**Primary 5-11 Curriculum Map (Music)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | | | | | | | | |
| **Session Sequence**  **Include details of creative** | | **Session Content**  **Subject Specific Components** | | | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | | **Links to Research and Reading** | | **Formative Assessment mode** | |
| **Seminar 1**  *Vocal Work (Performing)* | | * To be able to teach children to use their voices expressively and creatively by singing songs and speaking chants and rhymes (KS1); * To know that children should play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (KS2) * To understand what high quality singing is. * To be able to teach songs efficiently. * To understand how learning theory applies to song teaching, using working memory, chunking, rehearsal and retrieval, adaptive teaching. * To be able to access a diverse range of songs and singing materials. * To know the Ofsted ‘Pillars of progression’ and ‘musical knowledge’ and understand their implications for teaching and learning in music. * To understand how to plan a singing lesson. * To be able to discuss the value of music in everyday life. | | | 1.2 1.3 1.4  2.2 2.3 2.4 2.6 2.7 2.8  4.2 4.3 4.4 4.5 4.8  6.3 | 1c 1f  2c 2j 2k  3f 3t  4e  4b | | SHIRLEY, I., 2019. Music (Chapter 6) in Pope, D. Understanding subject knowledge for primary teaching. London: Learning Matters. Available online at <https://edgehill.on.worldcat.org/oclc/1096239295>  (See provocations 1a & 1b)  Ofsted Research Review (Music) available online at <https://www.gov.uk/government/publications/research-review-series-music> | | Group/class discussion.  Lesson evaluation  Purposeful listening and using vocabulary in feedback.  Formative Quizzes  End of unit assessment  Group performances. | |
| **Seminar 2**  *Vocal Work*  *(Composing)* | | * To know that in KS1 children should play tuned and untuned instruments musically, experiment with, create, select and combine sounds using the inter-related dimensions of music. * To know that in KS2 children should play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. * To understand how to use vocal ostinatos together with interrelated dimensions in order to create high quality musical compositions. * To understand how to manage the music classroom effectively. * To be able to suggest adaptations to reflect musical diversity and to meet individual learning needs in music. * To understand how musical knowledge is framed by Ofsted. * To understand the importance of vocal warm-ups and to learn a repertoire of appropriate warm-up activities. | | | In addition to the above:  1.5  2.9 2.10 | In addition to the above:  2g  5.j | | DAUBNEY, A,. 2017. Exploring Musical Learning (Chapter 2) in Teaching Primary Music. London: SAGE. Pp. 15-32. Be prepared to discuss Table 2.7 (Motivation) on pages 25-26 as provocation 2B, and also provocation 2A.  Ofsted Research Review (Music) available online at <https://www.gov.uk/government/publications/research-review-series-music> | |
| **Seminar 3**  *Classroom Percussion (rhythmic composing and musical notation).* | | * To know that in KS 1, children should play tuned and untuned instruments musically. * To know that in KS2 children should 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; use and understand staff and other musical notations. * To know the names of various classroom percussion instruments and to know how to use them in both standard and non-standard ways. * To be able to identify ways to use classroom percussion to perform and to compose, drawing on both the interrelated musical elements and graphic scores. * To understand the dangers of cultural appropriation and musical tokenism, and to understand the importance of musical diversity. | | | In addition to the above:  2.2 2.9 | In addition to the above:  1c  3d  4j | | DAUBNEY, A,. 2017. Encouraging children’s own music: exploring, improvising and doodling (Chapter 5) in Teaching Primary Music. London: SAGE. Pp. 67-80. See also provocations 3A and 3B (Shirley, 2019). | |
| **Seminar 4**  ***Tuned Percussion (composing with melody: whole class instrumental teaching)*** | | * To know that in KS2 children should listen with attention to detail and recall sounds with increasing aural memory; improvise and compose music for a range of purposes using the inter-related dimensions of music; use and understand staff and other musical notations. * To understand the pedagogy of whole class instrumental teaching (drumming) and to be able to make judgements about high-quality whole class teaching. * To learn about pentatonic scales and tuned percussion and to apply these in their own composition activities. | | | **As above** | As above | | DAUBNEY, A,. 2017. Instruments, technologies and tools (Chapter 4) in Teaching Primary Music. London: SAGE. Pp. 48-65. (Provocation 4a)  HENLEY, J., 2017. How musical are primary generalist student teachers? *Music Education Research*, *19*(4), pp.470-484 (Provocation 4b). | |
| **Seminar 5**  *Lesson Planning in Music* | | 1. To know how to plan a single music lesson, drawing on theories of cognition and memory in the music classroom. 2. To be able to plan, in a group, a given music learning experience taken from a given musical resource. | | | 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 | 2b 2c 2d 2g  4i | | Atkinson, R. (2018) *Mastering primary music*. London: Bloomsbury Academic, an imprint of Bloomsbury Publishing Plc. (Provocation 5). | |
| **Seminar 6**  *Applying knowledge to musical planning* | | 1. To be able to present, in groups, a music lesson plan, explaining their choices for design, sequence and classroom organisation. 2. To understand their own learning needs, in order to enhance their music teaching in school. 3. To learn about further music teaching resources. | | | 2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 | 2b 2c 2d 2g  4i | | DAUBNEY, A,. 2017. Planning Musical Learning (Chapter 7) in Teaching Primary Music. London: SAGE. Pp. 96-116. (Provocation 6) | |  | |
| **School Based Curriculum – Year 1** | | | | | | | | | |
