**Southmoor Academy**

**Music Curriculum Policy**

**Achieve Aspire Enjoy**

Aim

Here at Southmoor Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers.

Our aims are underpinned by a culture of **high aspirations**. Through developing positive relationships, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

**Intent**

The music curriculum includes formal teaching through subject areas, instrumental lessons, assemblies and an extensive choice of diverse extracurricular activities.

We regularly review content to ensure we continue to meet our curriculum aims and provide every pupil with a music curriculum which:

* Gives every student the opportunity to master an orchestral instrument
* Inspires students with a diverse selection of musical styles to perform in.
* Nurtures and develops soft skills such as independent learning, resilience, problem solving, work ethic, self-motivation etc.
* Understand the theory of Music required to master an instrument.

The Music curriculum is planned to enable all students to develop skills in the following areas:

* Performance
* Composition
* Music Theory
* Stylistic analysis
* Patience
* Problem Solving

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

* Resilience (Aiming High Staying Positive Learning from Mistakes)
* Collaboration (Teamwork Leadership Communication)
* Creativity (Originality, Problem Solving, Independent Study)

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly within the Music curriculum and reinforced in the way in which the school operates.

**Sequence and structure**

Our curriculum is split in to Key Stage 3 (years 7 and 8) and Key Stage 4 (years 9, 10 and 11).

**Our Key Stage 3 Music Curriculum includes the following areas of study:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KS3 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Year 7 | **Basic skills in instrumental technique.**  **Students learn to utilise the soft skills required to succeed in the Music Curriculum.**  Performance, Problem solving, Patience | **Analyse and learn to Play Mozart’s “German Dance”**  **Learn skills associated with specific instrument and the stylistic features one would expect from Classical Music.**  Stylistic analysis, performance, problem solving patience | **Basic Skills in Music Theory particularly that relating to major and minor scales.**  **Students begin to learn how to read and write music through music theory.**  Music Theory, problem solving, patience | **Analyse and learn to play “Daisy Bell” along with other British Folk Music.**  **Students adapt and extend the skills learnt in half term 2 to their 2nd Grade 1 piece Daisy Bell.**  Stylistic analysis, performance, problem solving patience | **Relate Music Theory knowledge to performance.**  **Students learn to play the scales required for Grade 1 and add performance directions to their performances of “German Dance” and “Daisy Bell”**  Music Theory, Performance, problem solving, patience | **Analyse and learn to play “Dvorak” along with other Contemporary Western Art Music**  **Students adapt and extend the skills learnt in half term 2&4 to their 3rd Grade 1 piece “Dvorak”.**  Stylistic analysis, performance, problem solving patience |
| Year 8 | **Basic skills in sight reading.**  **Students use all the skills and knowledge learnt in Year 7 to play a piece of music that they’ve never seen before on their instrument.**  Performance, patience, Problem Solving | **Basic skills in listening and analysing music on first hearing.**  **Students learn how to analyse music the first time they hear it and then answer questions about it by recalling what they heard.**  Stylistic analysis, performance, problem solving patience | **Analyse and learn to play “Castle on a Cloud” along with other Musical Theatre**  **Students adapt and extend the skills learnt in Year 7 to their 1st Grade 2 piece “Castle on a Cloud”.**  Stylistic analysis, performance, problem solving patience | **Analyse and learn to play “Menuet in G” along with other Baroque Music**  **Students adapt and extend the skills learnt in Year 7 to their 2nd Grade 2 piece “Menuet in G”.**  Stylistic analysis, performance, problem solving patience | **Analyse and learn to play “Angry Tango” along with other Traditional Dance Music**  **Students adapt and extend the skills learnt in Year 7 to their 3rd Grade 2 piece “Angry Tango”.**  Stylistic analysis, performance, problem solving patience | **Master three pieces, scales, sight reading skills and aural skills in preparation for Grade 2 instrument exam.**  Performance, Composition, Music Theory, Stylistic analysis, Patience, Problem Solving |

We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read music as well as written word extensively.

