

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: Music

Academic Year: 2019 – 2020

Overall Intentions for Students –

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

Positive attitude towards Music

Increased performance skills

Increased awareness of various genre, culture and opinions when listening and reviewing Music

Understanding of how music is created, produced and communicated, including through the use of elements of music.

Assessments including baselines

External Qualifications including GCSE and Arts Award

Provision for SEND and GT

Children with SEN are taught within the weekly Music lessons and are encouraged to take part when and where possible

Specialist teachers to work with pupils e.g. piano.

Where applicable children's IEPs incorporate suitable objectives based upon their EHCP

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths

| <u>Intent</u> (Curriculum design, coverage and appropriateness) | <u>Implementation</u> (Curriculum delivery , teaching and Assessment) | <u>Impact</u> (Attainment and progress, reading, destinations) |
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| <p><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Topics covered will fulfil the requirements of Music National Curriculum. • Planning will be completed collectively as a cluster of classes but then differentiated appropriate to age/ability/SEN needs of each class. • A minimum of 1 lesson for KS3 pupils • Cross Curriculum links identifies in planning • Plan lessons around enquiry questions and learning rather than learning objectives e.g. 'How has the artist produced this emotion?' • The curriculum is focused on knowledge that takes pupils beyond their everyday experiences | <p><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Cross curricular link fully utilized especially SMSC/PHSE/literacy/Numeracy • Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate • Memorable learning experience used to enhance learning experience and different learning styles. | <p><u>Across all Phases</u></p> <ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion |
| <ul style="list-style-type: none"> • <u>Key Stage 2</u> • Pupils set targets of 1 years progress • know and understand how sounds are made and then organised into musical structures; • Know how music is made through a variety of instruments; • know how music is composed and written down; • know how music is influenced by the time, place and purpose for which it was written; • develop the interrelated skills of performing, composing and appreciating music | <p><u>Key stage 2</u></p> <ul style="list-style-type: none"> • Children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. • Develop the children's ability to sing in tune and with other people. • Listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. • Teach children to make music together, to understand musical notation, and to compose pieces. | <p><u>Key stage 2</u></p> <ul style="list-style-type: none"> • All pupils making expected progress (1 year) • Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. • Music is monitored throughout all year groups using a variety of strategies such as folder/book scrutinies, lesson observations and pupil interview |
| <ul style="list-style-type: none"> • <u>Key Stage 3</u> • Pupils set targets of 1 years progress • Every student has the right to learn and take part in musical activities. | <p><u>Key Stage 3</u></p> <ul style="list-style-type: none"> • This ensures that skills and knowledge are built on year by year and sequenced | <p><u>July 2019</u></p> <ul style="list-style-type: none"> • Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. |

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| <ul style="list-style-type: none"> • Students should be given the opportunities to learn how to express themselves musically. • Students should be given the opportunities to understand how to build meaningful relationships using music. • Musical knowledge embraces different traditions. • Most people who believe they cannot sing are simply blocked by pressure, stress, tension, and the habit of hanging on to that vital outward breath | <p>appropriately to maximise learning for all children.</p> <ul style="list-style-type: none"> • During the year, all children will have the opportunity to develop their understanding, skills and techniques in music. • Our peripatetic teacher who come into school to teach music lessons are giving opportunities for children to learn and develop their skills from an experienced specialist teacher. | <ul style="list-style-type: none"> • Summative assessment is completed at the end of unit to inform leaders of the improvement or skills that still need to be embedded. • Music is monitored throughout all year groups using a variety of strategies such as folder/book scrutinies, lesson observations and pupil interview. |
| <p><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> • Where appropriate, pupils to complete external qualifications in KS4-5 (Arts Award, GCSE etc.). • To build confidence through performance and to develop self-discipline through rehearsal and preparation. • Refine and improve our creative responses. • Gain an appreciation and understanding of the eclectic history of music from different cultures. • Develop transferable skills that will inevitably use in all other areas of our learning, tapping into multiple skill sets often simultaneously. | <p><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> • . The curriculum is structured based on the expectations for Arts award and GCSE • key concepts and skills required by the end of these courses are fed down into schemes of work | <p><u>Key stage 4 and 5</u> <u>July 2019</u></p> <ul style="list-style-type: none"> • 100% of pupils completed external qualifications between summer 2018 and summer 2019. • A Key Stage 4 Pupil got through to the final of 'Autism's got talent 'summer 2019 and sang on stage at the Floral Pavilion. |