

Music at Sir Charles Parsons School

Intent:

Music delivered at SCP follows the units of study outlined in the National Curriculum. Units of study are chosen from the relevant Key Stage but highly adapted and differentiated to meet the needs of all our learners.

The delivery of music at SCP aims to ensure all learners have the opportunity to develop knowledge and skills to enable them to participate in music making and performance, listen to music from different genre including classical music and to engage with and develop skills in appraisal of a large variety of music. The music curriculum offers opportunities to develop a sense of curiosity and respect of others musical cultures and the wider community, past and present. Most learners will develop their knowledge of different instruments and music genre, and of the key vocabulary and concepts of music. The music curriculum will engage and inspire pupils to develop a love of music and their exploration as musicians, and so increase their self-confidence, creativity and sense of achievement.

Most students will access opportunities to develop their knowledge and experience of music genre, reasoning and thinking skills in application of appraisal in addition to enhancing their knowledge and understanding of subject specific vocabulary. They will explore how music is created including through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Links will be made explicit between music and science (sound) and IT (music technology) as well as through the development of literacy (notation) and numeracy (music structure and time signatures) skills.

The music curriculum is highly differentiated to meet the needs of learners within the seven aspirational pathways. Outcomes, therefore, for students will differ according to the pathway they follow.

The intent/implementation and impact in the music curriculum is designed and developed with each pathway in mind.

Red/Orange/yellow pathways:

Intent:

- Develop an interest /curiosity in music and appreciation of music of the past and present.
- Develop understanding of the key concept in music and an understanding of how these concept work together in the music that they listen to in their daily lives and in music from the past.
- Develop respect for the music culture of different parts of the world.
- Develop a range of subject specific vocabulary.
- Learn about major genre of music, in their own country and around the world.
- Develop skills of listening, discussing using music concepts, improvising, composing and appraisal of a broad range of music.
- Develop knowledge of a range of instruments, the families they belong to and how they are played.
- Develop communication, writing and numeracy skills.
- Develop knowledge of composition and western musical notation

Implementation:

- Led and overseen by the curriculum lead for Music.
- Subject specific learning
- Delivery of a progressive curriculum
- Music is taught as a half-termly topic focussing upon knowledge and skills stated in the national curriculum.
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.

- Key Stage 3 is taught in half-termly units.
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme
- Learning is supported by knowledge organisers to support students retention of new facts and vocabulary within their long term memory
- SMSC and singing and signing (Makaton) are threaded through the curriculum
- Multi- sensory environments are created (music, artefacts, video, audio)
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word.
- Understanding promoted through the use of role play, use of instruments, singing and performance.
- Collaborative learning, practical based.
- Students will listen to music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Impact:

- Made progress in their knowledge and understanding of music
- Made progress in their acquisition and understanding of subject specific vocabulary
- Made progress in their knowledge and understanding of western musical notation
- Made gains in accreditation
- Self-directed learners
- Learners who can express preferences with reasons referencing musical concepts
- Have understanding of other cultures and their music traditions
- Have knowledge of the local/wider music community, past and present.

Green/blue pathways:

Intent:

- Develops curiosity about the world around them
- Development of self - awareness
- Understands own likes and dislikes
- Tolerant of the likes and dislikes of others
- Realisation that tastes change over time
- Can communicate likes and dislikes effectively
- Experience, respect for and some knowledge and understanding of peoples music cultures in the local areas and wider world, past and present
- Develop communication and literacy skills
- Develop knowledge of words
- Develop awareness of jobs involving Music
- Develop thinking and sorting skills
- Develop knowledge of different musical, pictorial/symbols, notations

Implementation:

- Led and overseen by the curriculum lead for Music
- Differentiated curriculum with some functional subject specific learning
- Curriculum is delivered in a multi -sensory way through exploration of objects, artefacts, clothing, food, music, job roles and leisure activities to provide meaning to the content.

- Delivery of a progressive curriculum
- Music is taught as a half-termly topic focussing upon knowledge and skills stated in the national curriculum
- All learning is enhanced by revisiting prior knowledge
- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior knowledge.
- Key Stage 3 is taught in half-termly units
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme
- Learning is supported by highly differentiated knowledge organisers to support students retention of new facts and vocabulary within their long term memory
- Exploration of the use of different notation systems
- SMSC and Singing and Signing (Makaton) are threaded through the curriculum
- Learning is supported by visual aids; Makaton, PECS, board maker symbols, photographs, written word.
- Understanding promoted through the use of instruments, singing, role play and drama.
- Collaborative learning, practical based.

Impact:

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- Made progress in their awareness and understanding of the music
- Made progress in their communication and literacy skills
- Made gains in accreditation (AQA Unit Award Scheme)
- Developed experience, respect for and some knowledge and understanding of peoples musical cultures in the local areas and wider world, past and present
- Have awareness of the local/wider musical community, past and present.
- Have an awareness of recording, reading and playing from a notation system

Indigo/Violet pathways:

Intent:

- Develop sense of self awareness
- Develop awareness of key people and places around them
- Develop an interest in the people and world around them
- Develop an ability to gain attention of others
- Develop a recognised means of expressing likes and dislikes
- Develop patience and resilience to persevere with waiting for requests to be responded to/understood
- Development of engagement; develop engagement areas of; exploration, realisation, anticipation, persistence and initiation.

Implementation:

- Highly differentiated curriculum focussed upon developing individual skills within a medium of a theme.
- Encounter musical experiences with opportunities to develop skills of exploration, realisation, anticipation, persistence and initiation.
- Encounter multi - sensory activities (develop different senses; taste/smell/touch, vision and hearing).
- Encounter range of instruments, sounds/artefacts/textures
- Encounter a range of creative activities, music, singing and signing (Makaton) role play and sensory stories.
- Experience and encounter places of historical interest in the local community.
- Led and overseen by the curriculum lead for music
- Repetition of activities to sustain individual pupils achievements
- Music is taught as a half-termly topic focussing upon knowledge and skills stated in the national curriculum

- The school guidance template for lesson planning structure ensures students are supported to review, consolidate and build upon prior achievements.
- Key Stage 3 is taught in half-termly units
- Key Stage 4 is taught via accredited units (AQA Unit Award Scheme), within the Enrichment Programme
- SMSC and singing and signing (Makaton) threaded through the curriculum

Impact:

- Developed sense of self awareness
- Developed awareness of key people and places around them
- Developed an interest in the people and world around them
- Developed means of communication (to gain attention/express likes/dislikes).
- Developed patience and resilience to persevere with waiting for requests to be responded to/understood
- Made gains in their development within areas of engagement; exploration, realisation, anticipation, persistence and initiation.
- Made progress towards outcomes identified with their education and health care plans.