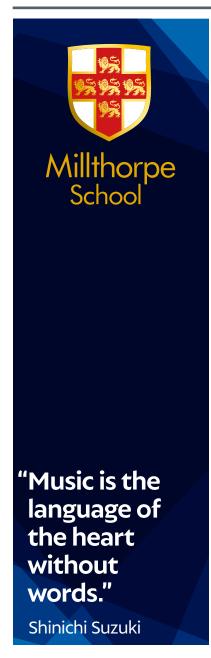


## **OUR APPROACH TO: MUSIC**



# **MUSIC**

## **KS3 SUBJECTS ON A PAGE**

#### **OUR AIMS AND INTENTIONS**

Our curriculum is designed to deliver a range of topics that cover important musical styles from different parts of the world and different times in musical history, using activities with emphasis on the practical experience of music making and encouraging individual creativity alongside collaborative teamwork.

#### **CURRICULUM KNOWLEDGE**

Students will understand how music can be used to express feelings, moods and emotions as well as learn how the diversity of music reflects the diversity of the community.

Students are made aware of connections across subjects with emphasis on the context of where, when, how and why music was created and developing cultural capital.

#### SUBJECT SPECIFIC SKILLS

They develop their personal musicality through the three strands (as prescribed in the Model Music Curriculum) of listening, performing and composition. Students are challenged to develop themselves and set their own targets with emphasis on independent learning.

#### **IMPLEMENTATION**

- The Music Unit overviews are written, regularly reviewed and updated.
- Recall of knowledge is supported via the interleaving of topics through starter tasks, homework and end of unit assessments.
- Students are assessed throughout the Key Stage on subject knowledge and practical skills using formative and summative assessments.
- Formal feedback is given at least twice per cycle of lessons, identifying strengths and areas for development and including a comment on progress after each Standardised Assessment Piece.

#### INTENDED IMPACT

■ The KS3 curriculum meets the requirements of the Model Music curriculum.

### MUSIC IMPLEMENTATION OF THE WIDER MILLTHORPE CURRICULUM:

#### RESPECTFUL RESPONSIBLE READY ■ Form good working ■ Aiming for 'Going for ■ Exploration of a relationships with Gold' learning conduct. range of world music. This includes access their peers to enable ■ Aspiring to the 'gold/ them to work to those instruments. thinking harder effectively as a group. challenges' in lessons. ■ Develop resilience ■ Active listening to and performance ■ Show commitment performances from skills to overcome to challenges each other, with challenges. presented in the opportunities for process of practice. ■ Use of a broad range peer assessment Engaging positively of role models. to support the with assessments to highlighting different learning and further identify the next steps. careers within the development of skills. Music industry. ■ Using R for reflection ■ Develop an time for personal Personal appreciation and improvement. achievements respect of different both in lessons musical cultures and and also via extramusical history and curricular provision, understand that instrumental lessons different sounds and school concerts. have been created by different cultures.

- Formal assessments are completed and show progress.
- Student's 'R for reflection' responses will indicate all pupils use their assessments to advance their learning.
- To teach students how to create and perform

- effectively as part of a group and individually.
- Give students the necessary foundation to consider further learning such as GCSE Music.