

Subject Curriculum Intent, Implementation and Impact

Subject	Music
Curriculum Intent	
<p>The music department aims to provide a curriculum which is diverse in style, skills and relevant to current genres the students may be influenced by. The curriculum is based on a 5-year spiral planning backwards for skills and knowledge required for students to achieve well at GCSE. At KS3 students will complete 3 performance and 3 composition units each year, with a progression of skills as they develop and complete work. Throughout the 3-year KS3 they will progress onto more challenging skills. With performance, this will require students to retain information from previous units to allow them to develop their knowledge and performance skills further with a great amount of time focusing on keyboard skills as this heavily impacts their ability when composing using MIDI keyboards. When composing, each unit aims to teach them a new programming skill which they will need to have mastered when composing at KS4 to achieve the top boundary of available marks. Year 7 is planned as a foundation year where we spend time teaching key knowledge of the elements of music, notation and basic skills on how to compose using Logic Pro X software. Moving into year 8 and 9 we look more at applying these skills to different genres of music from Western Classical to pop music to music from around the world to ensure we are not only teaching students about current music but how music has developed over the decades while broadening their musical repertoire. At KS4 we have picked an exam board which allows students to learn about different styles of music rather than fact memorising. With this knowledge students begin to have more freedom of the genres of music they choose to compose and perform in for their coursework which is worth 60% of their overall GCSE grade.</p>	
Curriculum Implementation	
<p>Lessons are broken down into half-termly units planned to be an average of 6 lessons. All lessons follow the same structure and have tailor made booklets to accompany the 6 lesson power points and assessments. This was students gain familiarity over the process of being taught a new skill and know what is expected of them when following the formatted power points in lessons. As well as this, homework's where possible are always set in lesson 1 and 4 with the first homework being a keyword and definition match up using 10 keywords closely associated with the unit. Due to the 5-year spiral planning there is repetition of knowledge and skills across the units. Each unit will have a success criterion which is shared with students in the first lesson as well as printed in their booklets to refer back to at a later date. This success criteria is referred back to by the teacher when giving students verbal feedback each lesson and also when students complete a DIRT task during lesson 4. Again, DIRT tasks are formatted to look similar across all units in KS3 which includes the success criteria as well as the 10 keywords which were given for the first homework task. At KS4 students work on a different piece of coursework each term. Alongside this they also have weekly theory lessons where they are taught knowledge about the 17 different genres of music which are required to pass the listening and appraising exam. We start with the Concerto Through Time as these</p>	

styles go into a lot of detail regarding composition techniques which we aim for our students to be able to apply to their composition regardless of the style they have chosen to compose in. Students are given regular feedback on their coursework and when completing a mock exam, they are given detailed feedback using the mark scheme from the exam board specification.

Curriculum Impact

The aim of the music curriculum is to give them a broad understanding of music which they can then refine as they develop through different key stages. We want students to be able to develop their own understandings of music by creating their own work, whether that be performance or composition based, and hope that students can draw upon the learning to make their own decisions on the genre(s) of music they wish to pursue. We hope that they will continue music education and where this is not a possibility we continue to encourage and nurture their aspirations through extra-curricular opportunities. Students are given aspirational targets, in line with whole school expectations and are always encouraged to surpass these where possible. Students complete a DIRT task in all units ahead of completing the assessment. This allows time for the students to reflect on the learning which has happened and what else they need to do to refine their work to achieve a better grade linking with the success criteria for the unit. Assessments happen at the end of each unit to get a detailed understanding of the knowledge students have learnt and allowing us to adapt where needed in future units if a particular skill needs further refining in a whole class level. All assessments are marked out of 30 for consistency with a larger percentage of these marks awarded to the skill the students have been working on for that unit. This consists of a mark scheme, similar to those found at KS4 but simplified, where the work the students have completed over the 6-week unit is marked as a final product. The remaining marks are left to knowledge recall/exam style questions. Through all of this, we not only aim to inspire students to continue with their music education but to continue with their creative outlet as this gives students an opportunity to express themselves more so than they are able to do in exam-based subjects.