

Music at Elemore Hall School

Rationale

At Elemore Hall School, we understand the value music brings to the education and lives of our pupils and to the school as a community. We recognise that Music should be an integral part of a rich, broad and balanced curriculum. Whilst Music lessons are about learning through and about music, it contributes to language development, develops motor skills and coordination, improves memory, encourages creativity, promotes teamwork and teaches discipline. Furthermore, music provides opportunities for all pupils to achieve, thereby building confidence, boosting self-esteem and creating a positive view of themselves and the world around them. Music is a popular lesson and allows pupils to learn new skills in a supportive and safe environment where pupils can choose a pathway that suits their skills, allowing them to flourish in and outside of school.

INTENT

Music aims to be an inclusive and engaging subject that inspires pupils to get involved in collaboration, trying new skills, independent learning and performing in front of peers and the wider school community.

The curriculum is challenging, ambitious and aspirational. Pupils develop individual skills on instruments, which progress into ensemble skills (performing effectively as part of a group). Pupils are expected to gain knowledge about and understand the features/characteristics of music and the social context of different genres of music, including music from different cultures, and how it impacts on the world around us. This includes topics like protest songs in rock and roll and civil rights and also the way artists like *The Beatles* shaped popular culture in the 1960s. Pupils study music by artists and composers considered most influential and 'the best' at what they do. Pupils are equipped with skills to make music, but also to understand how music can be used to shape society.

The curriculum includes aspects of performing, instrumental technique, composing, music technology skills, improvisation, elements of music and orchestral music. These areas encompass everything that makes a good musician and also gives pupils the knowledge and vocabulary to understand and analyse music in a meaningful way. Pupils are encouraged to learn a wide variety of instruments to develop basic skills, then naturally gravitate towards focusing on one which they learn in more depth. Singing is an area to work on going forward.

Sequence of learning:

Year 7 - In order to get pupils enthused about the subject, instrumental skills are taught first. Alongside this, pupils are taught about the rock and pop instruments they are playing, so that they understand how their instruments work. Elements of music are taught, so that pupils can access listening tasks. In order for pupils to be able to utilize their timbres when exploring composing work later in the year, instruments of the orchestra are explored.

Year 8 - Pupils explore a range of different genres of music to allow for both the development of composing/pastiche and performing skills. This involves music from other cultures, key artists and a variety of styles in order to build cultural capital, including African music, Blues, Rock and Roll, Jazz and Hip-Hop. Within these areas, musical concepts, such as rhythm, chord theory/harmony, improvisation, structure, timbre and texture are looked at.

Year 9 - Pupils will be able to start using the skills and knowledge learnt in Years 7 and 8 to begin to impart their personality and own choices on their music making. This ranges from composing and performing in different styles, and covering songs in different genres. Pupils will also develop more advanced instrumental techniques and begin to study artists in more detail, in preparation for the Rockschool - Level 2 qualification. The year will be structured as follows: performance skills, cover songs, music for film, TV and games, artists' studies and the development of a deeper understanding of more advanced music technology features.

Key stage 4 - Pupils follow the curriculum to meet the requirements of the Rockschool - Level 2 syllabus. This includes: instrument, band and performance knowledge and skills, as well as knowing how to build up and completing a portfolio.

(At the moment pupils are all working on developing the skills and information required in Y7 as all year groups are starting the secondary curriculum music for the first time. – 2021/22)

Throughout their Music journey, pupils are expected to develop the skills needed to access the Rockschool accreditation.

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Introduction to Rock Instrument Skills		Voiceworks Artist Study	Instruments: Orchestra/ Performance Rehearsals	China/Summer concert Performance Pieces	Form & Structure / Summer Concert Rehearsals
8	African Music Making the Band	British Artist Study Pop Music	Blues and Jazz/ Making the band	Rock and Roll	Rock Instrument Skills/Genre Study	Performance Pieces / Summer Concert Rehearsals
9	Rockschool Skills Artist/ Genre Study		Performance for a Concert Audience/ Genre Study		Rock Instrument/ Performance Skills	
10	Rockschool Instrument Skills		Rockschool Portfolio Skills		Rock Band Skills	
11	Performance Skills/Rockschool		Rockschool/External Assessments		Rockschool /Pathway Skills	Final Term/Complete Portfolios
M	Musical Appreciation		Rock Instrument Skills		Performance Skills	

IMPLEMENTATION

Pupils develop skills from key stage 3 to key stage 4, looking at four strands: listening, performing, composing and evaluating. Pupils are taught through a variety of methods, such as speaking and listening sessions, question and answer sessions, practical sessions, use of ICT and reading and writing tasks.

In order to build confidence, tasks, where pupils can be 'instantly successful', are built in. This will ensure 'buy in' to the curriculum. As pupils' self-belief and interest grows, they become increasingly open to higher degrees of challenge.

Each topic lasts about one half term and the curriculum time of three hours a week means that pupils have more opportunity to explore a wider range of topics than in most mainstream settings, which means that pupils can develop a breadth of skills. The generous time also provides opportunities to revisit topics, ensuring understanding and deeper deep learning. Each unit feeds into the next, and prior learning is drawn on to teach new concepts. If units/concepts are revisited, more advanced knowledge and skills are imparted. This can be through more challenging music to perform or further musical techniques and features included in compositional tasks.

