



At Priestley, Greater Depth is all about giving the children the opportunity to 'master' their understanding of key concepts and ideas. So, when we talk about Greater Depth, we are talking about mastery of an objective, topic or subject

## Greater Depth Musicians

Will show:

- **Independence** – Apply the skills and knowledge without the recall of the teacher e.g. making a conscious decision about how to present their music
  - **Fluency**– Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding for example, be able to repeat more complex rhythmical and melodic phrases.
  - **Application** – Freedom of choice of how to apply the skill and knowledge to a range of different contexts, including other areas of the curriculum demonstrate the ability to communicate through music, for example to make different musical choices for different stimuli
  - **Consistency** – Consistently use their skills, knowledge and understanding.
  - **Link It** – Organise ideas to make connections with other areas of learning and new ideas.
  - **Re-visit It** – Return to this aspect of learning after a break and still feel confident that they can work on the skill and knowledge without difficulty.
  - **Explain It** – Able to explain their understanding to others and perhaps be a learning buddy to others when leading ensembles or singing groups.
- As teachers we will...
- Provide opportunities by offering a range of resources and materials.
  - Questions and challenges will be differentiated and open ended to extend thinking.

Greater Depth Learners in Music engage fully in the subject. They have a flair for music and music making. They will demonstrate a high degree of drive and commitment to compose, practise and perform. They demonstrate the ability to communicate through music and comment and evaluate on musical features without prompting. They sing with expression and confidence and play some instruments with a high degree of control and co-ordination.



At Priestley, we believe children with SEND are those that have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

## SEND Musicians

Will be able to:

- explore and achieve in line with their peers through being able to access a range of purposeful activities tailored to individual need.

As teachers we will...

- always set suitable learning challenges.
- set musical challenges which are open-ended and have a variety of responses.
- encourage peer support through music ensemble activities.
- provide modified or alternative instruments or equipment.
- modify the curriculum to remove barriers, so all pupils meet the same objectives
- constantly review any possible environmental barriers to achievement such as sound, light & seating plans.
- show an awareness of pupils preferred learning styles
  - when teaching - visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids; using subtitled or audio-described film/video
  - for recording – alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, video, voice recording.
  - to promote security and aid organisation – e.g. visual timetables are used to show plans for the day or lesson; visual prompts for routines, such as how to ask for help; shared signals are developed so that pupils can convey their understanding, uncertainty or need for help.