

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: Music

Overall Intentions for Students –

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

Positive attitude towards Music

Performance skills, particularly using the keyboard and guitar

An awareness and understanding of different musical genres, including cultural capital and protective characteristics when listening and appraising.

Understanding of how music is created, produced and communicated in the modern world.

To develop a deep understanding of the rudiments of music, through an expanded knowledge of music theory and the elements of music.

To enhance pupil's SMSC through the teaching of topics which support spiritual and cultural development

Assessments including baselines

External Qualifications including BTEC First and Arts Award

ABRSM Music Examinations

Provision for SEND and GT

All music lessons are fully accessible and differentiated to meet the needs of all learners.

Specialist peripatetic teachers will work with pupils to enhance the music provision. This includes entering pupils for external examinations and supporting SEMH issues through Music Therapy.

Structured lessons based on the national curriculum to include opportunity to Compose, Perform, Listen and Evaluate.

<p style="text-align: center;"><u>Intent</u> (Curriculum design, coverage and appropriateness)</p>	<p style="text-align: center;"><u>Implementation</u> (Curriculum delivery , teaching and Assessment)</p>	<p style="text-align: center;"><u>Impact</u> (Attainment and progress, reading, destinations)</p>
<p style="text-align: center;"><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 style="text-align: center;"><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. • Opportunities to perform both internally and externally. 	<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: center;"><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
<u>Key Stage 3</u>	<u>Key Stage 3</u>	<u>Key Stage 3</u>

<ul style="list-style-type: none"> • Pupils set targets of 1 years progress • Every student has the right to learn and take part in music lessons. • Students are given the skills and opportunities to learn how to express themselves through composition and performance. • Students are given the opportunities to understand how to build meaningful relationships using music. • Students are able to embrace different traditions which promotes diversity and culture. • Students are given the opportunity to use their voices as a form of expression, through singing and vocal performance, thus increasing self-confidence. 	<ul style="list-style-type: none"> • All students are given the opportunity to develop their understanding, skills and practical techniques. • The curriculum is progressive to ensure skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all students. • Specialist peripatetic teaching staff are employed to develop the instrumental skills of students and provide access to external qualifications. 	<p>Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation.</p> <p>Summative assessment is completed at the end of each term to inform curriculum lead of the improvements or skills that still need to be embedded.</p> <p>Music is monitored throughout all year groups using a variety of strategies such as folder/book scrutinies, lesson observations and pupil interviews.</p>
--	--	---

<p style="text-align: center;"><u>Key Stage 4 and 5</u></p> <ul style="list-style-type: none"> • Where appropriate, students to complete external qualifications in KS4-5 (Arts Award, BTEC First etc.). • All students will build confidence through performance and develop self-discipline through rehearsal and preparation. • All students will consolidate previous knowledge of music theory in order refine and improve our creative responses to musical stimuli. • All students will gain an appreciation and understanding of the rich and varied history of music from all around the world. • All students will develop transferable skills that they will inevitably use in other areas of learning, tapping into multiple skill sets often simultaneously. 	<p style="text-align: center;"><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 BTEC. • Key concepts and skills required by the end of these courses inform planning and schemes of work • Students are encouraged to develop multiple skills in performing on a musical instrument. They have the opportunity take part in school performances that can develop their SEMH and well being. 	<p style="text-align: center;"><u>Key stage 4 and 5</u></p> <p>100% of pupils completed external qualifications between summer 2021 and summer 2023.</p> <p>Students will have gained practical skills in a chosen instrument.</p> <p>All students have been given the opportunity to perform and show the development of their musical skills. (e.g. school production and talent shows)</p>
--	---	---