

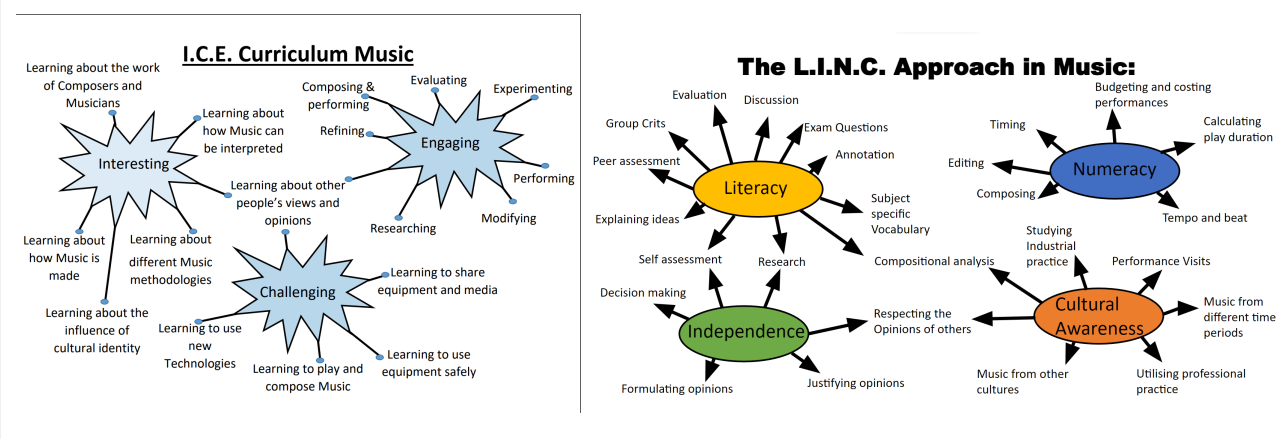


Music Curriculum Overview

What are the aims of the Music curriculum?

The scheme of learning is designed to ensure all our learners increase their opportunities and life chances, in preparation for life beyond SVHS to become health and safety conscious, self-aware and work ready. All students will demonstrate they are confident, self-assured learners with a clear focus on progress and high aspirations, with opportunities provided to ensure students become culturally aware individuals and that creative and individual responses to tasks are generated. Students are encouraged to understand their role in society by considering different roles, values and attitudes.

How does the Music curriculum support the Seaton Valley Federation's curriculum vision and intent?



How is the Music curriculum sequenced to support pupils to make effective progress?

Music in KS3 builds on the work undertaken at KS2 by continued experience of listening to, analysing, and performing music but with a focus on more demanding and complex skills or processes and through the introduction of the refining process whereby students are encouraged to find the flaws in initial performative work and find strategies for correcting these flaws in the production of final outcomes. They will develop a critical understanding of different styles and genres, expressing progressively more reasoned judgements that can inform their own work. Students will analyse the work of composers in written form and in practical form as well as developing compositional skills using a variety of instruments. Projects in year 7 and 8 tend to focus on specific single techniques and skills. Students will develop their performing skills through practical contextual analysis and through the performance of their own compositions; as individuals, in small groups, and in whole class performances. Music in year 9 also develops finishing skills and involves more combined skills or media. The development of progressively more creative and individualised outcomes is also key. Music in year 9, though still teacher-led, seeks to draw year 7 & 8 experiences together into projects which cover GCSE assessment objectives so that theory informs practical and skills are developed and modified through projects which explore specific skills and components in different



forms. They are taught to develop their creativity and ideas, and increase proficiency in their execution. Music in year 9 develops analytical, compositional and performative skills and involves more combined skills or media. We also seek to encourage literacy and develop reading skills developing understanding of subject specialist vocabulary.

Music in KS4 develops analytical compositional and performance skills further and involves more complex skills or media. The independent development of more creative and individualised outcomes is also key. We also seek to encourage literacy and develop reading skills looking at extended writing within art and design disciplines. As work is developed in year 10 and 11, students are encouraged to think critically about music, including composers, performances, and productions. Whole class teaching at Seaton Valley High School is quickly replaced by individual focused assessment and feedback tutorials. Music at Key stage 5 begins with teacher-led experiences designed to refine skills and provide experience of Musical Theatre performance. The development of more creative and individualised outcomes is also key. Students are taught to develop their creativity and ideas, and increase proficiency in their execution. Students will develop a critical understanding of varying aspects of musical theatre performance, expressing reasoned judgements that can inform their own work. We seek to encourage literacy and develop reading skills with the aim of informing the written element required for each unit. Students will analyse the work of composers, performers, and directors in written and practical forms as well as developing confident and highly developed performative skills through a variety of disciplines. Students are also encouraged to progressively conceptualise their work where appropriate and to develop a more semiotic approach to critical and contextual analysis.

How is assessment used to aid progress?

Verbal/written feedback and given once per cycle.

Holistic Formal assessments undertaken every half term with written targets.

Pupils respond to feedback through practical work and this is then documented on the assessment sheets in the pupil response section.

In years 7&8 KS3 assessment criteria and grading is used.

In years 9 Assessment descriptors, criteria and assessment proforma have been developed to bridge the gap between KS3 marking without levels and GCSE grade descriptors.

At GCSE Exam Board GCSE assessment criteria and grading is used.

Mock examinations are undertaken annually for the written examination (unit 1)

At KS5 L3 Btec assessment criteria and grading is used.

Moderation is undertaken at each formal assessment point.

How is staffing organised within the [subject]?

P Dyers delivers all lesson in years 9-13

Examined courses – exam board and course code (exams and controlled assessment elements)



Seaton Valley High School

GCSE Music: AQA: 8271 Quan: 601/8361/5. Unit 1 Understanding Music (written exam). Unit 2: Performing Music (NEA). Unit 3: Composing Music (NEA)