**‘DEEP DIVE ‘INSPECTION FOCUSES**

* Intent, Implementation and Impact
* Real emphasis on the ‘great’ composers e.g., Mozart/ Western Classical Composers
* Progression needs to be explicit and threaded through delivery
* Cultural Capital – how are teachers providing opportunities to build self-esteem, confidence to encourage risk taking etc.
* Sequencing: what came before… what comes next?
* Composing was a key focus and schools must provide opportunities for composition
* Technology, a priority and how is it written into the schemes of work

**QUESTIONS PUT TO TEACHERS**

* Tell me about sequence and progression e.g., how does a recorder project in Y5 look different to the recorder project in Y3?
* How does the use of notation progress e.g., from graphic to standard?
* Are school resources adequate –recommended having a ‘blue skies’ wish list ready when funds allow augmentation of percussion stock
* Do you follow the music national curriculum… do you add to it?
* Tell about the school's long-term plan for music and the cross curricular links
* What would you expect pupils to know by the end of the autumn 1, autumn 2… at the end of the key stages?
* Explain about your peripatetic lessons and equal opportunities
* How do you instil a love for music in all students?
* (After watching a lesson) Did anything surprise you about the learning (gaps, skills they already knew)?
* Why are you teaching what you’re teaching now? What comes next? What is the end point for this unit?
* How do you support pupils with SEND?
* Do you incorporate the individual instrument lessons into music lessons?
* How do you use the school’s behaviour policy to support learning?
* Which musical events have taken place as a school and how they have impacted on children’s learning?
* How do you differentiate and ensure that all children engage with the activities?
* What assessment approaches do you use and how do these impact on planning?
* After each lesson the inspector asked me to go through the intent and impact of the lesson and the next step for that particular class.

**QUESTIONS POSED TO PUPILS**

* What are the interrelated dimensions of music – what is pitch?
* Why are you learning this particular module/unit?
* What did you learn in today's lesson? What did you learn in last week's lesson?
* What did you learn in music last term?
* (To Y6) What did you learn in Year 2? (To Y5) children: What did you learn in Year 1?
* How would you describe your musical journey during your time in this school?
* Who wrote ‘Twinkle, twinkle, little star’?