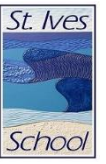




# St Ives School - Music Curriculum Statement



## “Music can change the world” Beethoven

### Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

### What is unique to the study of Music?

Music is an integral part of day to day life, whether it's heard on an advert, listening to the radio, learning an instrument or going for a run with your headphones in. For many it provokes an emotional response and provides opportunities to relieve stress and build confidence.

Learning a musical instrument helps to develop language and reasoning. This discipline promotes craftsmanship, develops coordination and pattern recognition skills.

Music lessons at St Ives School engage students in taking part in a broad and balanced curriculum that covers everything from Mozart style theme and variation to forming a Samba Band. Our students leave their music education with a deep understanding of cultures, both locally and from around the world; coupled with opportunities that inspire creativity and imagination. Our practical and engaging music lessons also offer a great deal of fun – from sing-offs to building a revolting rondo sandwich!

Extracurricular opportunities are central to the Music Department at St Ives School. We offer a wide variety of exciting ensembles for students to explore. Many of the ensembles do not require students to have previously learned an instrument so are accessible to all ages and abilities. Our program includes Pop Choir, Soul Band, Boys Choir, School Band, Samba, Karaoke and The Live Lounge. At Ukulele Factory, students can build, design, learn and take home their very own ukulele! Throughout the year students take part in competitions and performances alongside Music for Youth which is a fantastic opportunity to showcase the students emerging talent. Students also prepare for a large-scale Music festival in the Summer Term and a winter performing arts showcase, providing essential links with Dance and Drama.

From critical thinking to decoding, those who study music gain a wide range of skills which are transferable to a wide range of careers. People often think the music industry is confined to singers and musicians. It is a dynamic and fast-moving industry that carves paths for people in performance, recruitment, education, marketing and PR, management and music journalism just to name a few. There are a range of courses at local colleges for post 16 study that include Stage Management, Music Technology, Music Performance and A level Music.

**Literacy in Music is developed via the teaching and discussion of Tier 2 and 3 vocabularies in lessons. Students are encouraged to explore musical language when evaluating practical work and reviewing professional music in a wider context. Students also develop their technical control and expression when applying this theory when performing and composing.**

## Curriculum Implementation

### General principles

- Music is sequenced based on the National Curriculum for Key Stage 3, and OCR GCSE syllabus for KS4.
- The musical styles cover a wide variety of historical and cultural contexts, as well as skills based vocal and instrumental learning, technical control and expression. This contextual knowledge is built into the practical lessons.
- Topics are assessed using practical performance and composition assessments where students create and perform their own work.

Students across key stage three are split into one of six groups. Classes are grouped into creative subjects and mixed ability; one GCSE option class. All classes receive the same curriculum but teaching and learning activities will vary to suit each individual class with challenges added to lessons to stretch the students.

## Accumulation of knowledge

- Music is taught practically with a focus on performance with building ensemble skills and building students musical and cultural awareness.
- Each year covers a broad and varied music curriculum covering music from different cultures and contexts, instrumental and vocal performance, listening and appraising skills and comparing musical features across genres.
- Within each year, topics are carefully sequenced to allow student to develop and build on key performance skills previously implemented. Topics are taught in order to develop knowledge in a certain aspect and challenge practical elements

## Time allocation

Each year group will have the following allocation for hours where that are taught the Music Curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	75min	75min	75min	5 hrs	5hrs
Percentage of curriculum time	2.5%	2.5%	2.5%	10%	10%

## Teaching and learning provision

- Lessons start with a question retrieval practice in the form, last lesson, last week, last month, last year - a spaced retrieval based activity.
- Checking for understanding points are used in lessons to review previously learned key skills that are relevant to the lesson taught. It highlights misconceptions and prevents barriers to learning throughout the lessons by reminding students of these skills.
- Modelling of worked examples is present in lessons using a format of 'stepping into live performances' where students model quality strategies and conventions to ensure students meet the high expectations we have of them with communicating their work
- Feedback is provided to students 'live' throughout the lessons to ensure students make enhanced practical decisions. Whole class feedback is provided regularly to students using peer assessment, verbal feedback and low stakes quizzing.
- Repeat concepts are being developed to link curriculum ideas together.

## **Adapted provision**

- Explicit instruction for SEND and LPA students focused on teacher demonstration followed by guided practice and independent practice.
- Cognitive strategies like memorisation techniques and metacognitive strategies to help students plan, monitor and evaluate their learning. Chunking the task at each stage will support students with SEND to make the information easier to process.
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## **Enrichment provision**

- Music currently offers a wide range of extra-curricular clubs and activities with regular opportunities for students to perform in front of their peers or the general public, with a focus on co-operative and collaborative music making and having fun.
- We currently offer ukulele ensemble, band jams, karaoke and choir activities, with more structured band activities appearing later in the year.
- Students are given opportunities to take part in musical theatre productions
- Students have the opportunity to take part in competitions E.G. Cornwall Music Festival
- Students have the opportunity to take part in industry standard music making activities e.g. Music for Youth, Boardmasters Festival.

## **Curriculum impact**

### **Formative assessment**

- Formative assessment is more of a diagnostic tool with some elements of our formative and summative assessments based on knowledge retrieval to enhance knowledge retention.
- Formative assessment strategies include:
  - low stakes testing and quizzing
  - Practical performance assessments- group and individual
  - Entry and exit questions to re-call and summarise what pupils have learnt
  - Extended written evaluation of practical work
- Formative assessment is used to monitor student learning style and ability (metacognition) and to provide on-going feedback for student development.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly.

## **Progress**

- The quality of teaching and learning is monitored through lesson visits by the faculty lead and by senior leaders.
- Visits are recorded using Sisra Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sisra Observe by the faculty lead and senior leaders. HOF work scrutiny has a strong focus on tier 2/3 vocabulary being used and student productivity.
- Assessments, both practical and written, are moderated and standardised by a music teacher from another school.

## **Summative Assessment**

- Assessment during whole school assessment weeks are used to systematically check against set criteria in a given time frame (usually termly).
- Our summative structures are to evaluate student learning and academic achievement at the end of each term and/or unit. This is to give opportunities to aid retrieval of prior knowledge and for interleaving.
- Exam style questions are used to give students an opportunity to evaluate their own strengths and developments.
- During the autumn and summer term of Yr 10, GCSE past papers are used and students are given a 9 – 1 grade alongside their score/percentage using grade boundaries for that exam series.

## **Student Feedback**

- Student voice is completed to monitor student's understanding and enjoyment of music. Results from this are used to inform future planning and curriculum overviews.
- Students have the opportunity to communicate with teaching staff via google classroom or verbally.