| **Observing :** Observe how expert colleagues use modelling to support primary singing.  **Planning :** Observe how expert colleagues break tasks down into constituent components in music for one lesson  **Teaching :** Rehearse and refine particular approaches for group/whole class singing. Plan for group/whole class singing.  **Assessment :** Check prior knowledge and understanding during lessons by careful listening.  **Subject Knowledge :** Discuss with expert colleagues how the school promotes either performing, composing, or in music lessons. | | | | | | | | | |
| **Subject Specific Components/s (know, understand, can do)** | | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | | | **Links to Research and Reading** | | **Formative Assessment** | |
| To understand how to teach songs effectively.  To know how to break down song learning into manageable steps.  To be able to use simple gestures to support song teaching.  To be able to assess the quality of children’s singing. To understand how to plan to improve the quality of singing.  To understand how the NC for music is mapped across the entire Key Stage. | | 1.5  2.2  2.  2  2.4  2.5  2.6  2.7  2.8  2.9 | 1c  2b 2c 2d 2g  3d  4i 4j  5j | | | Shirley, I. Music in Webster, M. and Misra, S. (2015) *Teaching the primary foundation subjects*. Maidenhead: McGraw-Hill/Open University Press. Pp.98-112 | | Weekly Development Summary  Lesson Observations  Professional discussions | |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | | |
| **Overview of Content**  **In this module, the students will explore creative approaches to music teaching; in particular, to cross-curricular planning. They will explore the potential of both aesthetic, thematic, and conceptual starting points. For example, they will explore how architecture and mathematical patterns have resonance with musical shapes and phrases, as captured in graphic scores; they will explore thematic starting points, such as inspired by stories, poems, and humanities subjects; finally, they will explore how music can support learning across the curriculum, and how other curriculum subjects, such as science, have relevance for music. During the module, the students will learn how to sequence learning, and how to draw on the National Curriculum to inform their planning. They will engage in academic reading to support their understanding of practice and pedagogy.** | | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
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| **School Based Curriculum – Year 2** | | | | |
| **Observing :** Observe how expert colleagues organise the music classroom, and how they maintain effective learning behaviour.  **Planning :** Observe how expert colleagues break music learning tasks down into constituent components over a sequence of lessons. Plan for lessons in all core and selected foundation subjects.  Plan one lesson in all remaining subjects.  **Teaching :** Rehearse and refine your own music teaching, drawing on your observations, above.  **Assessment :** Draw conclusions about what pupils have learnt by looking at their musical progress over a number of music lessons.  **Subject Knowledge :** Discuss with expert colleagues how the school teaches musical notation and music history in class music lessons. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To be able to adapt music teaching to support the needs of all children.    To know a range of strategies to manage learning behaviour in the music classroom, and to be able to use these effectively. | 4.3  4.4  4.5  5.1  5.2  5.3  5.4  5.5  5.6  5.7  7.1  7.2  7.4  7.6 | 4a 4f 4i  7d 7f 7g | Coleman, J. 2023. *Teaching the primary foundation subjects*. St. Albans: Critical Publishing. Pp.53-64 ‘Less but better.’ | Weekly Development Summary  Lesson Observations  Professional discussions |

**Year 3 Undergraduate**

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| **University Curriculum – Year 3** | | | | | | |
| **Overview of Content**  **In this module, the students will examine published curriculum resources for music. They will learn about the features of published music schemes, and they will learn about the translation of the written text of a music unit of work into a lively and engaging musical experience. During the module, the students will learn how to sequence learning, and how to draw on the National Curriculum to inform their planning. They will engage in academic reading to support their understanding of practice and pedagogy. In groups, they will present their own interpretation of a unit of work, and consider they will be able to explain the implications for teaching and learning.** | | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |
| **Seminar 3** |  |  |  |  |
| **Lecture 1** |  |  |  |  |  |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing :** Observe how expert colleagues plan from school medium term plans, and how they use assessment to monitor musical learning.  **Planning :** Plan a sequence of music lessons.  **Teaching :** Rehearse and refine one aspect of music teaching.  **Assessment :** Discuss with expert colleagues how musical assessment is used to promote musical learning.  **Subject Knowledge :** Discuss and analyse one aspect of musical knowledge, appropriate to your age phase. | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To be able to plan a sequence of lessons in music showing progression and awareness of prior learning.  To be able to use published and online resources to support music teaching.  To understand how formative assessment promotes high standards in musical achievement.  To be able to teach a series of lessons, making effective use of school resources and classroom organisation.  To be able to manage effective learning behaviour.  To understand how Ofsted’s notion of ‘little and often’ music making is central to children’s sustained progression in music. | 2.2  2.7  5.1  5.2  5.3  5.4  5.5  5.6  5.7  6.1  6.3  6.4  6.7  7.4  7.5  7.6  7.7 | 3d 3e 3f  4b 4d 4e  6c 6g 6j 6p  7b 7d 7e 7f | M Fautley and A Daubney, ‘Curriculum and assessment in music education – the research context: an explanation of the process underpinning the production of the ISM materials’, Incorporated Society of Musicians, 2019. | Weekly Development Summary  Lesson Observations  Ongoing discussions |