

<p>KS3 Rationale</p> <p>As a Department we have adapted the National Curriculum and chosen to focus on the continual development of key skills and knowledge. We have identified the following four important skills which we believe are central to quality music education. They are: Theory/Vocabulary, Performance, Composition, and Critical Engagement. Development of these skills will provide a firm grounding of music, offer a continuation through to KS4 and will be vital for success.</p> <p>These skills are the focus of everything we teach through KS3. Our curriculum follows a progression of difficulty with these skills at the centre. The topics we cover offer our pupils opportunity to progress and improve these skills.</p>	<p>KS4 Rationale</p> <p>At KS4 we offer GCSE Music, following the AQA specification.</p> <p>GCSE music allows opportunity for our pupils to be challenged, to increase their knowledge of all aspects of music and gain a credible, recognised qualification.</p> <p>The course is centred around 3 core skills: Understanding Music, Composing Music and Performing Music. We have chosen to follow the AQA specification because these skills allow continuity for our pupils from KS3.</p>
<p>Pedagogy within the classroom</p> <p>High expectations of all pupils regarding behaviour for learning and outcomes</p> <p>Pace. Every lesson matters. Lessons are well planned and purposeful. “Do now” activities will be followed by brisk and timed activities.</p> <p>Challenge All pupils are challenged in order for them to make the best possible progress from their individual starting points</p> <p>Questioning will be effective in developing pupil knowledge and understanding, assessing progress and informing teacher planning.</p> <p>Progression. All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p>	<p>Links to School Improvement Plan</p> <p>Increase the use of low stakes assessments, revision tools and consolidation resources so that pupils increase in confidence and remember the content they have been taught in the longer term</p> <p>Ensure that incisive feedback is in place and that pupils are given opportunities to respond to it so that pupils learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress.</p> <p>Literacy- Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly</p>
<p>Skill Progression</p> <p>Pupils build on prior knowledge and skills to help them prepare for the next stage of their education</p> <p>Skills are consolidated from one year to the next, providing the foundation for increasing challenge.</p> <p>Work given to pupils to be more demanding and to match the aims of the ambitious curriculum</p>	<p>SEN</p> <p>Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately</p> <p>Understanding the SEN needs of all pupils on the SEN register in the class</p> <p>Being flexible and adaptable in teaching approaches to meet the needs of all pupils, not just those with no SEN</p> <p>Not seeing the “label” but seeing the child</p> <p>Having as high expectations of lower-ability as we do for the highest; recognising that these pupils may need even more knowledge to plug gaps in their learning than their peers, not less</p> <p>Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work</p>

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