

Music and Drama Progression Model

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		Cognitive					
		Progressive stages					
		Depth of learning –Independence, Fluency, Maintenance and Generalisation assessed across stages					
		Encountering	Foundation (Shallow)	Core (Emerging)	Development (Developing)	Enrichment (Deepening)	Enhancement (Functional)
		Effective engagement in the learning process	Underpinning learning	Fundamental learning elements	Increasing understanding of learning	Deepening of application of learning	Applying learning in different contexts
C h r o n o l o g i c a l	Phase 5 & 6	Music and drama are taught under a performing arts umbrella when chosen as an option. Students have the opportunity to work towards gaining a BTEC qualification in performing arts. The focus will be on creating both group and individual projects. The use of music and media technology will play a key role in building a strong foundation of fundamental industry knowledge. Using a multi-faceted approach, the aim is to develop transferable skills to be used both in school but also in potential future workplaces. These skills include problem solving, effective communication, team building, personal development and confidence building. There is also the opportunity to build on cross-curricular skills with ICT as students can learn how to use digital audio/media workstations and software packages such as Steinburg's Cubase Suite and Premier Pro editing. Pupils will be encouraged and ultimately take responsibility and ownership of their own projects and creations.					
	Phase 3/ Engagement	Music is implemented throughout the specific curriculum which focuses on early interaction and engagement. Learners access music as part of their daily routine and relates to individual PLIMS and SCERTS targets. There is a focus on music exploration and making choices based on what they like/dislike. The role of adult led music activities with an emphasis on imitation are important in order to develop basic engagement skills.					
	Phase 2 & 4	Music is taught as a discrete subject where milestones and half termly aims are used to motivate and inspire pupils to learn. Milestones divide blocks of learning into manageable chunks for pupils following an adapted primary national curriculum which link directly to the child's individual learning plan (PLIM). Pupils explore instrumentation and voice through the discovery of various tuned and untuned instruments. Learners will have the opportunity to listen to different genres of music and be encouraged to have an opinion on what they like/dislike. Some pupils will access a music intervention which acts as a stimulus to achieve targets in other areas of their schooling. This personalised approach provides a platform for learners to help develop skills in areas of social and emotional communication and interaction. Drama is embedded within the curriculum using techniques such as hotseating, role play, circle time activities and interactive sensory stories to develop and instil confidence in order to promote communication, independent thinking and creativity.					
	Phase 1	Pupils explore drama and music through the use of Attention Autism which works towards capturing interest in order to develop shared experiences. Through the use of 'Box Time' drama and music are used to engage the learner through action songs, imaginative play, sensory stories, dance and to promote positive emotion with an aim for the learner to focus for longer periods of time.					

Cleaswell Hill Early Years (Cherry Garden)

Music and drama are not discrete curriculum subjects within the [statutory EYFS framework](#). However, pupils in Early Years start their creative development through creative expression. They work to be imaginative across their personalised curriculum. Pupils sing songs, make music and dance. There is an emphasis on imaginative play and role play, building stories around toys and dressing up in order to promote creativity and independent thinking. Sensory stories and imitating adult led scaffolding behavior play an essential part of the curriculum. Music is used to engage and foster positive emotion and to capture interest through shared attention.

CPD: Links with a variety of creative partners/ providers: such as, M&M Productions, Phoenix Theatre, Theatre Royal., That History Bloke, Culture Bridge North east, Creative Classrooms. Yearly attendance of SEND Music Conference. Staff trained in music intervention. Weekly tuition from external provider.

Pupil Premium: Music and drama opportunities play a key role in encouraging pupils to experience a different way of thinking and support developing their wider skills and capabilities including group work, communication, resilience and self-confidence. Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

We prioritise the opportunities for pupils to fulfil their creative ambitions during their time at school and in clubs and satellite provision. Alongside these opportunities, there will be scope for pupils to develop technical support skills which help us to reinforce the message that pupils are not only recipients of learning activities; that they can do more than watch and listen, they can participate, experience, be curious, be makers, creators, appreciators and critics.

Art Progression Model

Content (Intent): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 3 using the Music National Curriculum framework. Teachers reflect on what content is necessary for pupils dependent on their: cognitive, behavioral, physical, communication and sensory needs. The order of teaching is based upon ensuring acquisition of skills and enabling character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLIM. Teachers plan systematic repetition of the most crucial content to make sure it is used functionally across different contexts (depth of learning). Our music curriculum prepares all pupils to grow into positive, responsible and independent people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. Music and drama enables pupils to experience and see things in new ways, thus challenging their construction of the world. We value and mark the cultural capital that every child brings to school and support them to develop a positive sense of their own identity and culture. Drama is embedded within subjects that help develop skills in communication, confidence, independent thinking, creativity and social skills.

