



## Curriculum Intent Music

### Subject vision

We are committed to the philosophy of 'music for all'. Through our curriculum we aim to foster a love of music through practical, accessible and challenging learning. Students build their self-confidence through playing and critiquing a range of musical form and genre. They develop fundamental skills such as vocal work, composing and keyboard skills and apply this to a range of culturally relevant musical styles such as hip hop, Reggae, game music and Samba. Students work both independently and in groups to communicate their learning through the use of instrument, voice and computer aided composing.

### We deliver our curriculum intent on a subject level by:

*KS3* – At KS3 we ensure that students have the relevant skills needed to continue with music at GCSE or pursue the love of learning music by playing an instrument. Students are provided opportunities to use a variety of instruments in solo or ensemble settings, and will gain experience learning several musical notation styles. Our curriculum is designed to ensure students can listen and analyse with a critical engagement the music they hear in relation to the elements of music, and also compose music with intent. Our curriculum engages and inspires students to develop a love of music and their talent as musicians, increasing their self-confidence, creativity and sense of achievement.

*KS4* – We aim for students to experience a GCSE which challenges, engages and inspires students to build a love of music. Our GCSE schemes of work allow students to perform as ensembles and develop compositional skills through employing musical devices and developmental techniques. Students unpick and analyse set works which provide an in-depth knowledge of classic works in relation to styles and genres.

*KS5* - At KS5 students are pushed forward in developing their abilities to perform, compose and analyse music on a much deeper level. Students study more set works and analyse a variety of music styles and genres. Students' performances and compositions are now on a much bigger scale as pieces and performances last from 8-10 minutes. This means that students can really hone their own style of composition, demonstrate and develop their composition and performance skills gained in KS4.

### Enrichment

Our program really is for all. We have enrichment activities to appeal to every kind of musician. We have activities for those who are beginners or advanced musicians. We even have enrichment for students who do not play an instrument at this stage.

The music department comprises of two members of staff who offer a range of clubs which balance the use of instruments and technology to create music. Our 6 part-time peripatetic staff run ensemble groups and bands and cater for the musical interests of all students.

Our groups play at local community events and support the whole school production.

In *Music*, students '**Achieve success**' by:

Encouraging high aspiration and a love of learning	<ul style="list-style-type: none"> <li>• Students reflect on their own work on a regular basis as well as their peers.</li> <li>• Students are asked to perform in front of the class so progress is shared and a 'bar' is set.</li> <li>• Creativity comes before all. Students creating and playing music is at the forefront of this curriculum and is the catalyst for the love of learning in music.</li> </ul>
Maximising progress and potential	<ul style="list-style-type: none"> <li>• Students are always provided with an extension to strive for once their main task is complete.</li> <li>• Students are provided with the success criteria in music to ensure students are striving for the best possible outcome.</li> </ul>
Providing rewarding learning experiences	<ul style="list-style-type: none"> <li>• We ensure lessons are interactive and interesting. Inclusivity through a variety of resources helps students enjoy their learning experience.</li> </ul>
Offering diverse opportunities	<ul style="list-style-type: none"> <li>• Diversity in music is essential to receiving a holistic understanding and experience of music. Students have opportunities to play a vast array of instruments throughout the key stages as well as using professional music software.</li> </ul>
Recognising and celebrating all achievement	<ul style="list-style-type: none"> <li>• Students understand the rewards policy within the department and have access to the rewards display board to see who is receiving the 'Walk of Fame star'</li> <li>• Students also receive recognition via SIMS (whole school reward system) and are keen to achieve a '5' as recognition of their achievement in the lesson.</li> </ul>

In *Music*, students '**Value Others**' by:

Contributing to a safe school environment	<ul style="list-style-type: none"> <li>• The 'no negatives' rule helps promote respect of themselves, their work and each other.</li> <li>• Students respect and value the space they are working in and the resources they have access to. They know how to monitor their own health and safety when working with the equipment.</li> </ul>
Showing tolerance, respect and fairness	<ul style="list-style-type: none"> <li>• Students are active listeners and support the different experiences and different viewpoints and reactions to the music they hear.</li> <li>• Students communicate how to be a good audience member and model how to evaluate and conduct peer-assessment meaningfully and with sensitivity.</li> </ul>

<p>Listening to and respecting others' views</p>	<ul style="list-style-type: none"> <li>• Students value the thoughts and opinions of others, even if these differ from their own.</li> <li>• We see diplomacy in group work where students balance the giving and supporting of ideas.</li> </ul>
<p>Appreciating and embracing diversity</p>	<ul style="list-style-type: none"> <li>• Students actively promote tolerance in the Music classroom.</li> <li>• A range of group experiences and opportunities allow students to understand work at a more complex level.</li> </ul>
<p>Being an active member of our school and local community</p>	<ul style="list-style-type: none"> <li>• Students are generous with their time and support the department at evening events and functions with professionalism.</li> <li>• Students enjoy the elements of the enrichment programme which connects them to the community and they make connections beyond the classroom.</li> <li>• Students share work with local partner primary schools and rise to the challenge of inspiring others to achieve highly in the Arts.</li> </ul>
<p>Co-operating with others</p>	<ul style="list-style-type: none"> <li>• Students cope with a range of challenging expectations whilst managing the difficulties presented in group work.</li> <li>• Students are able to co-operate with others when planning and playing together.</li> <li>• Students co-operate expertly during the school production with students both in and beyond their year group.</li> </ul>