

Sandfield Music Curriculum Statement

Intent

The music curriculum at Sandfield aims to ensure all pupils have the opportunity to perform, listen to, appraise, compose and evaluate music. Our main aim is to engage and inspire pupils to develop a love of music and recognise their talent as musicians and so increase their self –confidence, creativity and sense of achievement. Our intent is to provide an inclusive, high quality music education for our pupils who have such diverse needs. **Currently music is part of our ARTs Mark award which gained Gold Status. We are aiming for Platinum status in the future.** The impact we want to give pupils is for them to leave school with an ongoing desire to further pursue their interest in all aspects of music, a belief that the listener is just as important as the performer and that music can provide a lifetime of enjoyment.

How is our Curriculum planned?

The music curriculum is based on subject knowledge and guidance from the National Curriculum and from the Charanga program which, although being primary school based, has been tailored to suit the needs of our pupils.

The purpose of study points to an essentially musical experience, where learning about music comes through practical experience. Within the National Curriculum for music, creativity maintains high importance and many inter-related processes such as performing, composing, improvising, singing, creating, listening and appraising emphasise the practical nature of the subject.

Singing plays an important role in our curriculum, linking to the National Plan's aspiration for regular singing in all schools and at all key stages. This helps with the development of 'internalising skills'.

Singing starts each lesson as a warm up or gathering and there is usually a whole school song taught every half term for all classes to sing in assembly.

Pupils are exposed to a wide range of music and explore the history and context of the music in terms of culture, context, time and place, genres, traditions, musicians and composers. This creates for our pupils as Ofsted March 2019 points out, a 'rich and balanced' curriculum.

How is the curriculum implemented

In each year group the musical journey is divided into 6 half terms of musical progression.

Over three half Terms, pupils will usually learn three musical topics each following on from one another in building upon prior knowledge. They will have the opportunity to perform, improvise, compose, listen to, and appraise music across a range of historical periods, genres, styles and traditions.

A 4th half Term will be based on learning a new musical instrument as a whole class with an opportunity to specialise in learning an instrument individually from a peripatetic teacher.

A 5th half Term is spent in preparation for a yearly school's educational concert visit to The Liverpool Philharmonic Orchestra with a specialised scheme of work provided. Pupils will learn about works of the great composers and musicians (**Cultural Capital**).

The 6th and final half Term of the year is entitled reflect, evaluate and record. This is where each pupil reviews everything they have learnt throughout the year and reflects on the impact it has made to their musical knowledge and enjoyment. They have the chance to perform and re-record any work they have done throughout the year to show improvement in a mini class talent show. Also it is an opportunity to prepare for 'Sandfest' where they can showcase their talent on a larger scale

How does learning develop over KS3, KS4 and 6th form?

KS3

☑ Pupils complete a questionnaire at the beginning of year 7 “All about Me”

It takes into account what musical experiences they have been involved in with their previous school, what music they like to listen to, what music they hear at home, and what instrument would they like to learn how to play.

☑ Initial gathering songs are taught with signing to determine if pupils can sing and sing in pitch. Throughout the year pupils are taught how to sing and use their voices.

☑ Pupils are taught to recognise the elements of music namely pitch, duration, dynamics, tempo, timbre, texture, structure and simple musical notations such as graphic score. These inter-related dimensions are taught through games and activities.

☑ Pupils are encouraged to listen and appraise a piece of new music every lesson to develop their personal view, to use correct musical language (**Vocabulary**), and to develop an understanding of the history of music.

☑ Pupils learn how to recognise the notes on the keyboard, to recognise and find different voices and styles, and learn to play simple tunes. Progression through KS3 is made as pupils learn to read the notes, play single fingered chords and those that can, to play with both hands (**sequence**)

☑ Pupils will also learn how to play the Ukulele and instruments in the Samba Band.

☑ For pupils who are unable to use their hands to play traditional instruments they are helped to experience the movement of playing with hand over hand. Also the use of bells or the program “Thumbjam” is used for pupils to just use a swiping movement over an iPad to experiment with and explore sounds.

☑ Pupils improvise and compose music using classroom instruments and learn about ABA structure.

☑ Pupils are encouraged to perform in class and in assembly as a class or in an ensemble.

KS4

☑ Pupils build on previous knowledge and skills through performing, composing and listening and appraising.

☑ Pupils are taught musical notation and how to write it down using manuscript paper. They progress to writing music out digitally using various programs such as Musescore.

☑ They learn how to extend composing skills, developing their own creative ideas in song writing.

☑ Pupils develop a deepening understanding of the music that they listen to, perform and its history. Pupils are also able to place music in its correct historical context and recognise what was going on in the world at the time of composition.

☑ Pupils are taught to play and perform confidently with more accuracy, fluency

and expression. In addition to instruments taught previously they now will have the chance to learn the drum kit and guitar from a visiting musician from the Resonate Hub (**Cultural Capital**).

☑ More emphasis will be given to digital music such Ableton and Garage band for pupils to do remixing.

☑ Pupils are more able to recognise the importance and relevance of learning to appreciate the music and composers of the past and how that has influenced music of today.

6th form

When music is offered to 6th formers there is an acumination of everything pupils have learnt over their previous years at school and a chance to take part in the D of E program. This where pupils go out into the community and share their talents, at a community centre or a care home and perform using instruments and voice. This is part of their volunteering award (**Employability**).

There are opportunities to develop their talents further by taking the Drake Music qualifications in Film music, performance skills, and Chance music.

In what ways does our curriculum help develop pupils and prepare them for employability?

☒ Critical thinking; Teamwork; Creative thinking and imagination; Expression; Confidence

☒ Cultural Capital-pupils gain essential knowledge to prepare them to be proper citizens. They learn of composers and musicians from many different styles of music and from different eras through research and trips to the Philharmonic theatre and museums .

IMPACT:

What forms do assessments take? What is the purpose of assessment?

Assessment of the pupils' work, skills and knowledge will be based on the National Curriculum and from the Charanga scheme, made using:

- ☒ Practical work (EFL) .
- ☒ Whole class, group or paired discussions.
- ☒ Self-assessment
- ☒ Reflection on own working
- ☒ Quizzes
- ☒ Teacher questioning
- ☒ An end of topic evaluation.

We review the pupils work in music by making these formal or informal assessments as we observe the students during lessons and we use this information to plan and review for future lessons.

How do we know if we have a successful curriculum?

- ☒ Teacher evaluation of curriculum to check it meets the needs of our students.
- ☒ Pupil voice informs any barriers to learning and changes can then be made to meet all learning needs.
- ☒ Evidence of learning, progress and a balanced curriculum from learning walks, scrutiny of student work, and lesson observations.

- By KS4 some pupils will have gained an Arts Award qualification