






The 'Five a Day' Principles in Music

 <p style="text-align: center;">Explicit Instruction</p>	 <p style="text-align: center;">Cognitive and metacognitive strategies</p>	 <p style="text-align: center;">Scaffolding</p>	 <p style="text-align: center;">Flexible Grouping</p>	 <p style="text-align: center;">Using Technology</p>
<ul style="list-style-type: none"> • I do, we do, you do teacher approach • Clear and unambiguous language • Setting specific time frames for musical activities 	<ul style="list-style-type: none"> • Knowledge organiser • Revisit prior learning in each lesson – last lesson, last week, last term, last year etc • Pre-teach new vocabulary • Repetition and re-capping of new vocabulary • Teacher modelling own thinking • Teacher modelling musical skills 	<ul style="list-style-type: none"> • Small steps • Appropriate level of challenge • Worksheets to aid with composition • Visual representations • Use of note names and instrument diagrams when reading music • Peer support 	<ul style="list-style-type: none"> • Allocating groups flexibly, based on the individual needs that pupils currently share . • Grouping pupils together where they all need additional instruction to carry out a skill. • Collaborative learning across pupils with a range of attainment levels allowing pupils to learn from their peers and feel included. 	<ul style="list-style-type: none"> • IPADS, Chrome books, talking postcards etc used to record learning • Online quizzes and games • IPADS (Garageband) to allow a child to join in with instrumental playing • Videos used to model and explain concepts