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Southchurch High School

Abstract

Students are carefully provided with feedback on their learning to enable them to improve.   
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – music

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| **INTENT:**   * At our school, the Music Department is committed to delivering a vibrant, inclusive, and inspiring curriculum that nurtures creativity, builds confidence, and fosters a lifelong appreciation of music. We aim to create a musical culture where every student feels valued, challenged, and empowered to explore their musical potential. |
| **IMPLEMENTATION:**   * Sequencing of the curriculum * Adaptive teaching (to take into account of what the learners know and don’t know). * Extending opportunities for extracurricular |
| **IMPACT:**   * All students will achieve their potential with altered trajectories. |

# KS2 Links

[**Key Stage 2 National Curriculum - Music**](https://assets.publishing.service.gov.uk/media/5a7b7f8c40f0b645ba3c4b8a/PRIMARY_national_curriculum_-_Music.pdf)

# CURRICULUM MAP

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Yr7** | **Exploring Your Voice**  *End of unit assessment: Performance Skills* | **Exploring Melody**  *End of unit assessment: Performance Skills* | **Exploring Keyboards and Chords**  *End of unit assessment: Performance Skills* | **Exploring Structure**  *End of unit assessment: Performance Skills* | **Exploring Ukulele & Voice**  *End of unit assessment: Performance Skills* | **Exploring Composition**  *End of unit assessment: Performance Skills* |
| **Yr8** | **Singing Through the Eras**  *End of unit assessment: Performance Skills* | **Jazz & Blues**  *End of unit assessment: Performance Skills* | **Chords & Riffs**  *End of unit assessment: Performance Skills* | **Minimalist Music**  *End of unit assessment: Performance Skills* | **African Drumming**  *End of unit assessment: Performance Skills* | **Film Music**  *End of unit assessment: Performance Skills* |
| **Yr9** | **Band Projects**  *End of unit assessment: Performance Skills* | | **Hip Hop Production (Composition)**  *End of unit assessment: Performance Skills* | | **Reconstructing from a brief (Performance & Composition)**  *End of unit assessment: Performance Skills* | |
| **Yr10** | **Component 1: Exploring Musical Styles**  learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music.  **Learning aims:**  **A -** Demonstrate an understanding of styles of music  **B** - Apply understanding of the use of techniques to create music | **Component 1: Exploring Musical Styles**  learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques.  **Learning aims:**  **A -** Demonstrate an understanding of styles of music  **B** - Apply understanding of the use of techniques to create music  Non-Exam Assessment – Window 1 (30%) – December Deadline | **Component 2: Music Skills Development**    Learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.  **Learning aims:**  **LOA-** Demonstrate professional and commercial skills for the music industry  **LOB -** Apply development processes for music skills and techniques. | **Component 2: Music Skills Development**    Task: Refinement and completion of both learning outcomes;  **Learning aims:**  **LOA-** Demonstrate professional and commercial skills for the music industry  **LOB -** Apply development processes for music skills and techniques. | **Component 2: Music Skills Development**    Task: Refinement and completion of both learning outcomes;  **Learning aims:**  **LOA-** Demonstrate professional and commercial skills for the music industry  **LOB -** Apply development processes for music skills and techniques.  Non-Exam Assessment – Window 1 (30%) – May Deadline | **Performance Skills Development**  Exploration of the elements of Music via the sonic and compositional features:  **Assessment:** Mock devising performance, application of theatre genres, styles practitioners and techniques in creativity and performance. |
| **Yr11** | **Component 2: Music Skills Development**    Learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.  **Learning aims:**  **LOA-** Demonstrate professional and commercial skills for the music industry  **LOB -** Apply development processes for music skills and techniques. | **Component 2: Music Skills Development**    Task: Refinement and completion of both learning outcomes;  **Learning aims:**  **LOA-** Demonstrate professional and commercial skills for the music industry  **LOB -** Apply development processes for music skills and techniques.  Non-Exam Assessment – Window 1 (30%) – December Deadline | **Component 3: Responding to a Brief**  Learners will be given the opportunity to develop and present music in response to a given music brief.  **AO1** Understand how to respond to a music brief  **AO2** Select and apply musical skills in response to a music brief  **AO3** Present a final musical product in response to a music brief    **AO4** Comment on the creative process and outcome in response to a music brie | **Component 3: Responding to a Brief**  Learners will be given the opportunity to develop and present music in response to a given music brief.  **AO1** Understand how to respond to a music brief  **AO2** Select and apply musical skills in response to a music brief  **AO3** Present a final musical product in response to a music brief    **AO4** Comment on the creative process and outcome in response to a music brie | **Component 3: Responding to a Brief**  Learners will be given the opportunity to develop and present music in response to a given music brief.  **AO1** Understand how to respond to a music brief  **AO2** Select and apply musical skills in response to a music brief  **AO3** Present a final musical product in response to a music brief    **AO4** Comment on the creative process and outcome in response to a music brie  Final Assessment – Window (40%) – May Deadline |  |

# KS5 Links

[**A Level Music**](https://www.gov.uk/government/publications/gce-as-and-a-level-music)

