

## **Music KS4 – Statement of Intent**

*“Where words fail, music speaks!” Hans Christian Anderson*

At All Saints Academy, we align our music curriculum to our vision of *‘Living Well Together with Dignity, Faith and Hope.’* We believe music is a subject our students should study to be able to fully uncover hidden talents. It will also help them grow into well-rounded and cultured young people. To facilitate *‘Living Well Together’* students will learn to embrace all types of music from classical to jazz, understanding that our taste in music is unique but it is love of music that binds us together. Within lessons, students will build the courage to sing and perform in front of others in a safe space where they can be critiqued, and critique, in a dignified way. We hope students will find music that resonates with their soulful, spiritual self and lead to a deeper sense of faith. We want our students to be aspirational so they will be encouraged to take up an instrument, including the voice, in the hope that one day they will each be able to play an instrument with proficiency.

We will ensure our students have no barriers to learning an instrument by using our pupil premium grant effectively to buy instruments and support lessons with peripatetic staff. Assessments will include reasonable adjustment such as allowing extra time, or using scale books, extra equipment, or learning support. At times, it may be appropriate to plan smaller steps to achieve the learning goal, provide additional resources or provide a ‘parallel’ activity.

### **Research informed practice in the Arts:**

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students’ work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student’s analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

## **SEND support in Music**

### **The what (substantive knowledge):**

- Performance - If the outcome is for students to be able to play a stave
  - High – play with both hands, chords and melody
  - Medium – application of chord notes but primary melody
  - Low – application of melody in singular hand
- Composition - If the outcome is to compose a piece of music
  - High – complex rhythms with a range of notes and chord application
  - Medium – structured rhythms with limited notes and some chord application
  - Low – basic rhythms with limited range of notes
- Listening - If the outcome is to identify the concepts used in a piece of music
  - High – identifying the complex rhythms, devices and structures used
  - Medium – identify a broad range of rhythms, devices and chords with concepts
  - Low – identify basic rhythms with some chord application and basic concepts

### **The how:**

- Performance - If the outcome is for students to be able to play a stave
  - High – play with both hands, chords and melody by using guided demonstration
  - Medium – application of chord notes but primary melody by using guided demonstration and music sheets with note identifiers
  - Low – application of melody in singular hand by using guided demonstration, music sheet with note identifiers and written notes on the keyboard and a keyboard diagram
- Composition - If the outcome is to compose a piece of music
  - High – complex rhythms with a range of notes and chord application by using garage band and a guided example
  - Medium – structured rhythms with limited notes and some chord application by using garage band and a guided example with a clear breakdown of steps to secure composition
  - Low – basic rhythms with limited range of notes and some chord application by using garage band and a guided example with a clear breakdown of steps to secure composition and engage with directed videos of specific links to the tasks
- Listening - If the outcome is to identify the concepts used in a piece of music
  - High – identifying the complex rhythms, devices and structures used by guided demonstration of the task
  - Medium – identify a broad range of rhythms, devices and chords with concepts used by guided demonstration of the task with an example provided
  - Low – identify basic rhythms with some chord application and basic concepts used by guided demonstration of the task with detailed examples provided

## **Year 10**

### **Substantive Knowledge**

In year 10, our vocationally related BTEC curriculum builds on substantive knowledge developed in KS3 through performance, composition, listening and appraisal of music in a work-related context.

Students will build on their knowledge of performance, composition, and the music industry within a broad framework of a vocational qualification. They will be supported in lessons to hone in on practical skills such as score reading, articulation, expression and voice projection. Theoretical knowledge, including the use of music technology such as digital audio workstations (Logic Pro, GarageBand, and Sibelius,) will facilitate the composition of music further. Students will then start the first optional coursework unit– Introduction to Music Performance. Whilst building on their confidence in performance, appropriate terminology that underpins the music industry will be learnt. This helps to develop performance skills and vocabulary that will be needed for the project. Later in the year students work independently when responding to a given brief to compose music as part of their BTEC coursework portfolio. We ensure our curriculum is broad and balanced by giving our students the independence to choose their own pathway. In the summer term, students will learn about different organisations in the music industry and how these organisations fit together to make up the industry. They will also learn about job roles within the music industry.

### **Disciplinary Skills**

Students will develop disciplinary skills through undertaking an audit of existing skills and completing practice logs for each rehearsal session to identify gaps in learning. They will be provided with opportunities to develop, refine and explore new techniques and musical skills before choosing their two favourite ideas and extending them using these recently learned techniques. Units of work will include the following: Managing a Music Product (Unit2), Performance (Unit 5), Composition (Unit 4) and the Music Industry (Unit 1).

## **Year 11**

### **Substantive Knowledge**

The second year of Key Stage 4 brings together skills previously acquired to realise performance and composition projects. Students also take the lead in developing and presenting a musical product. Through these projects, they will consolidate their understanding of various skills in performing as an ensemble, develop their listening and analytic skills, and play a variety of instruments.

Year 11 provides our students with the opportunity to continue to further develop their musical skills by refining performance skills developed the previous year. Students will perform to the Academy community as part of their portfolio pieces they have been practicing throughout the course. This ensures our BTEC curriculum provides them with vital skills relevant to the music industry. In term two, students will be examined on their knowledge of the music industry.

### **Disciplinary Skills**

Students will practice and develop their skills on their chosen instrument and review their own practice in the form of a written log. They will then use their developed skills to rehearse for

performances of two contrasting pieces on their chosen instrument or voice. In preparation for their examination in term two, they will be supported with regular revision sessions which will incorporate key terminologies, quizzes and revision materials.