

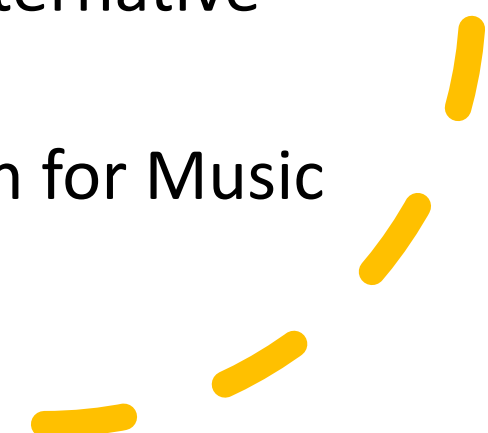


Short Term Planning

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Introduction

- Last year the focus was on long term planning.
 - To develop general musicality and specific skills.
 - Most teams were using either the ArtForms planning and progression document or the colour awards (or a combination of both).
 - In March 21 the Model Music Curriculum was published introducing an alternative framework.
 - In June 22 the new National Plan for Music Education was published.
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Links:

Assessment and Progression document: [NC2014-Version-2-ArtForms-Progression-and-Assessment-in-Music.pdf \(artformsleeds.co.uk\)](#)

Colour awards: [Colour Awards – Artforms Leeds](#)



Model Music Curriculum: [Model Music Curriculum \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

National Plan for Music Education: [The power of music to change lives - A National Plan for Music Education \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Let's look at two of the long term plans:

- Keyboard (Sarah Crowley)
- Percussion (Will Fletcher)

There is no right or wrong way to
create a plan, but we must have one!



Long-term plans – overview of the year.

Medium-term plans – more detail for each half term or full term as appropriate.

Short-term plans – detail for each lesson.

There are examples in the Staffroom area of the ArtForms website under *Teaching Resources* → *National Curriculum and Whole Class Planning*.

Short term planning i.e. lesson by lesson

- Why have a plan?
- What are the benefits?
- What does it need to contain?
- What do schools need? OFSTED deep dives

Discussion

A short-term plan helps us to:

- Connect the curriculum that we have already covered (what has come before) to the next steps (what is still to come) in our medium and long-term planning.
- Keep track of what we are teaching over time, ensuring that there are no gaps, that nothing is missed out either in terms of the curriculum or the skills needed.
- It helps us to ensure that we are covering more general musicality learning objectives, rather than being solely focused on progressing the technical playing skills.

- It keeps us aware of the need to assess our learners and demonstrates their progression.
- It should include target setting (and reflection of previous targets) by both teachers and learners week by week.
- It ensures that we are consciously differentiating for all abilities and attending to any additional needs in our learners.
- When we are working in whole class with an extra adult, it ensures that we have thought about how we will use them to enhance the delivery of the lesson.
- It gives us evidence of what we have covered over the year for other stakeholders e.g. parents.



Plans can be changed!

In short term planning there will need to be some flexibility to reflect factors such as how much practice your learners have done, absences, school events, fire alarms etc. Make sure that changes are recorded too!



Our 'planning' should never be retrospective i.e. an account of what we did that day, simply based on how much practice the learner had done since the last lesson.

In instrumental teams develop a brief list of:

- the inter-related dimensions (elements) of music that you want to cover in the first half term e.g. to consider pulse and rhythm understanding the difference between the two. This is to develop general musicality, the ability to play within an ensemble.
- the key practical skills that you want to cover in the first half term e.g. to be able to hold the instrument properly. To develop the technical stuff!

This will provide a start to your medium term planning.

Then write a short-term lesson plan for your first week back for a new learner or first lesson for whole class ensemble, taking something from each list.

You can use Lee's short term planning template or develop your own.

- time with each pupil to set targets at least every half term (establishes buy in, forms a contract for learning)
- we will also have our own target e.g. red award/grade 1.

NC Team – I would suggest that you join an instrumental group for something you deliver as WCET (e.g. woodwind group for recorder, guitar team for uke).

SEND – feel free to meet as a team or split up across the other teams to ensure that additional needs are factored into the planning!

Plenary

How far have we got?

What are our next steps?