

Music at St Osmund's CE Middle School

This document is designed to give you an overview of Music at St Osmund's in terms of expectations and routines, the curriculum intent, implementation and impact and guidance on possible questions during a monitoring visit.

Expectations and Routines

During Lessons

- Students are greeted as they arrive to the door. Uniform checks are taken by the teacher. Music, which is sometimes related to their current area of study is played when they enter that classroom, and questions relating to what can be heard in this music are displayed on the board as students enter and a 'Do it now' task. Students enter in a ready, respectful and safe manner and listen to the music whilst entering/taking their seats.
- Singing and rhythm activities are included in every single lesson. This may be a warm up song at the start of the lesson, or a specific singing task related to the lesson's content.
- Lesson objectives are then presented to the students at the start of the lesson. These are referred back to at the end of the lesson as an assessment for learning device enabling students to recall what they have learnt, and discuss how they have made progression during the lesson.
- Every music lesson will also contain some practical work. This may include developing instrumental/singing skills, or the use of Music Technology software.

Assessment

- Targeted questioning
- Teacher observations
- Do it now tasks – regular routine recall exercise to build memory
- DIRT time given to allow students to improve on their work
- Listening tests + practical work teacher assessment
- Peer observations and assessment (“What went well?” and “even better if?”)
- Self-assessments
- Formative assessments are used constantly as feedback to facilitate learning
- Formal video assessments at the end of some units of study
- Use of knowledge organisers for recall and revision
- Lesson visits and observations
- Assessment moderation meetings

Curriculum development

- Store and share any resources which are created and have proved effective in the staff T drive.
- Teacher evaluations at the end of each unit to effectively review the content and activities
- Discussions with other curriculum leads how the subject can better support their subjects topics studied. Close links made with Drama with Mathilda scheme of work.
- Curriculum Progression Maps outline expected knowledge, skills and understanding, and clearly shows development over time
- Expand offer to PP/SEND children for therapeutic sessions.
- Subject meetings will promote the sharing of good practice.
- Meetings with other middle schools/Thomas Hardy's and feeder schools, along with the Head of DASP will promote the sharing of good practice.

Curriculum intent

Subject design

The Music department share the vision of engaging pupils in a lifelong love music, promoting music for all. Across both the whole school Music lessons and through extra-curricular activities the aim is to engage and inspire pupils to develop a love of music and their talent as musicians, increase their self-confidence, creativity and provide them with a sense of musical achievement. The curriculum is scaffolded and knowledge rich, uses high quality and contemporary resources which reflect the ever changing world of Music. Through the Music offering at the school, students continue to develop their individual cultural capital whilst at St Osmund's.

At Key stage 2 pupils are taught to sing and play musically with increasing confidence and control along with developing an understanding of musical composition. Students are taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing 'accuracy, fluency, control and expression'. Students will begin to develop their improvisational skills, start listening critically, recall sounds with increasing aural memory, learn to be able to read staff (treble clef) and other musical notations and begin to develop an understanding of the history of music from a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

At KS3, students continue to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They will further develop their use of their voices, to create and compose music on their own and with others. They will also further develop their keyboards, guitar, bass, ukulele and percussion instrumental skills, along with using music technology appropriately in performance and composition. Students will also explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. This knowledge in the latter builds towards the OCR specification for GCSE Music (delivered at Thomas Hardy School).

Reflecting on school values

Music at St Osmund's should inspire a life-long appreciation of the art form; developing and nurturing pupil's musicianship. We aim to empower students with knowledge of music from a diverse range of genres and traditions, and strongly promote collaboration and performance opportunities in and outside of music lessons. Units of work, such as group composition tasks promote and further encourage collaboration and celebration of students combined musical achievements.

Progressions through the curriculum

The curriculum is progressive; concepts, terminology and understanding develops from Key stage 2 to 3. This ensures that in the KS2 curriculum fundamental skills and musical knowledge are embedded and can then lead to more advanced performance and compositional techniques at KS3. Through the 4 years, students will also develop their musical vocabulary which sets a strong foundation for being able to accurately interpret and listen/discuss critically to music; an essential skill for success at GCSE level.

