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**Careers, Employability and Enterprise Audit across the Curriculum**

**Curriculum area Music Curriculum Leader H Nichol Date April 2020**

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| **Year group** | **How does your subject contribute to the Careers, Employability and Enterprise curriculum?** | **What are the activities used?** | Developing yourself through careers, employability and enterprise education | Learning about careers and the world of work | Developing your career management, employability and enterprise skills |
| **7** | The orchestra project sees all students receive an instrument to keep and tuition on that instrument free of charge. The curriculum is guided by the ABRSM model of assessment which is highly reputable and achieving their grade exams looks brilliant on the CV of any young person. Very student at SMA gets the opportunity to develop the "soft" transferable skills that employers are craving such as perseverance, discipline, resilience, growth mindset etc. from the project. Some students at SMA find a passion in a place they wouldn’t have expected or been given the opportunity to – these students get the opportunity to master their instrument and by doing so prepare for a career in Music. | As well as instrumental tuition, introduction to composition and listening skills taught in line with the national curriculum, students are also given the opportunity to enrich their cultural experience of Music through extra-curricular activities, trips and visits as well as frequent visits from industry professionals.  Extra-curricular:   * Orchestra (run by an industry professional) * Chamber Choir * Instrumental Lessons (run by industry professionals) * Rock Band * Music Theory   Trips and Visits:   * Bi-annual residential to the West End where we meet industry professionals * Frequent visits to theatres and concert halls   Industry professionals   * ‘Sunderland Symphony Orchestra’ all KS3 and primary musicians students performed with Sunderland Symphony. * Royal Philharmonic Orchestra: students performed with and compared for one of RPO’s prestigious performances at Sunderland Empire. * Performances at professional venues such as The Sage, Sunderland Empire, Tall Ships Race. | 1, 2, 3 | 4, 5, 6 | 11, 12, 14, 15, 17 |
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| **10** | Once select students have chosen to study GCSE Music they are committing to daily practise and improvement. We, in turn, commit to providing all the information needed to ensure that they can succeed in a career in this area should they decide to. | As well as instrumental tuition, development of composition and listening skills taught in line with the AQA GCSE Music, students are also given the opportunity to enrich their cultural experience of Music through extra-curricular activities, trips and visits as well as frequent visits from industry professionals.  Extra-curricular:   * Orchestra (run by an industry professional) * Chamber Choir * Instrumental Lessons (run by industry professionals) * Rock Band * Music Theory   Trips and Visits:   * Bi-annual residential to the West End where we meet industry professionals * ESU Public Speaking Competition competing with the best speakers from the best schools * Frequent visits to theatres and concert halls * Frequent visits to perform ourselves   Industry professionals   * ‘Beyond the band pit’ students worked with musical director and composer of War Horse to compose their own Musical Theatre Work. * ‘Sunderland Opera’ all students performed with Sunderland Opera Society and were invited to join. * Royal Philharmonic Orchestra: students performed with and compared for one of RPO’s prestigious performances at Sunderland Empire. * Performances at professional venues such as The Sage, Sunderland Empire, Tall Ships Race. | 1, 2, 3 | 4, 5, 6 | 11, 12, 14, 15, 17 |
| **11** |
| **Post 16** | Most students who choose Music at A Level do so because they have a real passion for the subject. 75% of students completing A Level music in the past 3 years have gone onto study it post-18. It is therefore vital that we provide as much information as possible about careers in P Arts as well as further education. As well as teaching all aspects required to secure their target in A Level Music, students are also taught the aural perception and keyboard skills that are a requirement for the best courses and careers after 6th form. | As well as instrumental tuition, development of composition and listening skills taught in line with the AQA A Level Music, students are also given the opportunity to enrich their cultural experience of Music through attending, conducting, arranging for and leading extra-curricular activities, trips and visits as well as frequent visits from industry professionals.  Extra-curricular:   * Orchestra (run by an industry professional) * Chamber Choir * Instrumental Lessons (run by industry professionals) * Rock Band * Music Theory   Trips and Visits:   * Frequent visits to perform ourselves   Visits to Conservatoires and Universities to inform post-18 choices   * Bi-annual residential to the West End where we meet industry professionals * Frequent visits to theatres and concert halls * Frequent visits to perform ourselves   Industry professionals   * ‘Beyond the band pit’ students worked with musical director and composer of War Horse to compose their own Musical Theatre Work. * ‘Sunderland Opera’ all students performed with Sunderland Opera Society and were invited to join. * Royal Philharmonic Orchestra: students performed with and compared for one of RPO’s prestigious performances at Sunderland Empire. * Performances at professional venues such as The Sage, Sunderland Empire, Tall Ships Race. | 1, 2, 3 | 4, 5, 6, 7, 8, 9 | 10, 11, 12, 14, 15, 16, 17 |
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**Careers, Employability and Enterprise Audit across the Curriculum**

The framework presents learning outcome statements for pupils and students across seventeen important areas of careers, employability and enterprise learning. These statements show progression from Key Stage 2 through to post-16 education.

**Three core elements of Careers, Employability and Enterprise:**

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| **Developing yourself through careers, employability and enterprise education** | **Learning about careers and the world of work** | **Developing your career management and employability skills** |
| 1. Self-awareness 2. Self-determination 3. Self-improvement as a learner | 1. Exploring careers and career development 2. Investigating work and working life 3. Understanding business and industry 4. Investigating jobs and labour market information (LMI) 5. Valuing equality, diversity and inclusion 6. Learning about safe working practices and environments | 1. Making the most of careers information, advice and guidance 2. Preparing for employability 3. Showing initiative and enterprise 4. Developing personal financial capability 5. Identifying choices and opportunities 6. Planning and deciding 7. Handling applications and interviews 8. Managing changes and transitions |