

SUBJECT INTENT STATEMENT

Our intention within the department is for every student, regardless of background or previous experience to be able to experience life as a musician. It is our aim to develop a curiosity for the subject, as well as a love for performing, creating and listening to music. We are committed to ensuring that students understand the importance of music in the wider community and to be able to use their musical skills, knowledge and experiences in a variety of different contexts. In short, we are creating the next generation of musicians! Every student is given the opportunity to learn an instrument and or sing in lessons as well as access to music technology software.

We meet the demands of the national curriculum by ensuring that the aims of the national curriculum are incorporated into our sequence of learning so that all students can move onto the next stage of musical excellence. Our pupils are challenged to develop a critical engagement with music through the three main disciplines of performing, composing and listening. This way, they will become more well-rounded and versatile musicians. Working in partnership with our local feeder schools, it has become apparent that music provision at a primary level is varied, from the use of peripatetic 1:1 teaching, sessions delivered from local music hubs and software such as Charanga. Here at NDA, we aim to provide a consistent and accessible approach to music within a skills-based curriculum whereby the development of skills supports incremental progression throughout KS3 and into KS4 and beyond. Students at KS3 are given a 1-hour lesson per week and at KS4, 3/2 hours as well as access to peripatetic teaching and extra-curricular opportunities. We recognise the potential that a music curriculum can have on the personal development of students in building their confidence, resilience and independence and so to further develop these qualities alongside our curriculum, we provide extra-curricular opportunities such as talent shows and a variety of musical performances which in turn allows our students to discover new interests and talents. Extra-curricular opportunities also allow our students to put into practice the knowledge and skills they've acquired in lessons, offering a glimpse into the life of a real working musician.

SUBJECT INTENT STATEMENT

The start of each lesson begins with a listening task where students listen to a wide range of music to develop analytical and appraising skills. Each topic has an end of term key performance indicator which is linked to either singing, performing or composing. To work towards this, students are given time to recap/recall information learned in the previous lesson and then build on this knowledge during their own independent/ collaborative practise. Depending on the topic taught and discipline studied, students will showcase their work every lesson, using success criteria to determine the strengths and weaknesses of their work. To reflect upon their work, students regularly give and are given verbal feedback on performances or through playing compositions to the class by their peers or the teacher using a given success criteria. Ensemble teaching is regularly returned to as this is the gateway to a life of enjoyable and collaborative musical activity whether in school or in the community. Half termly homework projects are shared with students via Teaching Gadget, a music education subscription service where students are set online music theory activities and quizzes that supports and extends their knowledge and understanding of music theory based on content delivered in lessons.

We have high expectations of students in our classroom. We expect them to be, at all times:

- Professional and disciplined
- Dedicated to practice and repetition
- Ready and willing to perform
- Prepared to collaborate with others and work independently
- Listening carefully

We deliver our curriculum through a focus on:

- Teacher led demonstration
- Repetition
- Instant verbal feedback
- 1:1 teacher support
- Modelling
- Scaffolding