Pupils work to the same learning objective in lessons. Learning activities are planned according to how best to achieve the learning objective and considering individual learning needs. The curriculum is adapted to ensure that all pupils can access the content. Pupils are given the same work to complete but is then differentiated based on how the pupils respond. This can be through adapting sheet music for other types of notations, swapping pieces of music for pupils who are interested, making keyboard work more challenging by introducing chords or more accessible by using single notes or alternative notations.

Pupils work towards independence. We explain, clarify and model new concepts, ideas and skills, linking with prior knowledge, where applicable. Pupils then practise what they have learned with the aim to become independent and be able to apply their knowledge.

Our inside classroom displays are used as learning resources, to support pupils during lessons. Displays of pupils' work outside the classroom, encourage pride in their achievements and shows that work is valued.

Where relevant, cross curricular links are built into the curriculum, for example: Art and English - set design, drama, creative writing, composing and performing. We hope to incorporate more links between subjects such as using pupil art work as musical inspiration once pupils develop the musical skills over time.

Literacy and numeracy skills are covered to enable pupils to better cope with the subject content: Pupils are taught how to count beats and subdivide them to understand best how to play music in time, using the correct rhythm. Key subject specific vocabulary is taught as the curriculum progresses, to ensure that pupils develop the appropriate language to be able to discuss and write about music in articulate ways.

We also encourage pupils to read information about artists in order to complete research projects about them.

Additional Support & Stretch/Extend/Challenge

Every pupil considered when planning and alternative tasks or ways of completing them are given to ensure inclusion and full engagement with the music curriculum. LSA support is used to ensure that pupils are given support when it is needed in lessons. Staff liaise with one another to ensure that work is caught up and pupils are as up to date as possible with their work. Pupils, who achieve better than expected, are offered extension activities and more challenging tasks. As each site has one Music teacher each, teachers have a good idea of progress and achievement, and so, can address intervention as and when.

Enrichment

School concerts are a key enrichment activity. Pupils develop self-confidence, self-esteem and a sense of pride and fulfilment. The school offers workshops with Live Music Now (visiting musicians,

exploring genres and different cultures), visits to New College and the Gala Theatre to watch Rockschooll performances and visiting musicians for whole-school exploration days e.g. Africa day, folk music activity, jazz band performance.

A peripatetic guitar teacher visits once a week to support one on one guitar tuition, looking at grades 1-3 guitar skills.

At the Elemore site, Music club is open morning and afternoon breaks, from Monday to Thursday, for pupils to work on/discuss/enhance any learning from lessons.

Links with evening activities

Music is offered as an activity on Tuesday evenings from 6-8pm. Pupils can use this time to enhance skills they have been developing in the school day or to try something completely different, if they wish.

Steps and Assessment

The skills listed on Classroom Monitor are formally assessed and reported at termly intervals. Pupils' understanding is assessed weekly through discussions about their work and verbal feedback is given on both their performing and composing work. The curriculum plan feeds into the skills that are required to be assessed.

At regular intervals, recordings of pupils are made when they have shown they have developed a particular skill - to ensure there is evidence of progression. This is in the form of video and audio evidence. (This can be accessed on Staff Share, Pupil Information, Steps, Measures of Progress.)

Pupils must reach step 7 to access the Rockschooll qualifications and gain a Music Practitioners accreditation at Level 2.

IMPACT

One of the school's values is to have "a willingness to give things a go ... get involved in school events [as it] sets a good example to others, opens up opportunities and develops our self-esteem and confidence".

At Elemore Hall, Music is pivotal to making this happen. "Having a go" is very much a focus, reinforcing the fact that mistakes are part of the learning process. This encourages pupils to keep going when they do not get things right first time.

Through efficient teaching and delivery, observation and ongoing monitoring, pupils should:

- make progress from their starting points
- develop transferable knowledge through continued learning
- be able to retain, recall and apply what they have been taught, independently or with minimal support
- achieve and reach their individual potential
- leave with better musical knowledge and skills
- develop resilience, confidence and self-belief

Our curriculum should:

- encourage pupils to buy into the school
- promote pupils' learning in other subjects
- have an impact on pupils' chances to access the Rockschooll accreditations

Accreditation

Rockschool

RSL Level 1 Music Practitioners Qualification	RSL Level 2 Music Practitioners Qualification
Technology	Performance
Digital portfolio of evidence and external assessment using PowerPoint, photos, videos, witness statements and tutor observations	Digital portfolio of evidence and external assessment PowerPoint, photos, videos, witness statements and tutor observations
<ul style="list-style-type: none">• Putting on a performance• Listening to music• Controlled external assignment (sent by RSL)	<ul style="list-style-type: none">• Music rehearsal skills• Listening to music• Controlled external assignment (sent by RSL)
Pupils can choose different units, depending on their skill set Pupils can also study Rockscool grades in guitar, keyboards, drums and vocals	