

**Curriculum Statement - Music**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

"Music is the movement of sound to reach the soul for the education of its virtue" – Plato

Music is the universal language. It embodies one of the highest forms of creativity and has the power to transform people's lives. It engages and motivates, it enables personal expression, it builds confidence, it encourages reflection, it boosts emotional development and critical thinking and, above all, it transcends social status, gender and cultural differences.

The music curriculum at Pewsey Vale School is designed to be consistent with the statutory National Curriculum for Music. Students systematically develop their skills and application of subject knowledge over a range of genres through listening, composing and performing. Throughout, students are taught the cultural significance of the music with which they interact which provides the context needed to become more discerning listeners. If education has a broader purpose than vocational training (which it certainly does); music education is fundamental to preparing students for life beyond Pewsey Vale. Whether this is as active contributors or passive consumers of music in their immediate community or as part of the global market.

Topics include works from the Classical Tradition and great masters, Film Music, Jazz and Blues, Electronic Dance Music, Popular Music, Reggae, Japanese Music, Latin American Music and Music from the Classical Indian Tradition; supporting a perfect balance of academic rigour (theoretical concepts like stave notation, scale construction, chord construction to name but a few) and enhancing the students’ joy of learning through performing exciting and relevant music in the classroom. Ensuring individual progress, but also to fully prepare them with the skills required should they opt to study Music at Key Stage Four.

**Secure developments and achievements…**

* Provides opportunities for personal musical development in the form of peripatetic music lessons in a range of instruments with a specialist teacher helping them to develop their technical control, expression, interpretation of the music and accuracy of performance
* Provides opportunities to prepare for, and enter external music examinations which count towards UCAS points and as part of the Arts Award
* Grows resilience and confidence in the classroom through peer performance where every achievement in performance or composition is celebrated
* Give students the opportunity to perform in concerts both in and out of school (the community carol concert, ACE evening, Presentation evening and the annual Music and Drama concert in the summer)

**Prepare students for “life beyond Pewsey Vale”**

* Expose students to a range of different music genres and cultural traditions to instil respect, understanding and tolerance for life in a cultural diverse Britain
* Give knowledge about the different career paths available in the music industry through key note speakers and workshops
* Give students the skills they need to enjoy either a career in the music industry or be a responsible music consumer

**Promote active community involvement**

* Provides a vital opportunity for students to engage with the school and local community through public performances; for many students this is the only opportunity to step out from their immediate circumstances, team up with their class mates and show their talent
* Host and participate in multi-school singing collaborations organised by the Wiltshire Music Service

**Curriculum Implementation**

**Through Transition**

At Pewsey Vale, music is a fixture at key school events and always feature in the form of a workshop during the Year 5 open day and Year 6 transition day. The workshops are based around practical ensemble performances using either: graphic notation, percussion ensembles and singing using simple ukulele accompaniment. This proved to be so successful that prospective students and parents have stopped me in the street to express their enjoyment and enthusiasm for the subject.

**Through Nurture Provision (Individual Needs)**

Talented students identified in the course of classroom interaction or students who request assistance, are offered either extra-curricular instrumental lessons (privately or subsidised by the school), or are encouraged to join one of the enrichments activities offered by the music departments.

The Music Department offers tutoring in a range of instruments including piano, violin, guitar and woodwind. In fact, many of the peripatetic teachers simply continue their session with students from feeder Primary Schools. At the start of Year 7 and throughout the academic year, students and parents are informed of any vacant slots. Most of our peripatetic staff is part of the Wiltshire Music Connect Hub of music teachers that allows the school to apply for extra financial grants for certain disadvantage groups of students.

**Through Enrichment**

The Music Department strive to provide equal access to music education for all. It offers two extra-curricular music clubs that convene once a week after school or during the lunch break. The rest of the student body supplements these two core clubs when everyone is invited to audition for the annual Carol Concert and Summer Production. These events are always enthusiastically supported by both the students and art department.

Pewsey Vale is very fortunate to have close ties with the Wiltshire Music Connect Hub. With their help, students were able to participate in events such as the collaborative music concert ‘Sing for the World’, have workshops with The National Youth Jazz Orchestra, attend talks by producers and session musicians; and acquired tickets at discount prices to the Bournemouth Symphony Orchestra.

**Through Teaching, Learning & Assessment**

Although students are always encouraged to attain a practical or theoretical qualification from the Associated Board of Royal Schools of Music, Trinity College London or similar examinations as a prerequisite, students at Pewsey Vale can opt to take GCSE without these qualifications. The curriculum is structured from year 7 to give every student the skills they need to take Music as one of their options in Years 10 and 11.

In Year 7, students are introduced to the elements of music and basic keyboard and ukulele skills. These skills are developed in Years 8 and 9 through listening, performing and composing, exploring a new theme at least every term. The themes have been carefully chosen to link with the assessment criteria grid, giving students over a range of abilities, including those with special educational needs as well as the gifted, the ability to access and exceed in all activities. Feedback is given at least twice per half term with a final assessment at the end of every topic.

The Music Department follows the Eduqas GCSE qualification where 60% of attainment is measured during course work (two performances and two compositions) and 40% as an exam of an hour and 15 minutes. Although not compulsory, extra-curricular lessons are encouraged, as four periods per week is only sufficient, but not enough, for a thorough examination of the subject matter. Feedback will be given to every student fortnightly, with a full assessment each term.

Scheduling of lessons across both Key Stages

|  |  |
| --- | --- |
| **Key Stage 3** | **Lessons/Week** |
| Music | 1 |

|  |  |
| --- | --- |
| **Key Stage 4** | **Lessons/Week** |
| Music | 4 each |

**Through promoting Literacy**

Each subject has a copy of the school’s literacy strategy both in the front of the student’s books and also as a learning mat on desks. This is given to support the accurate use of subject specific spelling and correct use of grammar and punctuation. The subject specific words listed on each document are Tier 2 and Tier 3 language. The aim of this document is to provide learners with a format that is familiar, but developed for the lesson they are in at the time. Classrooms display Tier 2 and Tier 3 language for the specific topics being taught. Spellings of key words are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts

**Through homework**

Each term, Key Stage Three students are challenged with an independent learning task that is relevant to the theme they are exploring to develop their understanding of the subject.

In Key Stage Four, homework will be set every week in the form of listening exercises, theoretical consolidation and keyword revision. Students should practise their individual instrument at least 30 minutes per day and are encouraged to use the remote school website to complete and extend their compositions.

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11.
* Progress and attainment data for current year groups.
* Destinations data.
* Attendance data.
* Behaviour logs.
* Engagement in enrichment activities.
* Student voice.
* Progress towards the Gatsby benchmarks.