pre-learning Learning reviews 2,6,12 weeks End of unit assessment End of year assessment put on scholar pack Evidence in children's file Big Book-termly</p>	<p>Pre-learning Learning reviews 2,6, 12 weeks End of unit assessment End of year assessment put on scholar pack Evidence in Big Book- termly</p>
<p>Cross-Curricular</p> <p>What links are made between subjects?</p>	<p>All themes include some sort of musical activity: Eg: Chinese New Year song: 'Gung Hei Fat Choi'</p>	<p>Links made to PE,DT, RE, Science</p>	<p>Links made to Art, History, Geography, Science</p>	<p>Links made to Art, History, Geography, English</p>
<p>Extra-Curricular</p> <p>What provision is planned for each key stage?</p>	<p>Outside area/role play Musical instruments set up each day Daily song before returning into school at the end of a session Singing in Friday Assemblies Nativity and performances to parents</p>	<p>Peripatetic music lessons Nativity Recorder group- area for development</p>	<p>Peripatetic music lessons Choir Production</p>	<p>Peripatetic music lessons Choir Production WOP lessons – Music Hub</p>
<p>Experiences (Trips/Visitors)</p> <p>What trips/visitors are planned for each key stage?</p>	<p>HHS band Richard Wilton(Assembly)</p>	<p>HHS band Richard Wilton(Assembly)</p>	<p>HHS band Richard Wilton(Assembly) YV, Kids Aloud, HCC, carol singing</p>	<p>HHS band Richard Wilton (Assembly) YV, Kids Aloud, HCC, carol singing Y6/7 Transition project</p>