

**Department Vision:**

Our music schemes of learning aim to provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, teamwork and resilience. The music curriculum is designed to adequately prepare pupils for the demands of GCSE music and above—whilst simultaneously satisfying the needs of the National Curriculum. We offer opportunities for students to develop their talents in music through the three main areas of performance, composition and listening/appraising.

**Aims:**

Pupils will:

 Perform, listen to, and evaluate music across a range of different periods, genres, styles and traditions

 Learn to sing in tune

 Create and compose music on their own and collaboratively, in conjunction with notation software

 Learn how to play the electronic keyboard

 Understand and explore how music is created, produced and communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations

**Key Stage 3 Curriculum Plan**

The Key Stage 3 curriculum is focussed on giving a broad grounding in both practical and theoretical aspects of music, in keeping with the demands of the National Curriculum.

**Key Stage 4 Curriculum Plan**

We follow the AQA Music (8271) specification at GCSE.

GCSE music begins in Summer Term 1 of Year 9. Pupils learn how to compose their own music, have specialist tuition on their chosen instrument or voice and begin to prepare for the listening and written examinations through a combination of music theory, general musicianship, set works and relevant terminology.

**MARKING and FEEDBACK POLICY**

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| **Key Stage 3** | **Key Stage 4** |
| Marking, assessment and feedback activities:   1. Verbal feedback is the most common form of feedback. 2. Pupils store written work in folders. 3. For teacher assessments, the teacher gives rapid verbal feedback following an assessment. 4. The most commonly used types of assessment are self, peer and teacher. 5. Literacy feedback is both verbal and written. 6. DIRT time is incorporated into lessons where appropriate, but at least once per half term, to address any targets or pieces of work for improvement. | Marking, assessment and feedback activities:   1. Verbal feedback is the most common form of feedback. 2. Pupils store written work in folders. 3. Feedback sheets are also used by the pupil to record the teachers’ verbal comments (feedback – following a teacher assessment). 4. Both written and verbal feedback occurs numerous times in the life of a piece of coursework. (Composition & performance coursework). 5. The most commonly used types of assessment are self, peer and teacher. 6. Literacy feedback is both verbal and written. 7. DIRT time is incorporated into lessons where appropriate, but at least once per half term, to address any targets or pieces of work for improvement. |

**Opportunities and visits**

In KS3 pupils are given the opportunity to learn how to play the electronic keyboard as part of curriculum lessons. At KS4, pupils then pursue an instrument or voice of their own choice to help prepare them for the performance component of GCSE music.

Pupils are also introduced to Sibelius notation software very early on and use this to develop their own compositional ideas and creativity.

In terms of extra-curricular activities, there is a school singing group and guitar group that pupils of all ages are welcome to attend. Pupils who form their own bands or groups are also encouraged to rehearse on a weekly basis. Every two years, we put on a Christmas concert to showcase this musical talent. In between the concerts, we put on a stage production of a musical in conjunction with the drama department. This gives pupils an opportunity to audition for a singing/acting part in a show that they will remember for the rest of their lives!

**Care Respect Inspire**