

Music Curriculum Statement

In line with our whole school curriculum statement, Saint Aidan's is a Church of England High School with an inclusive Christian ethos. Our vision is:

- We **aspire** to be a school where life is lived in "all its fullness" (John 10:10).
- We **believe** in the God-given potential of every one of our students.
- We **succeed** by working together as a school where all can thrive and where excellence is valued.

As a result the Music curriculum is designed to match this vision, whether in formal lessons or in the wider experience of students.

The formal Music curriculum

Aims: Through the teaching of Music at Saint Aidan's we aim to:

- Engage actively in the process of music study.
- Develop performing skills individually and with others.
- Develop confidence and skills in composing.
- Acknowledge the connection between performing, composing and appraising music.
- Broaden students' musical interests and experiences.
- Help students gain an awareness of music technologies and their application.
- Promote enjoyment in music.
- Promote self-expression.
- Promote participation and performance in singing and instrumental activities.

Objectives: By the end of their musical education at Saint Aidan's all students should be able to:

- Play and perform music confidently, fluently and with accuracy and expression.
- Compose, extend and develop musical ideas.
- Evaluate music across a range of eras and cultures using appropriate language.
- Obtain the highest possible GCSE or vocational grade commensurate with their ability.

Key Stage 3

Music at Key Stage 3 is divided into 3 areas; performance, composition and listening & appraising. Pupils work in groups and independently to create their own music and learn about a wide range of musical styles. In Year 7 students apply their musical skills and knowledge gained during Key Stage 2 to a range of ensemble based topics including singing, brass instruments, ukulele, and keyboard as well as beginning to compose with the musical elements. In Year 8 they are introduced to the 'informal learning' model of popular music learning, as pioneered by the Musical Futures initiative. Value is placed on the existing musical interests of children and this is where individuality in musical expression really starts to emerge. As pupils progress into Year 9, they should develop a critical engagement with music, allowing them to perform confidently, compose using a range of devices, and to listen with discrimination to a diverse range of music.

Key Stage 4

Students in Years 10 and 11 study the Eduqas Level 1/2 Performing Arts Technical Award. Content is delivered in an engaging and active way in order to help students internalise theoretical concepts via a practical context. Skills and knowledge gained in Key Stage 3 are developed as learners work towards their coursework performances and compositions in addition to a listening and appraising exam at the end of the course.

Why do we teach this?

At Saint Aidan's the intention is that children achieve a firm grasp of what music is through listening, singing, performing, appraising, and composing across a range of historical periods, styles, cultures, and musical genres. We aim to instil a curiosity for music, as well as an understanding and acceptance of the authenticity and importance of all types of music, and a respect for the role that music plays in self-expression. We are committed to ensuring children understand the value of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music making both in and outside of school. Of equal importance is the

ability to understand how the development of life skills, such as confidence, self-awareness, perseverance and discipline give them a holistic experience that they can take beyond their musical studies

Assessment

Assessment at Key Stage 3 in Music has evolved with 'life after levels' to a more effective model which considers the non-linear progression of music. Radar diagrams are now used with the intention being that assessment now clearly illustrates the strengths and areas for improvement to learners. Progress is closely tracked across the Key Stages using a wide range of criteria across the performing, composing and listening strands.

Beyond the formal Music curriculum

Our healthy extra-curricular programme creates a culture of music that impacts positively across school in a number of ways: uptake at GCSE increases; students want to learn instruments outside of the curriculum; when new students join in Year 7 they will instantly find a place to belong in the school and a community to be part of. Children are provided with regular opportunities to perform at concerts and other events in school and the wider community.