[**BTEC Nationals - Music Technology - Level 3**](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Music-Technology/2017/specification-and-sample-assessments/Pearson_Edexcel_Level_3_Advanced_GCE_in_Music_Technology_Specification_issue3.pdf)

**KS4 END OF COURSE EXPECTATIONS**

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| **BTEC Tech Award Performing Arts** | |
| **Aims and learning outcomes** | **Component 1: Learning outcomes**  A) Demonstrate an understanding of styles of music  B) Apply understanding of the use of techniques to create music  **Component 2: Learning Outcomes**  A) Demonstrate professional and commercial skills for the music industry  B) Apply development processes for music skills and techniques  **Component 3: Learning Outcomes**  AO1: Understand how to respond to a music brief  AO2: Select and apply musical skills in response to a music brief  AO3: Present a final musical product in response to a music brief  AO4: Comment on the creative process and outcome in response to a music brief |
| **Assessment objectives** | * **AO1:** understand how to identify key features from musical styles. * **AO2:** develop their knowledge of famous musicians within multiple musical styles. * **AO3:** develop their ability to perform and create their own music, from both existing works and through compositional tasks. * **AO4:** evaluate their own musical ability and reflect on progress made |

# NATIONAL CURRICULUM LINKS

[**National Curriculum - Key Stage 3 Music**](https://assets.publishing.service.gov.uk/media/5a7c869440f0b62aff6c2499/SECONDARY_national_curriculum_-_Music.pdf)

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| **Purpose of study:**  Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. |
| **Aims:**  The national curriculum for music aims to ensure that all pupils:   * perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians * learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence * understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. |
| **Skills:**  Pupils should be taught to:   * play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression * improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions * use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions * identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices * listen with increasing discrimination to a wide range of music from great composers and musicians * develop a deepening understanding of the music that they perform and to which they listen, and its history. |

**PERSONAL DEVELOPMENT CURRICULUM**

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| The Drama curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;   * **Equality and Diversity** * **Cultural Capital** * **Community and Wellbeing** * **Careers and Employability** * **Character Development.** |
| **Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.   * **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watch with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions. * **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access.  All students are invited to an array of enrichment opportunities including; clubs, school musical performances, trips and visits and workshops. * **Aspiration** – Students are encouraged to see numerous examples of live theatre and are invited on a plethora of trips and visits. Students also explore different careers within the arts such as music makers, performers and composers. |
| **Equality & Diversity:** The Music curriculum aims to be a beacon of excellence, in showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us. The choice of repertoire from a variety of cultures and traditions in vocal and instrumental lessons offers a powerful way to promote diversity. Creating a culture where all music is celebrated and respected encourages learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them. |
| **Wellbeing & Community** – The Music curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience. |
| **Cultural Capital** – The Music curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.   * **Trips & Visits:** All students are provided the opportunity to attend a theatre and see live performance within KS3 and this is compulsory at KS4. * **Extra-Curricular:** A wide extra-curricular offering including; Music Ensembles, School Choir, Jack Petchey Glee Club Project, Private Instrumental and Vocal lessons via the Music Hub and Staff Choir. * **British Values:** * **Individual Liberty**: In Music we express ourselves through the music we play, create and listen to. We develop music in our own style and are encouraged to use our own creativity. We are assessed on our individual creative approach to work. * **Mutual Respect**: In Music we respect the opinions of our classmates. We respect and celebrate the creativity and talents of those around us. We value the respect we are shown by others. * **The Rule of Law:** The classroom rules enable all of us to develop our skills in an environment where equipment and each other’s feelings are respected. The classroom rules ensure we are all responsible for the learning environment in which we work. * **Tolerance:** We are tolerant of the opinions and creative ideas of each other. We value the wide variety of cultures that share music from all over the world. We are tolerant of different faiths and beliefs in the music we study. * **Democracy:** In Music we are all part of the learning experience, we are listened to. We assess each other’s work and celebrate each other’s successes. We have the opportunity to make choices on how we develop our own creativity. |
| **Careers & Employability –** The Music curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the Music curriculum, our students are supported to develop the following skills;   * Communication * Confidence * Teamwork and Leadership * Listening and Responding * Creativity * Critical thinking and problem solving * Time management * Research |

**SMSC CURRICULUM LINKS**

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| **Social:** Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. Students also focus on how music is used in a particular culture and how this genre is composed and performed. Students learn to appreciate various styles or genres of music and appreciate the performance of other students. |
| **Moral:** Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. Students also focus on how music is used in a particular culture and how this genre is composed and performed. Students learn to appreciate various styles or genres of music and appreciate the performance of other students. |
| **Spiritual:** Students learn to appreciate and understand the musical interests of their peers through evaluation and demonstration. Students offer feedback and encourage their peers through assessment and learn how to promote confidence in performing and composing. Students’ complete evaluation of performances and compositions demonstrating their willingness and ability to reflect. Students learn how careers may be developed in Music and Music Technology and may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance. |
| **Cultural:** Across both key stages students focus on various styles and genres of music from the tradition of Classical Music and explore Composers to more contemporary musical styles and how these are created. At KS4 level, students study a plethora of musical genres and styles, and their musical context with the world or culture at the time of creation and interest. |

# Equality, Diversity and Inclusivity Links

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| **Aims**  Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them. |

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