The curriculum includes regular opportunities to assess progress through each unit of work, and is designed to recall and build on previous acquired knowledge. Success is a class who engage wholeheartedly in all musical activities, and develop their own individual and group practice routine which can then be transferred to other subjects and wider activities. Moderation in DASP and subject

meetings considering prior attainment should demonstrate that the majority of students at St Osmunds's are in line or exceeding expectations of progress. Knowledge organisers are also used for regular home learning.

Curriculum implementation

Equality of opportunity

The curriculum has been carefully designed and can be accessed by all learners. Students with SEND needs are supported by adapted activities where necessary. For example, tasks are often differentiated through the use of different notation to allow all learners to develop their reading of staff notation. Specifically, notes can be drawn and highlighted on school instruments if required. The department also looks to maximise opportunities to model, demonstrate and imitate to encourage active participation through scaffolded learning. The use of ear defenders also support some of our SEND learners with certain auditory sensitivities.

Students are identified on the teacher's class clipboard, highlighting important information, such as SEND/PP and more able students, along with information about what instrument and current grade students are if they are having peripatetic music lessons in or outside of school.

To ensure excellent implementation we endeavour to keep all of our teaching materials up to date and relevant. For example, the school has recently invested in new Cubase Music Technology software which can be used for composition in Music technology based lessons. Furthermore, this is the same software used at Thomas Hardy School for their GCSE and A-Level courses, so it is very beneficial for students to have a strong grounding in the use of this software before their transition to Year 9.

Curriculum impact

Ensuring student progression

The curriculum is continually revised through activities which use transferable skills and concepts, with a focus on listening, performance, composition, and sometimes improvisation in all areas of study. These activities are revisited and built on throughout the 4 years. Building students self-confidence through performance and the sharing of composition work is also vital for the department.

Underperforming students are identified in each class by the teacher. Subject teachers offer support which is mainly in class through targeted rehearsal time, and adapted activities to meet individual student's needs.

Additional opportunities to learn

The Music department offers extensive weekly extra-curricular clubs for all year groups. The aim of these is to provide dedicated rehearsal time for students, covering a multitude of musical styles and performance disciplines. The dates and timings of these are updated weekly on the school website to inform parents and assist in their childcare planning. The music department offers Rock and Pop club for contemporary band instruments, Ossia's singers whose repertoire include classical and contemporary pieces, Concert band which is aimed at all orchestral instruments, and lunch time recorder and ukulele clubs. Recently, a Musical Theatre club has also been started to further promote the links in the school between the Drama and Music departments. This extensive offering allows all musical instruments to be catered for, enabling students to further enjoy sharing and performing music collaboratively. Weekly rehearsals lead to internal and external performance opportunities.

External music teachers are viewed as important assets to our school which are coordinated by DASP. Alongside this, students are also encouraged to attend the Dorset Areas Schools Partnerships music night at Thomas Hardy School on a Wednesday after school allowing cross collaboration with other students from the Dorchester area.

In collaboration with the Drama department, large scale shows are also arranged and rehearsed for performances at the end of the school year.

Music is shared with the wider school community (parents, local residents) through concerts and joint ventures (other local schools), and these opportunities, including external concert visits create student aspirations in music.

Possible questions

1. How does your department plan for progressions

Through an awareness of what is covered in KS1 through our feeder schools, the music curriculum builds upon previous musical skills which have already been covered. Baseline keyboard assessments are also taken in the autumn term by Year 5 students allowing these to inform individual expected grades. Schemes of work are designed to so that aspects of performance, composition, listening and understanding of cultural and historical context can be included throughout KS2/3. Terminology which is introduced in KS2 is built upon in KS3, and in addition to this the curriculum has been designed to enable the more able students to develop a deeper understanding of the specific music style. The curriculum also progresses in difficulty through choice of topic. Performance and compositional links are drawn to the professional industry, allowing students gain a better understanding of future careers which can be taken in Music.

2. Does the department consider the curriculum as a progression model? (progress through 'knowing more and remembering more')

Yes – students are expected to use and apply terminology taken from different units, and use this to be able to accurately describe music in new genres they encounter. This terminology also forms the bedrock of the subject specific vocabulary required for the GCSE Music exam.

