

INTENT

1. To deliver the Music National Curriculum and promote a love of music.
2. To deliver a knowledge-led spiral music curriculum, where knowledge and skills are revisited.
3. To deliver a broad Music curriculum that includes different musical periods, genres, composers and perspectives, and will develop well-rounded musicians.
4. To promote high aspirations and a culture of creativity and high-quality performance.
5. To deliver an engaging and enjoyable music curriculum so that students are enthused and keen learners, who use their knowledge and prior experience to explore unfamiliar styles, developing an instinct for the interconnectivity of all music and an understanding of how the music from bygone centuries has shaped the music of today.
6. To offer a wide range of opportunities beyond the classroom, including peripatetic instrumental and vocal lessons and lunchtime/afterschool ensembles including an annual music/drama production.

IMPLEMENTATION

Curriculum Delivery

- Schemes of work are delivered which link to the Music National Curriculum which is differentiated to meet pupils' learning needs and styles.
- The Music curriculum is designed to be challenging, appropriate to each pupil's stage of development. This is especially important at secondary level as children come with wildly differing experiences of music. A typical year 7 or 8 class can have students whose music experience has been limited to the classroom and students who perform instruments at GCSE standard.
- At KS1 and 2, music is delivered through the Music Express scheme of work. This contains exciting and diverse music lessons, delivered on a weekly basis by class teachers. It is also designed to be cross curricular.
- The KS3 Music curriculum is taught through 2 hours contact time over a two-week period. This is a mix of performing, composing and listening tasks. Students work in half termly topics.
- The KS4 Music curriculum is taught through 5 hours contact time over a two-week period. In year 10 students spend three hours on listening work and two hours composing. In year 11 it is two hours listening and three hours composing and performing as students prepare controlled assessments.
- The Music curriculum is designed to build and expand on previous skills and subject knowledge. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas.

Teaching and learning

In Primary, Music is taught by non-specialist teachers, although children do have access to some specialist teaching and peripatetic lessons for certain instruments. In Secondary, music is taught by subject specialists from Year 7 to Year 11. Peripatetic instrumental lessons are provided by specialists in their instruments.

Students gain knowledge about styles of music, elements of music, musical theory, great composers etc. This is embedded and reinforced through performing and composing tasks. As their knowledge and skills develop

they are able to compose with greater freedom and variety and tasks can be tailored to individual students based on their competence and musical preferences.

In Primary, the 'strands' of singing, performing, improvising, composing and listening are fully covered. Students develop performances for assemblies, Harvest and Carol Services, and Nativity Plays.

Each year at KS3 has an over-arching theme. These themes feed into the individual topics to ensure that new knowledge is given a secure foundation.

All music at Litcham is taught with consistent reference to two principals:

Performance – 'Practice works' - This is continually reinforced in class time, peripatetic lessons and extra-curricular groups as the key to mastery both with developing skills and securing knowledge of musical theory.

Composition – 'All music is a balance of repetition and variety' - This is the basis for all teaching on structure, melody and harmony. It is the safety net when students struggle with organising their ideas, the 'quick-fix' for compositions meandering to nowhere, the guiding principal for composers since time immemorial.

Extra Curricular

Students have the opportunity to learn an instrument and can use their instrumental and vocal skills both in the class room and in extracurricular activities. We provide additional extra-curricular activities, including primary orchestra, secondary Wind Band, Jazz Band, singing groups and the music and drama production.

IMPACT

Assessment

Music teachers use a range of assessment procedures to assess progress and attainment, including:

- self/peer assessment
- immediate verbal feedback, walking around the classroom as students are working
- tick boxes and written comments at the end of each unit
- assessment activities and discussions at the end of units
- Students are given targets and a clear indication of how they are meeting these targets as per the whole school assessment system.

Also, at KS4; regular half-termly tests using exam style questions, mock performances and compositions assessed to GCSE criteria and two mock listening exams based on past papers

All mark schemes at KS4 based on GCSE marks schemes set by exam board. Students are given access to these mark schemes. Students are given target and predicted GCSE grades half termly. Progress towards these targets are regularly monitored and discussed with pupils. Feedback is provided through written comments, verbal feedback and includes areas for development. These areas are revisited through focused teaching, individual interventions, follow up work and further assessments.

Up Take

The number of students taking music as a GCSE option remains consistent despite the national downtrend. This is due to the high quality of the curriculum, which fosters a love of music and equips pupils with the skills to achieve well at KS4. Results at GCSE music are consistently above the national average and have been so for 20 years. The number of pupils entering further and higher education studying music has continued to grow in the last 5 years (approximately 20% of students who study GCSE music.)