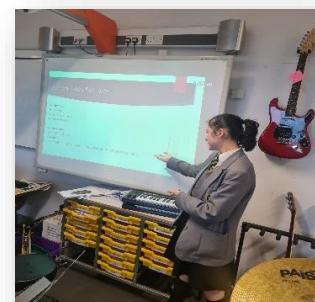


At NLA, for the last eighteen months, we have been diligently working to enhance the linguistic aspect of our four-part oracy framework in conjunction with Voice 21. We are now transitioning to embed more physical and cognitive strategies to supplement and support this journey.

In Music lessons across North Liverpool Academy, we value every word. At Key Stage three and four in Music there is a practical based curriculum. The pupils learn instrumental skills and complete performances for their assessments. We wanted them to be able to talk confidently and appropriately about their performances in class so we devised a table of key technical terms and sentence starters in order to get them to structure their feedback successfully.

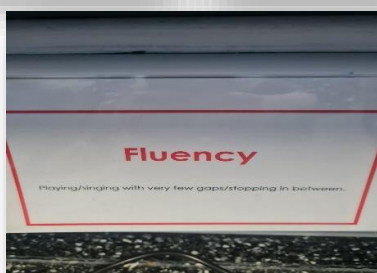
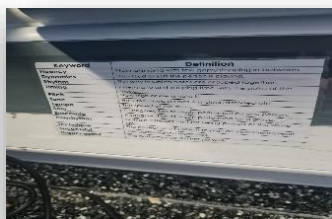
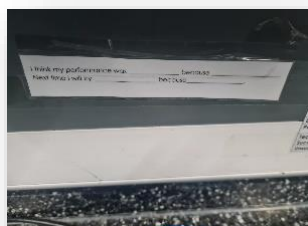
## Class Discussions:

- Pupils actively listen to music and are able to express their opinions during class discussions.
- There are opportunities for group discussions on varying genres of music
- Pupils discuss performances through reflective questioning



## Feedback:

- Our curriculum gives students the opportunities to share their opinions on performances and compositions.
- Whilst listening to music pupils are encouraged to feedback on the elements of music.
- Pupils contextualise and apply an understanding of the elements of music towards their own compositions.



## • Sentence Structures and Subject Specific Vocabulary:

- Pupils use sentence starters when giving feedback to encourage the use of correct and structured language
- Using sentence starters helps pupil's fluency with speaking.
- Key subject specific terms are displayed around the classroom and pupils use tier three vocabulary to describe performances and compositions.