Gained knowledge will be checked through listening assessments and more formal assessments at the end of the area of study. It is important that the results of these assessments are recorded on the class clipboard sheet, to enable a clear visual map of the students overall progress. However, students can sometimes be successful in one specialist area, and not so confident in another, so overall formal gradings are provided at the end of each term.

3. How do you ensure students are challenged

Activities in music are pitched in such a way to enable all students to be able to access the task, which enables all students to achieve, but also allows the more able to be set and set themselves appropriate level of musical challenge. Teachers must reflect on and be aware of what knowledge and skills are necessary in order for students to understand new content. The challenge of learning should be judged over time (not by what goes on in individual lessons) by considering curriculum and area of study goals.

4. What is the rationale for the Music topics or specific content chosen

The music curriculum rotates schemes of work every term which enable all students to learn about a wide range of musical styles and traditions. At KS2, it is assumed that the majority of the pupils starting in year 5 may have had very limited experience in certain aspects of music (for example reading treble clef notation). These skills are taught and then are applied in the following units of work. KS3 offers further development of these skills, and also studies some more complex musical genres, whilst still being able to build on pupil's prior knowledge.

5. What rationale does your department have for the order in which content is being taught?

The order of teaching is based on ensuring the most coherent acquisition of knowledge. The curriculum aims to begin students with the skills required to be able to access a range of musical genres. These are key vocabulary words, along with gaining performance and compositional skills. At KS2 the music styles studied are often simpler to understand in their basic forms, allowing for KS3 students to take their prior learning and apply it to more difficult/advanced genres of music at KS3

6. How does the department develop students' written work?

During composition and listening tasks, teachers monitor all pupils' handwriting skills, by for example ensuring that all students make copies of lyrics that groups have created. In addition to this, during listening exercises common misconceptions of certain spellings (for example Bass as opposed to base) are addressed and corrected through teacher marking.

7. How do you ensure that key content is remembered over time?

Regular "Do it now" tasks at the start of the lesson often focus on notation reading. This allows students to revisit this key skill in music often. In addition to this, students are encouraged to use key vocabulary when providing feedback on work, embedding this key content overtime.

8. What is your rationale for the activities chosen in the lessons?

Pupils always start music lessons by listening to music, and teacher input is often short and coherent at the start of the lesson allowing students to engage with the practical aspects of the subject (be this singing, instrument playing, composition or critical listening). In short, students are making music for the vast majority of each lesson.

9. How does the department revise with the students?

Music theory and DNA tasks are used at the start of the lessons to revisit key concepts with notation reading and recall. Students are also encouraged to review the termly knowledge organisers, and recommended to listen to music relating to their scheme of work.

10. What is your rationale for your assessment approach?

In music, assessment points happen throughout the term these assessments monitor students' progress on their development of a certain skill. For example, performance skills are assessed by the teacher in an informal one to one or group performance, and compositions are assessed holistically taking into consideration the individuals contribution to the groups work along with musically analysing the final outcome. These results inform an overall grade at the end of each term.

11. How does your department ensure there are high expectations for students?

The Music department strongly supports the school's relationship policy and ethos; 'Ready, Respectful, Safe'. Students are expected to be ready to learn, and to produce high level and standards work when working individually or collaboratively in their lessons. Classroom expectations are shared with students at the start of the year, and students are consistently reminded of these as the year progresses. Students are advised to bring in their own instruments when rehearsing for performance and compositional tasks. All tasks are pitched in a way so that all students are able to access them, and then they can apply their own level of musicality to the tasks. In music, as a lot of the work is group/paired, the Music department invest a great deal of time in building positive relationships with the students.

12. What are the processes of curriculum construction in your subject?

Firstly, the National curriculum in music is used to determine what is required, and then schemes of work are developed to cover a wide range of musical genres. Consideration is also given to the knowledge, skills and level of understanding required to progress at GCSE level. The curriculum is also constructed in a way which provides unity across key stages, having key stages working on similar tasks throughout the school year at specific intervals.