

Curriculum Intent

At Beckfoot Oakbank, we believe that students should gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand the value and importance of music in a variety of contexts.

Our music curriculum will give students a chance to recognise features of various genres, develop the confidence to perform, use ideas creatively to compose music in a variety of styles and structures and demonstrate tolerance of others' opinions and ideas.

It is our aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.

Entitlement: All students have the right to study Music and engage with the curriculum. Music is everywhere in our world. It can evoke strong emotions and memories in us that no other experience can and is integral to many significant events in our lives. Music education enhances and develops communication skills, instils the discipline to persevere, and embeds performance skills that are transferrable to all areas of life.

Coherence:

The Music curriculum is designed to be broad and balanced and to develop the subject specific skills, processes and knowledge specified in the National Curriculum programme of study at KS3. It is built around the concepts of playing and performing, composition, improvisation, notation, listening, appraising, music technology and understanding. The curriculum is sequenced to support the acquisition of skills and knowledge cumulatively, revisiting concepts and building on them. Within each year of KS3 students develop instrument technique and performance skills, develop theory and understanding through the study of genres and styles, from traditional music to Gamelan and film music to game music, and develop music technology skills, from recording midi to sequencing and track development. This feeds directly into the BTEC courses followed at KS4.

Mastery:

We have high expectations of all students. Our pedagogy is underpinned by: regular use of modelling of practical tasks, a variety of topics used to introduce and develop skills and knowledge needed at KS4 with marking and targeted feedback that informs planning and addresses misconceptions.

Adaptability: The curriculum is adapted to meet the needs of learners at class level and individual level. Our Nurture Curriculum is adapted each year to meet the needs of the students within the Nurture classes. Within mainstream teaching, class teachers adapt the curriculum for their classes, including adaptations for SEND and appropriate challenge.

The Music curriculum meets the needs of all learners through differentiated activities and materials. At KS3 and KS4 students have access to nurture provision. Students within the CTMC are offered Music. In BTEC courses, students are supported in lessons by a range of strategies tailored to individuals.

Representation: A diverse range of genres and themes are used to enable students of all backgrounds and identities to recognise the relevance of Music in society. The curriculum is representative of a range of countries and cultures. Students at KS3 are introduced to traditional music, Blues, Reggae and Calypso, Gamelan, Indian and Chinese music, and music for film and gaming. Students use a variety of musical instruments and music software.

Education with Character:

Pupils will develop skills in performing, composing and listening & appraising over time and assessments will take different formats throughout the year depending on the skill being assessed that half term. Peripatetic teachers come into our school to deliver specialised tuition on a wide range of instruments and our enrichment program, in the form of clubs and school musicals, allows students to further develop skills and build positive relationships outside the classroom. We also give students the opportunity to perform in a variety of different settings such as concerts, and assemblies.

We will enrich our curriculum by: ·encouraging students to contribute to the life of the school and the community and use these 'real' contexts to develop their skills and knowledge in Music; ·encouraging students to attend enrichment clubs and activities where they can showcase their talent; ·providing opportunity for students to perform in various performance environments. Children learn to work both independently and as part of a group, ensuring skills of resilience and teamwork are promoted. We encourage students to work with others to solve problems and to support and show respect to others when performing.