

INTENT:

We provide students with a thorough grounding in the basics of Music, building on prior knowledge and an appreciation of different styles, genres and cultures in order for them to develop as creative and well-rounded musicians. We want students to feel music is accessible to them giving them the chance to work with music they know and enjoy but also to help them discover a love and appreciation for other styles they wouldn't normally choose to listen to.

The Music curriculum at GWA allows students to:

- Develop their presenting skills through performance: Students enjoy music making independently and in groups and take part in various performances in large/small ensembles and in solo roles.
- Use their voice regularly to help them understand musical concepts, become confident musicians and support their mental health.
- Learn to play a range of instruments confidently and accurately (keyboard, ukulele, Samba percussion, hand-held percussion, boomwhackers, electric guitars, bass guitars and drums) as well as developing skills on their own instrument(s).
- Compose and improvise, developing techniques in different musical styles, genres and traditions.
- Develop their listening, appraising and evaluating skills with discrimination and awareness.
- Take on leadership roles develop all the skills from the Skillsbuilders framework.

The school's ACE values are central to our teaching in Music:

Attainment supports students to improve their musicianship skills regardless of their starting points.

Care teaches students to develop ensemble awareness and to show respect during performances and during peer assessment work.

Excellence encourages students to develop audience awareness and showmanship in performances and aim high in all aspects of their learning.

KEY STAGE 3

Our Key stage 3 provision follows the National Curriculum for Music in England and students should build on their previous knowledge and skills through performing, composing and listening. Students currently use keyboards and ukuleles in lessons to develop their skills and learn various concepts. We believe that singing and using our voices in musical ways is central to musical learning, teaching our students ensemble awareness and an array of musicianship skills as well as the whole school 'Skillsbuilder' Enterprise skills which prepares them for Music at KS4, 5 and beyond. The Year 7 Singing House competition at the start of their life at GWA ensures that all students have the opportunity to develop these skills. Our Schemes of Learning focus on learning the basics of Music: bass lines, chords, melodies and rhythms.

Year 7	Year 8	Year 9
Introduction to Music	Ukulele – Performance	Blues Music (Song writing)
MAD TSHIRT	Four Chords - Songwriting	Indian Music
I've Got Rhythm	Reggae	Film Music - Composition
Folk Music/Pitch Notation	Hooks & Riffs	Film Music - Performance
Samba	Dance Music	Music Through Time - performance
Icecream Van Theme	Music for Gaming	Band Project

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KEY STAGE 4

At Key Stage 4 we run the AQA Music GCSE. This course will continue to build student's musical development and understanding. The GCSE focuses on performing, composing, listening and appraising music. Our expectation is that all students who take the course are involved in all school concerts and even take a leadership role in performances.

The students will have the opportunity to cover four areas of study;

1. Western Classical Tradition – 1650 – 1910
2. Popular Music
3. Traditional Music
4. Western Classical Tradition since 1910

Within these four areas of study there is a focus on students appraising, developing and demonstrating in-depth knowledge and understanding of musical elements, context and language. The four areas of study then help to provide the backbone material for students to develop their performance and composition skills.

The areas of study will provide familiar and unfamiliar listening experiences and a lot of the work will be around preparing for the written exam which will be taken at the end of the two-year course. As well as this theory-based side to the course there will be opportunities to perform and compose regularly in lesson time. Students are encouraged to bring their own instruments to lessons for the 'Performing' component of the course as they will need to practise and develop techniques and are required to rehearse and perform in school. Throughout the course students learn how to compose for their own instrument and to a brief. All students have access to Music software to notate their compositions or use a sequencer depending on preference.

The course requires students to perform a solo and ensemble piece (30%), compose two pieces (30%) and sit a 1 hour 30 minute exam (40%) at the end of the course.

We have high expectations for our students and encourage all KS4 students to be fully involved in school concerts and take a leadership role in performances.

KEY STAGE 5

At Key Stage 5, we follow the AQA A Level Music specification and study a wide range of musical genres through listening, performance and composition. Students are required to be roughly a grade 5 standard of performing and bring to the course various backgrounds so they can enjoy developing their musical skills as well as broadening their minds. The course caters for different learning styles and musical tastes which allows students to develop and demonstrate an in-depth knowledge and understanding of musical elements, musical contexts and musical language. We cover a range of practice techniques to ensure students have the stamina and confidence to perform a ten-minute recital on their instrument focusing on technique, expression and performance quality. The composition component helps students learn how to develop musical ideas and compose music that is musically convincing. Students are required to compose two compositions.

The course provides a clear progression from GCSE as the assessment objectives, structure titles are similar to the GCSE course and supports progression onto the Higher Education courses in Music and the Performing Arts whether at University or Music College.

IMPLEMENTATION

Our schemes of learning include links to

Long term overviews:

- Clear links to prior learning (Y7 linked to KS2, Y7 to Y8 and so on)
- Topic outline summarising key content

Medium term plans:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

IMPACT:

ONGOING TEACHER ASSESSMENT

Our schemes of learning focus on assessment and improvement opportunities and the Performing Arts Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress

INTERNAL EXAMINATION RESULTS

Students will complete a termly practical assessment in KS3. Teachers will look at students' evaluative skills alongside their performance work. At KS4 and 5, one component is internally assessed and externally moderated. These marks will be shared with students and home. We will also assess students through practise exams which will provide further insight into student's current performance.

