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, routines, the curriculum intent, implementation and impact.

Expectations and Routines

During Lessons

- Students are greeted as they arrive to the door. Music, which is sometimes related to their current area of study is played when they enter that classroom. Students enter is a ready, respectful and safe manner and listen to the music whilst entering/taking their seats.
- An element of singing is 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.
- A 'Do it now' task is given to them before the register is taken. This may be related to the lessons learning objectives, previous lesson recall, or a music theory task. The registration time is used for students to process the question(s) and formulate their answers individually.
- 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.
- *During some practical tasks, students are encouraged to use their homework diary traffic light pages as a self-assessment tool, allowing for the teacher to circulate and support the class more effectively.*

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
- Formal video assessments at the end of some units of study
- Use of knowledge organisers for recall and revision
- Lessons 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. Stronger links with Drama department to be implemented in September 2021
- Expand offer to PP/SEND children for therapeutic sessions.
- Subject meetings will promote the sharing of good practice.
- Meetings with other middle schools/Thomas Hardyes and feeder schools, along with the Head of DASP will promote the sharing of good practice.

- *(New Curriculum content is being created, refined and reviewed during the summer of 2022, working in collaboration with the Wessex MAT and Hanna Trevorrow(DASP)).*

Curriculum intent

Subject design

The Music department share the vison 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 builds towards the OCR specification for GCSE Music (delivered at Thomas Hardye 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. At the time of writing the curriculum is currently being reviewed following the release of the Department of Education's Model Music curriculum in March 2021. This will be to ensure 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 SEN needs are supported by adapted activities where necessary. Furthermore tasks are often differentiated through the use of different notation to allow all learners to develop their reading of staff notation. Students will be 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 Hardye 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. A good example of this is looking at Blues music in year 6, and further developing these skills in year 7 by studying Jazz music (which as a genre developed from blues). 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, Ossie'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.

Alongside this, students are also encouraged to attend the Dorset Areas Schools Partnerships music night at Thomas Hardye 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.