



Curriculum Intent and Implementation

Music Department Intent

In Music, the intent for KS3 is to unlock pupil creativity, find hidden talents and build confidence, as well as develop instrumental skill and a knowledge base of theory and musical language. It is also very important for our KS3 learners to have an understanding of (and appreciation for) various cultures and traditions outside of their own. Pupils learn to respect one another through the introduction of performance/creativity and audience etiquette. Many employability skills are instilled throughout KS3 Music, including teamwork through ensembles, ability to come up with new ideas through composition and problem solving skills through theory. During KS3, we want to inspire an interest that can become not only a platform towards GCSE Music, but a way for pupils to contribute towards wider school life and perhaps even a life-long passion.

The KS4 GCSE Music curriculum is designed to build on key knowledge and skills learnt during KS3, and deliver all areas of study (Musical Forms and Devices, Music for Ensemble, Film Music and Popular Music) through three main components; performing, composing and appraising. Pupils will learn the value of independence, resilience and self-management in their solo performance coursework, and communication, teamwork and leadership in their ensemble performance coursework. The GCSE specification allows students to understand the music that they listen to or play in relation to its context. Through this, students develop analytical skills, an understanding of various cultures and traditions, and are encouraged to utilise their creativity. The curriculum continues to ensure that 'music is being taught musically' and is a stepping stone to further their musical education at A Level.

Daily/weekly review:

KS3 - Each music lesson begins with a 'do-it now' listening task during which students are given the opportunity to experience new songs and styles of music whilst developing their listening skills. Students will then learn about a key musical feature or skill through performance before completing home learning related to that particular feature of the topic. All students then complete an end of topic assessment consisting of a performance together with an end.

KS4 - Students will begin lessons with a 'do-it now' theory based exercise that recaps previous learning before undertaking exercises related to composition, performance or listening examinations.

Modelling:

Performance skills and compositional skills are regularly modelled to students through demonstrations, or live using software applications or the visualizer.

Modelling of strong/weak answers for different types of exam questions is also completed in the lead up to exam season.

Explanation and reading:

In KS3 and KS4, students are encouraged to take part in wider listening supported by the use of their knowledge organisers and lessons notes.

At KS5, students are strongly encouraged to engage in wider reading and note-taking to further develop their knowledge of topics and go beyond the curriculum. Pupils are provided with reading but are also pointed in the direction of further reading appropriate to the course.

Directed activities related to the text include labelling diagrams, highlighting key points and developing a story for essay based Development of Music questions.

Deliberate Practice:

Practical exercises are a key aspect of each of the courses, as students are expected to build on demonstrations by putting theory into practice. Pupils are consistently questioned verbally and challenged on their understanding of musical theory, musical features and techniques.