

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 individuals can choose pathways that suit their know-how, 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, as well as the way key artists shaped popular culture in the 20th century. Pupils study music by artists and composers considered most influential and 'the best' at what they do. They 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.

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Instrument Skills	Elements of Music 1	Instruments of the Orchestra	Class Band 1	Music Technology Basics	Class Band / Summer concert rehearsals
8	World Music	Blues	Rock and Roll	Class Band 2	Instrument Skills/Genre Study	Class Band / Summer concert rehearsals
9	Reggae	Instrument Skills/Genre Study	EDM	20 th Century Artist Study	Rap and Hip-Hop	Class Band / Summer concert rehearsals

10	Music Tech	Unit PA7 – Providing Tech Support	Ensemble Skills	Unit PA12 – Rehearsing for a Performance
11	Unit PA11 – Personal Preparation for Performance	Unit PA12 – Rehearsing for a Performance	Unit PA9 – Performing a Piece of Music	

IMPLEMENTATION

Pupils develop skills from key stage 3 to 4, looking at four strands: listening, performing, composing and evaluating. They are taught through a variety of methods, such as speaking and listening, question and answer, practical sessions, use of ICT, as well as 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 two or 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 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 know-how are imparted. This can be through more challenging music to perform or further musical techniques and features included in compositional tasks.

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 adapted based on how they 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 being 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 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 knowledge and know-how 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.

Reading Development in Music

Pupils are made aware that reading is part of the foundation of Music and that it is key to progression in the subject. It is also used to build knowledge about the music they are learning about and learning how to play. Pupils read information in order to gain an understanding of the context of the music and its importance to society; they read information to help them identify, understand and spell key terms required for their learning and read song lyrics in order to help them accurately perform pieces of music.

Opportunities across the curriculum are exploited for reading and it is made a key part of every lesson. New resources have been created that are designed to encourage reading and the development of vocabulary, particularly in research tasks, which will maximise their knowledge around artists, genres, styles and key musical words.

All starters will involve pupils reading from the board/ identifying key words. Pupils will work on new genre/song/artist study tasks, which will be used to evaluate their knowledge on a topic. Example: artist study on Amy Winehouse - pupils will have to read up to five paragraphs of information about the singer, then answer 'true' or 'false' questions. Pupils might also be invited to read some of the information out to the rest of the class.

In addition, pupils are encouraged to read lyrics independently in performances and in structured study sessions, which involve looking at rhyming words, the origin of words and the meaning behind song lyrics. Strategies encouraged will include using prior knowledge to predict information, scanning texts for key words and dates and reading and summarizing short texts.

Pupils also continue to study key words across the curriculum, including assessment quiz-based learning that tests knowledge on the reading of, understanding and pronunciation of key terms and definitions in music.

Pupils will get used to reading regularly in music lessons and become more confident readers. As a result, they will become more confident learners who seek to find new knowledge by reading independently and asking for help with more difficult terms and words. Pupils will use this confidence to develop their written work, composition skills and performance pieces.

Additional Support/Adapted Support & Stretch/Extend/Challenge

Every pupil is considered when planning. Alternative tasks or ways of completing them are given to ensure inclusion and full engagement with the music curriculum. Learning Support Assistants are used to ensure that pupils are given support when it is needed. 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 beyond expectations are offered extension activities and are stretched with more challenging tasks. Each site has one music teacher who will have a good idea of prior attainment and expected progress for each child, so can address intervention as and when necessary.

Enrichment

School concerts are a key enrichment activity. Pupils develop self-confidence, self-esteem and a sense of pride and fulfilment from performing. Through performing pupils also learn about working with others and commitment to a shared goal. There is a Christmas concert and Summer concert each year with around 20-30 students involved in both performing and technical roles. There have been trips out to see shows such as *The Lion King* and also musicians coming into school to work with pupils.

Links with evening activities

Music is offered as an evening activity during the week. 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 descriptors listed on Classroom Monitor are assessed and reported at termly intervals. Pupils' understanding is assessed through discussions about their written work and verbal feedback is given on both performing and composing work. The curriculum map feeds into the skills that are required to be assessed.

Recordings are made of pupils at regular intervals to evidence the progress they have made with their know-how and knowledge. This is in the form of either video or audio recordings.

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 BTEC Level 1 accreditations

Accreditation

BTEC Level 1 Introductory in Performing Arts – **AWARD**

Pupils in following years will aspire to complete two more specialist music units to extend the qualification to a **CERTIFICATE**.