Activities, Expectation and Challenge (Implementation): Lesson activities are challenging to pupils and in regards to their EHCP/PLIM targets. Pace and depth of learning is personalised, supporting pupil motivation and engagement; The music curriculum across the school aims to inspire students and to develop a love for creative learning. It ensures that all pupils enjoy music through a rich variety of activities and opportunities in school and the wider community. It enables children to express themselves in a creative way. Teaching staff have high standards of teaching, learning and attainment across the music curriculum. Staff give all pupils equal opportunities to take part in all aspects of the schools music provision.

Assessment and Progression (Impact): Pupils make good progress and achieve highly by accessing appropriate content (age and stage) taught well. The music curriculum follows a progression model that identifies the most useful skills, concepts and knowledge for cumulative sufficiency. Assessment checks content is retained long term, identifying those pupils that need further support which is related back to PLIM targets. Teachers are aware of previous learning, current learning and future learning. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set. Interventions are put in place for those children that benefit from a more creative approach to learning. Children will be given the opportunity to gain qualifications within music and drama.

English, Communication and Reading: Range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils develop understanding through real life and practical situations and with support from outside agencies and partners. Pupils have a plethora of opportunities for interactions and asking questions. Human Library concept supports diversity and equality.

Art Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Whole School	Evidence of all phases successfully giving pupils music and creative opportunities on a daily basis in CHS. Music is being taught both discretely and embedded within the engagement curriculum. Music and drama has links to all areas of the curriculum. There is fluidity in the curriculum between phases and class groups. Sequential learning is evident.	Promote music and drama for well being Recruit staff to support running of a music/drama lunch time clubs, which can cater for the needs of all pupils. Co-planning within creative subjects.	Ready for Sept 2020	KH/TR All teachers	Stronger, more sequential learning across school. Further development of creative skills. Creative opportunities outside of lessons which will support well being. Deeper understanding of skills and opportunities.
Phase 6	Vocational Options and accreditations. Student-directed learning. Project based learning. Students working towards personal goals. Developing individual skills to produce high standard of work. After school performing arts group available. Music interventions are provided for children in line with PLIM targets.	Music and drama further used across the curriculum. Drama extra curricular groups, in particular for qualifications. Teachers share knowledge and skills. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange	Strong, successful, sequential learning and planning between phase 5 and 6. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 5	Vocational Options and accreditations. Student-directed learning. Project based learning. Development of key skills. After school performing arts group available. Links with media agencies for professional projects (Young Filmmakers Project) Music interventions are provided for children in line with PLIM targets.	Plan and discuss with Phases 4, and 6. Planning created and developed between creative subjects. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange	Strong, successful, sequential learning and planning between phase 4 and 5, and 5 and 6. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 4	Clear links to KS2 music National curriculum. Used to develop understanding with in a musical context as well as addressing key skills for personal development. Clear links to PLIM targets. After school performing arts group available. Music interventions are provided for children in line with PLIM targets.	Plan and discuss with Phase 2 and 5 Planning created and developed between creative subjects. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange.	Strong, successful, sequential learning and planning between phase 4 and 5, and 4 and 2. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 3 Engagement	Music is embedded within the curriculum to support understanding across each personalised curriculum. Taught in line with PLIM and MAPP to ensure meaningful progression. Pupils are using music to develop skills in engagement, meaningful interactions, making choices, independent thinking and communication.	Plan and discuss with Phases 1. Planning meetings with creative subject leads. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange	Strong, successful, sequential learning and planning between phase 3 and 1, as well as where appropriate with other phases. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 2	Pupils developing skills alongside termly milestones. Music is successfully being used to support students meet PLIM targets. Clear links to national curriculum KS1 and 2 music. Discrete lesson once a week as well as embedded within other subjects to foster interest and engagement. Music interventions are provided for children in line with PLIM targets.	Plan and discuss with Phase 4 Planning meetings with creative subject leads. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange	Strong, successful, sequential learning and planning between phase 2 and 4, and 2 and 1. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.
Phase 1	Pupils explore drama and music through the use of Attention Autism which works towards capturing interest in order to develop shared experiences. Clear links to weekly class targets as well as PLIM.	Plan and discuss with Phases 2 and 3 Planning meetings with creative subject leads. Planning shared with phase teachers.	Ready for Sept 2020	Phase Leaders to arrange	Strong, successful, sequential learning and planning between phase 1, 2 and 3. Teachers are ambitious and make necessary adjustments to maximise opportunities and enjoyment. Teachers implement learnt knowledge. Students confidence is developed across the curriculum.