EXTERNAL EXAMINATION RESULTS

At KS4 and 5, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle.

ENTERPRISE SKILLS

In line with the whole school drive on Enterprise skills, the explicit teaching against 'Skillsbuilder' steps is measured through students evidencing progress within their tracking tool, with the department leading on chosen skills in each year.

IMPACT

WORK REVIEWS

We learn from the 3 annual school work reviews and conduct our own moderation of exercise books and assessments in a clear cycle of department meetings throughout the year.

STUDENT SURVEYS

The Music department survey's students in all year groups frequently seeking student feedback on the effectiveness and enjoyment of each unit. We use the learner point of view to adjust and review our SOL to ensure our lessons are relevant and engaging.

MODERATION

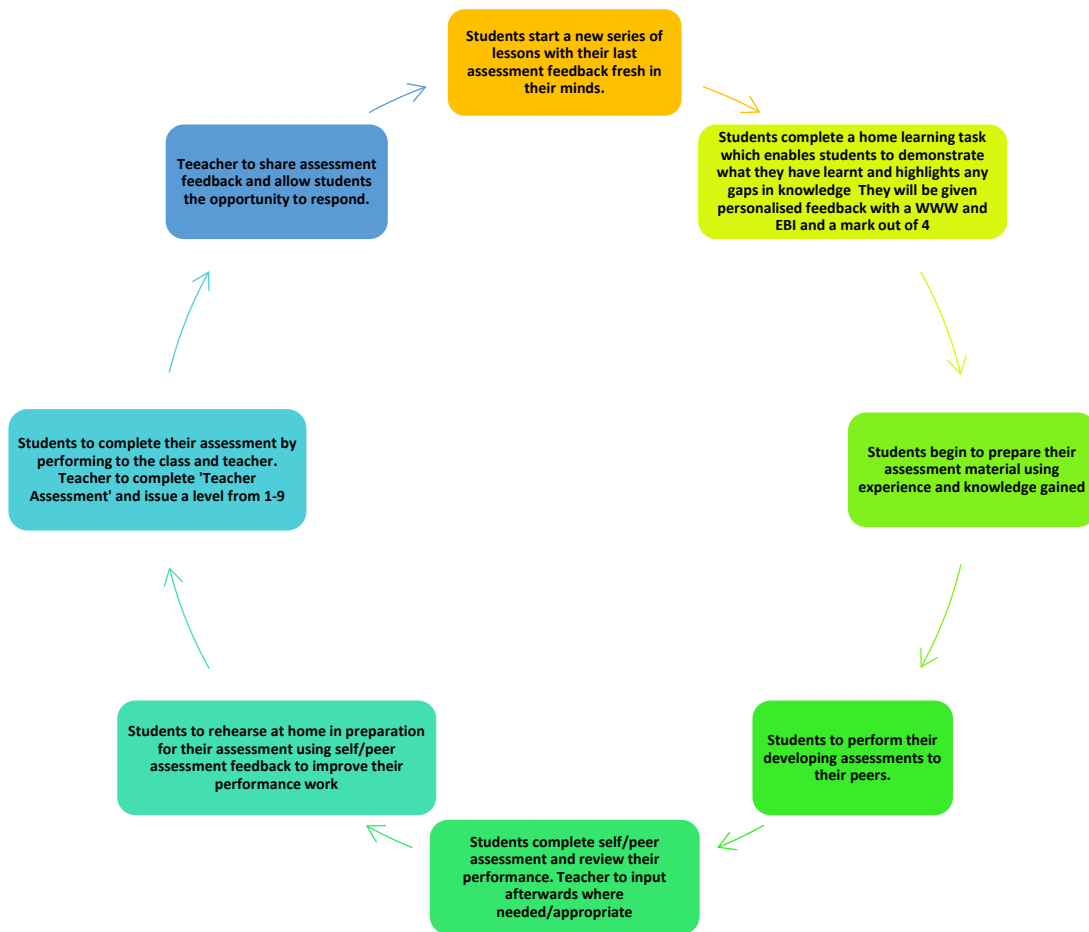
Annual moderation meetings take place within the department to provide quality assurance and better support department wide reflection on the impact of the curriculum.

Where possible opportunities for external moderation with other high performing schools/exam board will be used.

DESTINATIONS

The eventual destinations of students, and the extent to which they are able to lead happy, successful lives, will be the ultimate measure of curriculum impact.

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Assignments and Feedback:

The following headings will be used to determine which type of feedback will be given to students following a task

Exam Practise- Marked and personalised feedback*

Assessment-Marked and personalised feedback*

Rehearsal- In class feedback

Homework-Effort mark out of 4 and personalised feedback*

Cover work/class work/ Self/Peer Assessment- Initialled/Checked by teacher

**Personalised feedback should include use of their name and WWW and EBI comments. Students should respond to this feedback.*