**Our Key Stage 4 Curriculum**

At Key Stage 4 students follow the AQA GCSE Music specification code RA

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KS 4 | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Year 9 | **Analyse and learn to play three Grade 3 pieces and the stylistic features of each**  **Students adapt and extend the skills learnt in KS3 to their Grade 3 pieces**  Stylistic analysis, performance, problem solving patience | **Extend skills in Music Theory to Grade 3 ABRSM specification.**  **Students continue to learn how to read and write intermediate music through music theory.**  Music Theory, problem solving, patience | **Introduction to Area of Study Terms required for success at GCSE.**  **Students learn to analyse pieces of music from diverse styles and cultures using a bank of multi-lingual terms.**  Stylistic analysis, Patience, Problem Solving | **Introduction to Composition.**  **Students use the knowledge gained from Music Theory Studies to compose a basic chord progression and melody.**  Music Theory, Stylistic analysis, Patience, Problem Solving, Composition | **Introduction to Sibelius**  **Students learn how to use the specialist notation software Sibelius before notating their composition and arranging it for an accepted ensemble.**  Music Theory, Stylistic analysis, Patience, Problem Solving | **Utilise area of study terms to analyse music.**  **Students are readily able to use area of study terms in conversation and do so in analysis of each-others compositions.**  Performance, Composition, Music Theory, Stylistic analysis, Patience, Problem Solving |
| Year 10 | **Analyse and learn to play three Grade 4 pieces and the stylistic features of each**  **Students adapt and extend the skills learnt in KS3 to their Grade 4 pieces**  Stylistic analysis, performance, problem solving patience | **Extend skills in Music Theory to Grade 4 ABRSM specification.**  **Students continue to learn how to read and write intermediate music through music theory.**  Music Theory, problem solving, patience | **Introduction to and in-depth analysis of Haydn’s Clock Symphony (the compulsory set work for GCSE)**  **Students complete an in-depth analysis of this Symphony by utilising all area of study terms mastered last Year.**  Stylistic analysis, Patience, Problem Solving | **Composition in different styles.**  **Students are given a number of short briefs for compositions that they complete on Sibelius.**  Music Theory, Stylistic analysis, Patience, Problem Solving  Composition | **Advanced skills in sight reading.**  **Students use all the skills and knowledge learnt so far to play a piece of music that they’ve never seen before on their instrument.**  Performance, patience, Problem Solving | **Advanced skills in listening and analysing music on first hearing.**  **Students learn how to analyse music the first time they hear it and then answer questions about it by recalling what they heard.**  Stylistic analysis, performance, problem solving patience |
| Year 11 | **Analyse and learn to play three Grade 5 pieces and the stylistic features of each**  **Students adapt and extend the skills learnt so far to their Grade 5 pieces**  Stylistic analysis, performance, problem solving patience | **Extend skills in Music Theory to Grade 5 ABRSM specification.**  **Students continue to learn how to read and write intermediate music through music theory.**  Music Theory, problem solving, patience | Gap Analysis- Areas of Weakness. | Gap Analysis- Areas of Weakness. | Gap Analysis- Areas of Weakness. | GCSE Examination dates. |

For more information about the specific details of our curriculum, please refer to the subject specific pages of our website.

**How does our Curriculum cater for students with SEND?**

Southmoor Academy is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age. (CoP 2015, p16)

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

* Seating to allow inclusion
* Differentiation activities to stretch and support in all lessons
* Resources are accessible
* Displays and visual learning tools are used where necessary
* Where appropriate support from additional adults is planned to scaffold students learning
* Group work and discussion
* Clear teacher/student communication
* Feedback that allows students to make progress, whether written or verbal
* Independent study/homework.
* Intervention when required

**How does our curriculum cater for disadvantaged students and those from minority groups?**

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Music, we;

* Give all pupils an orchestral instrument as well as access to tuition free of charge from the day they start Year 7.
* Offer an extensive and diverse range of extra-curricular activities.
* Give all pupils the opportunity to see live orchestras and visit the West End, the Sage etc.
* Work to identify barriers, interests and what might help each pupil make the next steps in learning.
* Provide targeted support for under-performing pupils during lesson time, in addition to revision lessons and intervention outside school hours.
* use strategies best suited to addressing individual needs
* Ensure there are opportunities for students to make use of resources and gain homework support outside of lesson time
* Provide students with revision materials to reduce financial burden on families

**How do we make sure that our curriculum is implemented effectively?**

The Music curriculum leader is responsible for designing the Music curriculum and monitoring implementation.

The subject leader’s monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils’ capacity to access the full curriculum.

Curriculum resources are selected carefully and reviewed regularly.

Assessments are designed thoughtfully to assess student progress and also to shape future learning.

Assessments are checked for reliability within departments and across the Trust.

We have staff who mark for exam boards and provide vital CPD to the rest of the department to ensure reliability of data. We also work closely with examination team leaders across trust to valid.

Gap analysis spreadsheets are used to identify areas of development for students at KS4 to identify areas of weakness

The Music curriculum has numerous links to future careers. Within lessons we aim to build employability skills such as the soft skills detailed above to enable pupils to transfer these when leaving school and looking for employment and future careers. We teach team work and the importance of clear communication, improving oral and written literacy skills and homework provides effective practice of research skills. As part of the whole school careers program, pupils are expected to implement the skills acquired during lessons to plan their own journey to an interview in London and abroad. Employment opportunities associated with Music and higher education opportunities are evident in lessons and we have a display board which promotes Music at our trust sixth form.

**How do we make sure our curriculum is having the desired impact?**

* Examination results analysis and evaluation
* Termly assessments-analysis and evaluation meetings
* Lesson observations
* Learning walks
* Book scrutiny
* Regular feedback from Teaching Staff during department meetings
* Regular feedback from Middle Leaders during curriculum meetings
* Pupil Surveys
* Parental feedback