

The teaching sequence in Music

Every year group's units of work must include:

- The Big Picture, identifying what they will be learning and what they have been taught in previous year groups, to show how this build upon their previous learning.
- A daily review to provide feedback and consolidation from previous learning, using a variety of teaching strategies. (using the toolkit)
- Realistic and relevant information.
- Specific key vocabulary and its meaning.
- Opportunities for the children to work interactively, using other curriculum areas e.g topic, drama, art, with the teacher acting as the facilitator.
- Individual reflection on the learning.

Pedagogical Approaches to Music

Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.
Constructivism	Enquiry-based learning.
Social Constructivism	Teacher modelling, questioning, mix of individual, paired and group instruction.
Liberationism	Pupil-led learning and opportunities to showcase learning.
Learning, working and talking about RE with confidence	Being introduced to the key vocabulary that a musician would use; defining the key vocabulary that a musician would use; high expectations of pupils 'talking' like a musician.