

Sandfield Park School Music Curriculum Statement

Intent

Our main aim is to engage and inspire pupils to develop a love of music. To make them recognise their talent in musicianship and so increase their self –confidence, creativity and sense of achievement.

Our purpose is to create, as Ofsted states (March 2019), a ‘rich and balanced’ curriculum which is ambitious, well sequenced, implemented well, and which leads to good musical outcomes for all pupils.

Our intent is to deliver an inclusive, high quality music education to our pupils who have such diverse needs and for them to have fun as they listen, play, sing and create together.

We hope our pupils come to believe that the listener is just as important as the performer and understand that they too have a part to play in the role of music throughout the school.

Currently music is part of our ARTs Mark award, where we gained Gold Status. We hope to maintain that status for the next two years when reapplying for this award and will aim for Platinum status at a future date.

The impact we want to give pupils is for them to leave school with an ongoing desire to further pursue their interest in all aspects of music, for them to recognise, that “music is an enriching and valuable subject’ in their lives which can and will provide a lifetime of enjoyment.

How is our Curriculum planned?

The music curriculum at Sandfield is planned so that all pupils, regardless of ability, have the opportunity to sing and perform, listen to and appraise, improvise and compose music.

The purpose of study points to an essentially musical experience, where learning about music comes through practical experience. Creativity maintains high importance and many inter-related processes such as those listed above emphasise the practical nature of the subject.

Planning the music curriculum is based on subject knowledge, guidance from the National Curriculum, the new Model Music Curriculum and from the Charanga program, which, although being primary school based, has been tailored to suit the needs of our pupils.

In adherence to the Government’s public funding priorities “of every child having the opportunity to learn a musical instrument and to sing.”, we have planned singing time in every lesson and learning a new musical instrument every year as part of the curriculum.

Our schemes of work are planned to take pupils on a musical journey from year 7 through to year 14 where they can progress in musicianship and solidify what they have learnt each step along the way.

How is the curriculum implemented

Singing plays an important role in our curriculum, linking to the National Plan’s aspiration for regular singing in all schools and at all key stages. This helps with the development of ‘internalising skills’ and is therefore planned into every lesson.

Singing starts each lesson as a warm up or gathering and there is usually a song taught every half term for all classes to learn. Signing songs is also taught to encourage all pupils to participate .The whole school enjoys coming together to sing a song after every Friday assembly.

There is an opportunity for pupils to participate in choir during Enrichment and to sing in Rock Band during a lunchtime activity.

Each year group are exposed to a wide range of music through listening and appraising at the start of every lesson. They explore the history and context of the music in terms of culture, context, time and place, genres, traditions, musicians and composers. As well as listening to recorded music in the classroom, pupils also have the opportunity to hear live music at the yearly visit to the Liverpool Philharmonic Orchestra's Education concert. A specialised scheme of work is provided in preparation for this concert, where pupils are taught about works of the great composers and musicians that are involved in the concert.

Our pupils experience live music from visiting musicians from Live Music Now who perform a concert and deliver a workshop with each performance. Recently they have provided virtual concerts entitled Musical Mondays where pupils can engage in question and answer sessions. Local schools have been encouraged to bring their bands or orchestras to perform mini concerts for our pupils to hear live music performed by other pupils.

Each year group learn a different musical instrument as a whole class as part of the curriculum with an opportunity to specialise in learning an instrument privately from a visiting Peripatetic teacher. These teachers provide lessons on drums, guitar, violin, ukulele, and voice.

Some of our pupils have been put forward on the Furthering Talent program where they have free instrumental/voice lessons from a teacher from the Resonate Hub.

Pupils also have an opportunity to develop their skills in music and mix with peers from other schools by taking part in DaDa. This is a group ensemble held after school, which culminating in a DaDa Fest.

In each year group the musical journey is divided into half terms of musical progression. Pupils will usually learn three musical topics each following on from one another in building upon prior knowledge. They will have the opportunity to perform, improvise, and compose music across a range of historical periods, genres, styles and traditions. Music Technology is used to teach pupils how to improvise first and then how to compose using music apps such as Garage Band, Loopseque Lite, and Figure - Make Music & Beats. Pupils are also taught how to read musical notation, follow chord patterns and understand and use musical vocabulary to enhance their musicianship.

The final half Term of the year is entitled reflect, evaluate and record. This is where each pupil reviews everything they have learnt throughout the year and reflects on the impact it has made to their musical knowledge and enjoyment. They have the chance to perform and re-record any work they have done throughout the year to show improvement in a mini class talent show. Also it is an opportunity to prepare for 'Sandfest', a whole school concert and celebration of the Arts within Sandfield Park where pupils can showcase their talent on a larger scale.

How does learning develop over KS3, KS4 and 6th form?

KS3

Pupils are taught to recognise the elements of music namely pitch, duration, dynamics, tempo, timbre, texture, structure and simple musical notations such as graphic score. These inter-related dimensions are taught through games and activities at various levels in each year group.

Listening and appraising music is developed over the key stages as pupils become more familiar and comfortable with new music being introduced through each new topic. They learn how to develop their personal view about the music they hear, use correct musical language and to develop an understanding of the history of music.

