**Primary Curriculum Map (Music) School Based 2024-25**

***Level 4 Undergraduate***

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| **University Curriculum – School Based - Level 4** |
| **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****2 hours****Primary geography: rationale, key concepts and geographical enquiry***Creative approaches:**Trainees participate in a geographical enquiry outdoors and then provide feedback to their peers (prior knowledge children require and behaviour management considerations)* | To be able to teach children to use their voices expressively and creatively by singing songs and speaking chants and rhymes (KS1 NC)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 (KS2NC)To be able to teach songs efficiently and how learning theory applies to song teaching, using working memory, chunking, rehearsal and retrieval, adaptive teaching.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.  | 1.2 1.3 1.42.2 2.3 2.4 2.6 2.7 2.84.2 4.3 4.4 4.5 4.86.3 | 1c 1f2c 2j 2k3f 3t4e4b | 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) 2021, available online at <https://www.gov.uk/government/publications/research-review-series-music>  | Discussion and questioningGroup feedback after carrying out a collaborative composing taskGroup musical activity |
|  |  | 1.52.2 2.9 2.10 | 1c 2g3d4j5j |  |  |

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| **School Based Curriculum – Level 4** |
| **Observing:** Observe how expert colleagues plan for the needs of all learners while maintaining high expectations, providing targeted support and promote an inclusive and equitable learning environment.**Observing:** Observe how expert colleagues use and deconstruct approaches, in this subject, in at least one lesson throughout school. **Planning:** Observe how expert colleagues break tasks down into constituent components, in this subject, for at least one lesson. **Teaching:** Rehearse and refine particular approaches in this subject for a group/whole class. Deliver group/whole class teaching. **Assessment**: Check prior knowledge and understanding during lessons. **Subject Knowledge:** Discuss and analyse subject specific components with expert colleagues; Talk to some children about what they like most about music, and how they would like their music lessons to be. |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That****(CCF reference in numerics e.g. 1.1)** | **Learn How****(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| To know the musical resources available, including instruments, expertise, online resources, teaching resources and music spaces. To know about the opportunities and spaces for music in your school.To understand how high standards are maintained in the music classroom.To learn about progress in music, and how progress requires children to revisit musical concepts along with regular (little and often) practice.To understand that children have their own ideas and aspirations for music and that their engagement in school music may not reflect their engagement with music outside of school. | 2.3, 2.7, 2.8, 2.103.1, 3.24.4, 4.7 | 1b2a, 2b, 2e, 2f3a, 3p4e, 4m, 4n5b | OFSTED, 2021. Research review series: Music. Ofsted, 2023. *Striking the right note: the music subject report*, available online [here](https://www.gov.uk/government/publications/subject-report-series-music) | Weekly Development Summary Lesson ObservationsLink Tutor Blue BookPebble PadReflective conversations with mentor |