

Albion Academy Music Curriculum Overview

Intent

The Albion Academy KS3 Music curriculum aims to develop pupils' active, cognitive, and social learning through a range of topics and approaches. The curriculum allows to progressively improve pupils' knowledge, skills and understanding of Music and building key skills and qualities such as musicianship, creativity, character, teamwork, leadership and resilience.

The curriculum aims to expose students to a range of musical styles to develop their knowledge of the musical world. The curriculum uses a mastery approach to develop students' instrumental skills through a range of different instruments. Students will review, revisit and practice both theoretical and practical content throughout different schemes across different terms, so that the knowledge, skills and techniques acquired are secured and embedded before progressing. This ensures students form strong bases of knowledge before moving on, and knowledge gaps are closed.

At KS4, the curriculum continues to develop students' musical knowledge and musicianship skills, but with more detailed focus on composition, performance and theory. It further develops and enhances theoretical and practical skills from KS3 and applied them to original compositions and performances. In addition, the KS4 curriculum exposes students to a more in-depth exploration of both music appraisal and instrumental skills with the intent of students becoming well rounded musicians.

The Music department aims to offer a diverse range of extra-curricular opportunities that offers students the opportunities to put into practice their musicianship skills, whilst providing a safe environment for students to nurture their creativity. Students can attend a 'music club' and 'Vocal club' throughout the year when there is no school production in progress. The Music department works very closely with the Drama department, so students are welcomed to attend and audition the whole school productions whether it be a musical, play or concert.

Here we explore these principles in the context of the Drama curriculum:

- **Entitlement:** The curriculum allows pupils to develop the confidence to excel in a broad range of musical skills, styles and ensemble settings. It actively seeks to overcome any barriers to participation which young people may face because of their race, gender identity or any aspect of SEND.
- **Coherence:** Our curriculum seeks to build aspects of pupils' character including resilience and empathy, as well as skills in leadership, decision-making and problem-solving. These skills can be seen through the practical ensemble work students take part in.
- **Mastery:** Through the curriculum pupils become physically skilful young people with the knowledge and understanding in the areas of performance, leadership and teamwork, to succeed at Key Stage 3 and transition to Key Stage 4 study. These skills will develop year on year and will transfer into their academic life and endure into adulthood.

- **Adaptability:** The curriculum is distinctive to our school and pupils. The curriculum also enables pupils to partake in extracurricular music and performances activities including clubs and shows.
- **Representation:** The curriculum is supported by our Diversity and Inclusion pledge. The aim is for the provision in schools to be as inclusive as possible. This includes ensuring there is diverse representation throughout.
- **Education with character:** The curriculum seeks to develop aspects of character, such as resilience, teamwork, communication and confidence. A pupil's experience of Music in school should increase their self-confidence and their ability to work with others. Music should also be an outlet for students to express themselves and allow their creativity to flare, something that is always encouraged within the performing arts.

Progression in the Music Curriculum Primary to Secondary

Music may or may not have been studied at primary school. Where it was studied, we expect it to be on a basic level. Therefore, in Year 7, the first term is spent introducing students to the elements of music and the core skills and techniques that they need to advance throughout KS3. This begins with a scheme of work around the elements of music and a range of key skills and techniques in Music. This includes, percussion workshops, bucket drumming ensemble performances and body percussion compositions. As students transition through KS3 they study a wide range of topics, genres and styles in Music, whilst mastering these initial skills and techniques within different contexts.

Key Stage 3 to Key stage 4:

Students can choose whether they wish to continue studying Music at Key Stage 4 level, where they will study the GCSE Eduqas Music Award. Students will be taught necessary terminology, skills and styles at key stage 3 to prepare and equip them for knowledge they need to progress in at key stage 4. They will continue to learn new knowledge in the first term of KS4 which they will apply to all three components of the course.

Key Stage 4 to Key stage 5:

There are a wide range of courses and options surrounding Music, Music Technology and Performing Arts at Key stage 5 level, from BTEC courses to A – level courses. During Key Stage 4, students will delve into a range of different genres, styles and vocations to equip them with the exploration and study that they will be expected to further study and develop at Key Stage 5. The GCSE course also build on their practical and written skills which will prepare them for written and practical requirement of a BTEC or A -level course in Music, Music Technology or Performing Arts.

Key Stage 5 to University:

There are a wide range of courses and options surrounding Music, Music Technology and Performing Arts across different universities. Some lead on to specific professions such as musician, musical director, sound technician, producing; others can lead students down other areas where musical subject knowledge or general skills are required including teaching or business.

