

Curriculum Principles

Our curriculum has been carefully thought through, and to ensure that all students develop holistically, we have designed and planned our curriculum according to the following principles:

Our curriculum is **ambitious**, offering all students access to the most powerful knowledge of each subject

For example:

All students are encouraged to become 'Independent Lifelong Learners'. This becomes particularly apparent when we get to key stage 4 where students use all the knowledge and skills learnt throughout Key stage 3 and 4 to experiment and develop their own style of composition as well as performing music which they feel reflects their interests and style.

Throughout key stage 3 we study a wide range of musical styles, however our main focus is developing students' skills and knowledge of key areas in music through practical learning. By structuring the curriculum this way we open up students to new experiences. Students often say Minimalism is their favourite topic studied at key stage 3, a topic many do not touch until Key stage 4.

Our curriculum is **taught to be remembered**, not merely encountered, through curriculum content that is **well sequenced** and vertically integrated

For example:

In Year 7 students start by developing knowledge of rhythm which is then developed further by learning about pitch and using both of these together to learn to read notation to enable students to perform from notation. As we go through students continue to use the knowledge to not only perform from but also to compose and by Year 9 students are notating the compositions they have composed in both treble and bass clef where they have added harmony to their melodies.

In year 7 we learn the elements of music starting with identifying if the music is major or minor, what the time signature is and by the end of the year through regular listening activities students have extended their knowledge and skills to also identify the texture, dynamics and sonority. Throughout years 8 and 9 students embed this knowledge and develop their thinking skills further by developing their analysis skills by using these elements to describe the music with 'what, where and how'.

Our curriculum embodies our **vision and ethos** through educating for knowledge,

wisdom and skills, educating for hope and aspiration, educating for community and living well together, and educating for dignity and respect

For example:

In all lessons students are encouraged to work collaboratively to support each other. Students regularly peer assess each other's work using keywords and success criteria. This encourages all students to treat each other with dignity and respect, live well together by appreciating each other's viewpoint and by sharing the workload to grow confidence in those who may find some of the work challenging giving hope and help their aspirations grow.

Singing is integral to Christian worship and our students appreciate this and sing with gusto in assemblies and our Christmas and Easter services. All songs sung during our acts of worship are either traditional sacred or modern praise songs. Our choir sings both secular and sacred songs in their repertoire. Singing is good for the soul and helps our mental health leading to working well as a community and living well. All students show dignity and respect and appreciate the importance of music in our Christian worship. Some students enjoy singing so much that they use their skills and talent of singing as their performance choice at GCSE.

promotes the **spiritual development** of all students

For example:

In year 8 students study Blues Music. During our research into the history and development of Blues Music we discuss the slave trade and how Western hymn tunes and African traditional music were the key ingredients to the development of Blues Music and then consequently the Popular Music that we currently listen to today.

We encourage all students to be inquisitive and creative and develop their own interests. This happens throughout the curriculum, however becomes very clear in Y9 when students have the opportunity to choose which instrument they would like to continue performing on and what music they would like to play. Again allowing students the skills to become 'Lifelong Independent Learners'.

develops students' **21st century learning skills**, and is underpinned by a **literacy strategy** that supports increased vocabulary acquisition and reading fluency

For example:

Our music curriculum is heavily influenced by the use of ICT. We use Soundtrap and noteflight to facilitate our performing and composition work. Technology has had a significant impact on how music is recorded, distributed and enjoyed over the past few decades, therefore we give students the knowledge and skills to use this so they can develop their own interests. Students can access free accounts of both

Soundtrap and Noteflight outside of the classroom and therefore giving the students the opportunity to develop their own interests and become life long independent learners.

All students are encouraged to use music terminology when discussing and evaluating their work so as they progress through the curriculum pathway using this terminology becomes second nature. Students are supported with keywords in their booklets and also on lesson slides.