

KS3

Y7	Y8	Y9
Singing and The Elements	Film Music 1	Blues and Jazz
Rhythm and Pulse	Music Through the Ages	Music Technology Unit 2: Remix
Keyboard Unit 1	Minimalism	
Video Game Music	Music and Migration	Song writing
Music and Art	Music Technology Unit 1	Ensemble Performance
Samba Drumming	Keyboard Unit 2	

Intent

'In music, we find meaning through the creative arrangement of components, expressing something on the part of the maker, evoking something in the experience of the engaged, seeking beauty or some other aesthetic property emergent from creation' (Ashbee, 2021).

Our Music curriculum begins with the school's vision, that we believe in the potential of every pupil and that we aim to facilitate pupils developing into the best versions of themselves academically, spiritually, and socially.

To develop knowledge in **Music**, you must break it down into the following strands:

Theory – The elements of Music, Scales, Chords, etc.

Performance – playing an instrument individually and within an ensemble

Composition – Creatively arranging the elements and theory to convey meaning/intention

Listening – Deconstructing music into its parts and exploring composer's intention

Each of these strands are fundamental to the development of the pupil. Within the Hurstmere curriculum, these strands are carefully interconnected throughout a sequence of units. Each unit places a s emphasis on a strand, e.g., a unit with a strong performance aspect, however, the other strands are also explored so that they are also developed.

Whilst developing a pupil understanding of the components of music, the curriculum aims to enhance their understanding of art and its importance to human civilisation and identity. Pupils engage with their own local identity through the Y7 unit 'Folk Music' which promotes students speaking about their love and passion for the local area of Sidcup. We also celebrate the vibrance and beauty of other cultures. We see examples of this with units like 'Music and Migration', which explores the movement of cultures to the UK and the rich musical traditions that they brought with them. Year 9 explore how blues music developed from field songs of slaves and how their plight and suffering from their emergence from slavery is evoked in the music of their ancestors. These develop pupils understanding of other cultures and indeed the links between their own identity and others around.

The Music Curriculum places an emphasis on performance and the sharing of musical outcomes as a way of developing the pupil's sense of community. Pupils perform frequently in front of each other and urged to add to the community within the learning environment. Pupils are offered a safe/constructive environment by which to share and reflect on their outcomes. Furthermore, the department aims to offer pupil performance opportunity outside of the classroom and into the wider environment. This is established in year 7 with the entire year group performing within a October HT concert and a Christmas carol service. There is also the aim for work created within their lessons to find its way onto the concert setlist, with samba performances and blues material

A core idea of the Hurstmere Music curriculum is the idea of the composer's intention. This permeates throughout all the units that place composition as the main emphasis. Hurstmere pupils are encouraged to investigate and muse upon why the composer has made creative decisions and what they are indeed trying to evoke within the audience. Within their own compositions, pupils are placed into this position and pushed into considering what they are trying to achieve with their musical outcomes. We see this in the Music and Art unit, where students consider the links between art and how music can represent the visual through the median of sounds. The emphasis always being on discovery of the why, why has the artist painted this and how can music be used to create a supporting atmosphere/mood.

We embrace technology as an important development within Music and that skills within Music Technology are vital to the music pupil. We have created multiple units that explore music technology as an emerging area of vital importance within Music. Students develop basic skills within the DAW environment in Music technology 1, learning how to add tracks and edit MIDI. They develop these further in Music Tech 2 where they begin looking at sampling and more advanced editing techniques. Outside of these units, technology is embedded throughout other projects too which allows students to continually put into practice their skills within this environment.

Our Curriculum is referenced against the DFE 'Model Music Curriculum'. This is documented in our curriculum mapping.

Implementation

Consistent SoW Design that embeds horizontal/vertical progression. Our SoW are designed to facilitate wider enrichment within their learning. They embed the key skills rather than become the sole focus of the unit outcomes. Pupils experience wide-ranging units at KS3, ranging from Minimalism to the development of western classical music between 1600-1900 and are exposed to a variety of different instruments. There has been a deliberate attempt to align some units with other curricular areas to enhance their understanding. Music and Migration is sequenced while pupils also study the effects of migration in History.

At the core of lesson design are the Rosenshine Principles of Instruction. Starter activity, teacher input/modelling/scaffolding, building up to independent practice, then self/peer/teacher reflection or feedback

Teaching approaches blend teacher-led structuring/modelling with developing student's independent practice and metacognition. There is a strong emphasis in lessons on teacher modelling and pupils exploring the piece during their independent practice. This builds up their understanding of their own learning/development and helps them maximise their outcomes. To facilitate this, the department uses visualisers/videos to demonstrate modelling before allowing short rehearsal intervals of 8-10 mins. Pupils will then model to each other and give feedback on progress towards a success criterion. 90% of pupils stated that during lessons tasks are well modelled by the teacher so that they know what they are trying to achieve.

Live, verbal feedback is the most important form of feedback to enhance pupil progress. Student's need instant/verbal feedback in order to develop within Music. The dialogue between staff and student is constant during lessons to allow students to enact feedback and improve their performances/compositions. Every lesson pupil will use success criteria to measure their progress and map out their route for development. This will form the basis for their peer-to-peer discussions that also take place. At KS4, written feedback becomes more meaningful for students and so is implemented according to school policy.

To track this feedback, One Note recordings of performances will include teacher feedback. This allows pupils to listen back to the advice and address this in their next performance round.

Pupils use technology to track, record and share their musical progress. This year the department is trialling using One Note as a central area for students to document their musical journey. This allows them to record their performances as they develop, and store recorded teacher feedback. This can be stored on their phone/computer. In principle this aims to allow for a more precise documentation of their musical development that is impossible using books. This trial will need time to 'iron' out the issues, but early indications are that students have enjoyed and valued the change.

Using Data

Lesson resources are created to be aesthetically appealing to students whilst providing them with a clear structure and goals to achieve to facilitate their growth.

Extra-Curricular provision

Impact

The impact of or curriculum is measured both internally

As an institution, we have the capacity and expertise to offer multiple KS4 Music iterations. We have had both Music GCSE and Music Technology VCERT running in the school. Currently, our music technology course is the most popular with 49 pupils across KS4 studying the subject.

Pupils often progress onto Music Specialisms after leaving Hurstmere

Pupils Voice

83% of students either agreed or strongly agreed that they found Music lessons engaging. Only 2% of students disagreed with this

88% believes that their teacher in Music sets high expectations for them with only 3% of the remaining that disagree with this

90% believe that during lessons tasks are modelled well by the teacher so that they know what they are trying to achieve

87% stated that if they were unsure of a task, they felt confident to ask the teacher for support