



Curriculum Intent

Performing Arts - Music
Mr B. Sassons

Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr
- ✓ Be Ready, Respectful and Responsible for themselves and others around them.

Department Vision

Develop an understanding and appreciation of live performance; inspire and nurture creativity; and introduce students to musical cultures and skills that will support them throughout life.

Subject Intent

Key Stage 3

In Key Stage 3 we firstly aim to ascertain the experiences of the individual students arriving from primary schools and build on this baseline knowledge/understanding. We acknowledge as a department that different students will have a wide range of experiences of the performing arts (dependent

Key Stage 4

In Key Stage 4, our young musicians are further developed through the specifications of the OCR GCSE Music Course. The course focussed on developing a broad understanding of the musical forces (DR SMITH) as well as developing an appreciation for their own music and the musics of the

Key Stage 5

At Key Stage 5 we study the Edexcel A-Level Music Course. This course focusses on the further and continual musical education of our students. Through analysis of set works our students will again broaden and sophisticate their knowledge of the world of music; through an extended performance students will

<p>on facilities in their primary setting and the amount of focus given to the performing arts as well as students attending private tuition outside of the Academy). We aim to ensure we develop all learners. The Musical Elements are taught through the mnemonic DR SMITH, each year students learn all and retain the elements through DRSMTIH, and each year their understanding is deepened and their application made more sophisticated;</p> <p>Year 7: An introduction to DR SMITH musical elements (Dynamics, Rhythm, Structure, Melody, Instrumentation, Tempo, and Harmony). These fundamental concepts are introduced through performance, basic composition and improvisation, and analysis of great composers, performers, and bands from a diverse historical and cultural context.</p> <p>The development of creating skills; group work, performance skills; confidence and responding skills; evaluation runs throughout the year. Opportunities to stretch and challenge and teach to the top occurs in all lessons with tasks being adaptable to suit the differing needs of students. Extensions and extra challenges as well as simplifications can be made to ensure that all abilities and levels of talent are catered for.</p> <p>Year 8: Throughout Year 8, we continue our pursuit into an in-depth understanding and ability to manipulate the Musical Elements. The DR SMITH musical elements (Dynamics, Rhythm, Structure, Melody, Instrumentation, Tempo, and Harmony) are continually studied and made more sophisticated (as seen in the National Curriculum).</p> <p>We begin with developing improvisatory skills as well as an appreciation for the art of improvising and its essential role in composition. Understanding of the Musical Elements, and the vocabulary to describe them, are embedded through analysis, performance, and cover version manipulation.</p>	<p>world. Students develop in both understanding of musical context and music as a developing historical discourse as well as developing the skills of performance, composition, and analysis more generally. Students will all achieve the course expectations (two compositions, two performances, and an exam) but will exceed these in a more general appreciation, understanding, and application of the musics that they love and that they have learnt about.</p>	<p>carefully consider and experience performance at an industry level; and through composition students experiment with new genres and instruments, learn key tropes and compositional techniques, and produce work that will ultimately be performed by live musicians, inside the Academy or with external performers.</p>
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<p>In our third cycle Rhythmic features are thought of exclusively. This to limit the variables and promote creativity in performance, composition, and understanding. Opportunities to perform each others' compositions are created as well as space to compose in a collaborative forum. This unit then culminated with Film score, in which the learning of over the year can be applied to composition and analysis.</p> <p>Year 9: In Year 9, we continue to develop our understanding of the DR SMITH Musical Elements. At this stage the student's vernacular and understanding are approaching that of GCSE level and are well equipped to, should they wish, combat the challenges of musical analysis and composition.</p>		
Curriculum Specification		
<u>Key Stage 3 National Curriculum</u>	Academic GSCE: <u>AQA Music</u>	Academic A Level: <u>Pearson Edexcel Music</u>

Wider Curriculum Contribution	
Our approach to supporting learning	Our approach and opportunities to stretch and challenge students
<p>We plan for a variety teacher, video and/or peer modelling in every lesson to demonstrate 'what a good one looks like' as well as scaffolding and simplifications that can be made to ensure that all abilities and levels of talent are catered for. Within each lesson there is targeted and deep questioning.</p>	<p>Opportunities to stretch, challenge and teach to the top occur in all lessons with tasks being adaptable to suit the differing needs of students. Extensions and extra challenges are pragmatically considered in each lesson to stretch our higher ability students and able instrumentalists. Our extra-curricular provision and peripatetic lessons also support this element of stretch and challenge with Func Band being open to all instrumentalists but Senior band being open to students who are grade 5+.</p>
Our contribution to Careers Education, Information and Guidance	Our contribution to Literacy and Reading Development
<p>In each key stage there is an emphasis that the performing arts industry is created by a range of professionals. We develop a range of skills that are imperative for the industry such as professionalism in performance, ensemble skills and crafting a performance and compositional skills in devising and creating. Students will be taught about the various job roles in around what we study.</p> <p>Students will also gain a wealth of experiences through extracurricular performances inside and outside the Academy that they can be involved in planning e.g. fund raising and organising refreshments.</p>	<p>At Key Stage 3 we include two disciplinary reading tasks within each Scheme for Learning. These articles are connected to the work we have been exploring and once read students complete comprehension tasks. We discuss as a class the meaning of tier 2 and tier 3 words that appear in the texts and focus on their understanding of the article as a whole. Students complete definition quizzes as independent learning testing them on the terminology explored in that part of the scheme.</p>

In KS5 they compose for an external group of performers and have to liaise with them in a professional manner	In every lesson key terminology is displayed and discussed with students.
Our contribution to Environment and Sustainability	Our contribution to Safeguarding and Prevent
<ul style="list-style-type: none"> When exploring Samba and Rhythms we explore the ensemble Stomp! And their use of recycled materials to make Music. 	<ul style="list-style-type: none"> Positive outlook on life and positive outlook on Academy-life. Stress relief, mindfulness. Discussions about Music from different cultures and appreciation of this.
Our contribution to Social, Moral, Spiritual and Cultural development	Our contribution to Character Education (Citizenship)
<ul style="list-style-type: none"> Developing appreciation and understanding of music from different cultures. Holding discussions how Music can have spiritual as well as social and cultural significance. Exploration of The Blues Exploration of East Asian Music Ethnomusicology Working with others. 	<ul style="list-style-type: none"> Resilience is key in Music as students build the self-confidence to perform in front of their peers and not become disillusioned if the performance does not go to plan. Creativity and performance skills utilised in every lesson. Part of our routine is that groups get a round of applause after each performance to develop self-esteem. Half termly certificates for each class, q points and star of the lesson each lesson. Opportunities to be involved in showcases, performances and clubs in the subject area. Developing appreciation and understanding of music from different cultures. Working with others.
Our Contribution to Digital Literacy Development	Our contribution to Numeracy Development
<ul style="list-style-type: none"> All Independent Learning tasks are set on Google Classroom and KS3 students have to complete their Google Quizzes on this platform. At Key Stage 4 student present their NEA with word processing. The use of video/recording equipment for assessments. Use of D.A.W Use of Garage Band Use of Sibelius – to stretch and challenge those who can read sheet music. 	<p>Counting beats and sub dividing is an important skill when analysing music and composing/performing.</p> <p>In Music students work in groups of varying sizes and need to problem solve as a team when creating their response to the task. For every task they have specific time limits and need to ensure they use the time well to create and rehearse their work (time management).</p>