For pupils who are unable to use their hands to play traditional instruments, they are helped to experience the movement of playing with hand over hand. Also, the use of deskbells or the program "Thumbjam" is used for pupils to just use a swiping movement over an iPad to experiment with and explore sounds

Year 7

Pupils complete a questionnaire at the beginning of year 7 "All about Me"

It takes into account what musical experiences they have been involved in with their previous school, what music they like to listen to, what music they hear at home, and what instrument would they like to learn how to play.

Pupils learn how to recognise the notes on the keyboard, to recognise and find different voices and styles, and learn to play simple tunes. Progression through KS3 is made as pupils learn to read the notes, play single fingered chords and those that can, to play with both hands.

Term 1 -Pupils are taught rhythm and duration through the drums in a South African Music topic
All pupils are taught about the keyboard and how to play simple melodies in Keyboard 1

Term 2- Pupils are taught how to compose lyrics and add musical notes in a topic on Jingles.
Whole class learn to play Samba Band music

Term 3- L.P.O. topic simplified according to needs on pupils
All pupils participate in the production of a year 7 Musical Talent Show.

Year 8

Term 1- Pupils introduced to Music Technology using Quick Beats on Charanga.

All pupils learn the Ukelele in a Folk music topic and learn about structure and ABA form

Term 2- Notation and composition developed using the pentatonic scale in a topic on Chinese Music.

A topic on Gospel music develops singing and performing skills as a group or duo.

Term 3- LPO topic with an emphasis on Baroque music.

All pupils participate in the production of a year 8 Musical Talent Show.

Year 9

Term 1- Keyboard 2 and use of chords. The Blues and Jazz topic, using the 12 bar blues chords.
Composing Blues lyrics and Jazz music.

Term 2- Indian Bangra Music . Pupils learn about scales and compose using drones and different rhythmic patterns. Notation C-C

Rock and Roll music and Elvis songs using bass chords. Continue developing performance skills as a soloist or a group singing in harmony.

Term 3 LPO topic with an emphasis on Classical music.

All pupils participate in the production of a year 9 Musical Talent Show.

KS4 -

Introduction and participation in the Arts Mark Bronze Award

Pupils build on previous knowledge and skills through performing, composing, listening and appraising.

Pupils are taught more musical notation and how to write it down using manuscript paper. They progress to writing music out digitally using various programs such as Musescore.

They learn how to extend composing skills, developing their own creative ideas in song writing.

Pupils develop a deepening understanding of the music that they listen to, perform and its history. Pupils are also able to place music in its correct historical context and recognise what was going on in the world at the time of composition.

Pupils are taught to play and perform confidently with more accuracy, fluency and expression. Pupils are more able to recognise the importance and relevance of learning to appreciate the music and composers of the past and how their music has influenced music of today.

Year 10

Term 1- All pupils learn the acoustic and electric guitar including the bass guitar alongside a topic on the Beatles.

Abba music to develop singing and performing skills.

Term 2- Reggae music- Recording using Garage band
Rap music. Composing a rap song.

Term 3- LPO topic with an emphasis on Romantic music.
All pupils participate in the production of a year 10 Musical Talent Show.

Year 11- Completion of the Arts Mark Bronze Award

Term 1- All pupils learn to play the drum kit and take part in a Rock Band in a Rock music and Bon Jovi topic.

Film music topic- composing music for a 2-minute film clip using instruments they have learnt or music apps.

Term 2-

Song writing topic – composing lyrics and music to a song using a simple chord progression on the keyboard or guitar/ukulele.

Music for special occasions eg. Festival, World Cup, Olympics, etc

Group composition using music technology.

Term 3- LPO topic with an emphasis on 20th century music.
All pupils participate in the production of a year 11 Musical Talent Show

6th Form

When music is offered to 6th formers there is an acumination of everything pupils have learnt over their previous years at school .

Years 12 -13 - Working towards Arts Mark Silver/Gold Award using the VIP Studio in the Charanga program

Year 14- Pupils have a chance to take part in the Duke of Edinburgh program. This where pupils go out into the community and share their talents, at a community centre or a care home and perform using instruments and voice. This is part of their volunteering award.

In what ways does our curriculum help develop pupils and prepare them for employability?

Critical thinking; Teamwork; Creative thinking and imagination; Expression; Confidence

Cultural Capital-pupils gain essential knowledge to prepare them to be proper citizens. They learn of composers and musicians from many different styles of music and from different eras through research and trips to the Philharmonic theatre and museums.

IMPACT:

What forms do assessments take? What is the purpose of assessment?

Assessment of the pupils' work, skills and knowledge will be based on the National Curriculum and from the Charanga scheme, made using:

Practical work (EFL) .

Whole class, group or paired discussions.

Self-assessment

Reflection on own working

Quizzes

Teacher questioning

An end of topic evaluation.

We review the pupils work in music by making these formal or informal assessments as we observe the students during lessons and we use this information to plan and review for future lessons.

How do we know if we have a successful curriculum?

Teacher evaluation of curriculum to check it meets the needs of our students.

Pupil voice informs any barriers to learning and changes can then be made to meet all learning needs.

Evidence of learning, progress and a balanced curriculum from learning walks, scrutiny of student work, and lesson observations.

- By KS4 some pupils will have gained an Arts Award qualification