

MUSIC

Why is the study of Music important?

Music's inclusion as a valuable curriculum subject is vital in aiding the development of many aspects of a child's personality: intellectual, perceptual, physical, emotional, and aesthetic. Music and the arts utilise the right side of the brain with its propensity for dealing with the sensuous, intuitive and spatial elements of perception and action. The value of musical experience is immense. It offers enjoyment and recreation; emotional satisfaction; and opportunities for individual and group activities; therefore, promoting creativity and expression. Music education is, however, more than just having experiences or about acquiring a repertoire of skills. It is about developing insightfulness, intellect, understanding and quality of mind. Music is an academic subject, a discipline, a means of engaging with our emotional self, an artistic outlet and a fundamental and integral part of the human state.

What skills will the study of Music teach you?

The benefits of music education are immense and the skills developed are highly beneficial to students. Music positively impacts a child's academic performance, assists in developing social skills, and provides an outlet for creativity that is crucial to a child's development. Music teaches students how to communicate effectively. Emotion and expression can also be communicated through performing music in a non-verbal way. Music speaks when words fail. Music making helps students to develop their skills of memory and concentration. Music will also develop a student's ability to employ strategies so that they can cope well when performing under pressure. When preparing work students will need to develop the skills required to work effectively and cooperatively as a team and critical thinking skills are utilised to evaluate their successes.

What will you know and understand from your study of Music?

The musical experience at Scalby School will immerse students in a wide variety of musical genres. They will learn about the historical, cultural and contextual background to the music that they hear. Students will learn about the theory of music, the rules and conventions used in musical compositions across different contexts and how these rules have evolved or have been broken. Students will learn the skills needed to play music developing coordination, dexterity and awareness of accuracy and expression. Students will develop skills in technology and music production and will learn how to create successful and imaginative pieces of their own. Students may develop their skills even further and to a high standard by taking up a musical instrument and participating in extra-curricular lessons and ensembles. Students will learn about our planets rich musical heritage and will learn how to accept diversity without prejudice.

How does your study of Music support your expertise in other subjects?

Research has found that learning music facilitates learning other subjects and enhances skills that children inevitably use in other areas. Music integrates and complements many other subjects with strong links to Geography as we study music in its cultural context across the globe. Music links to History as we learn about the context in which different genres of music has been written. Music links to British values as we learn about the Music from our nation and its context. Music links to technology, it is an inextricable connection to our digital world. Music links to media and film studies, as it impacts so

MUSIC

much on our enjoyment and engagement with these. It links to Maths, reinforcing similar parts of the brain. It is a language of its own and can positively impact on our well-being. Music is a Science and an Art form

How can you become an expert in Music?

Students can become an expert in music by immersing themselves in the art form. They should listen to Music and learn how to embrace differences of preference. They should talk about Music, evaluate and try to understand different musical contexts and societal influences. Students can analyse the theory of music and develop skills in using rules as well as knowing when it is more appropriate to break them. Students should try to play music at all levels, they should experience making sounds, listening to different timbres and develop the expertise and dexterity to organise those sounds into recognisable musical ideas. Students may take musical instrumental tuition to develop the fine skills needed to play music with accuracy and sensitivity. Students can immerse themselves in the many and wide ranging extra-curricular offers ranging from choir to band to productions to percussion groups or composing clubs.

What opportunities are there to experience Music beyond the classroom?

Students will be offered a range of exiting opportunities to experience music beyond the classroom. These include many different extra-curricular activities, band, jazz band, pop and rock groups, choir, production, touring productions, theatre and west end musical visits, visiting professional musician workshops, concerts and recitals, samba band workshops and instrumental music lessons.

How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in Music?

Students have the opportunity to listen to, and participate in, performance for the school and wider community. Students develop an appreciation of how different cultures have contributed to popular and classical musical forms. Students' cultural experiences are broadened and strengthened through our extra-curricular programme and the use of world music resources across both Key Stages which reflect the world we live in today. Students are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others. Students take part in a wide variety of different activities which require social skills, the ability to work collaboratively as part of a pair or group, and as part of their whole class in larger ensembles.

Key Assessment Objectives

Performing: Playing and Singing

Demonstrate fluency and accuracy on at least two instruments (see age related expectations for common classroom instruments)

Demonstrate ensemble listening skills in a group task

Use appropriate musical notation when playing and singing

Co-ordinate their musical role with other performer(s), considering timing and balance (see



MUSIC

age related expectations for common classroom instruments)

Include solos or moments of musical leadership in performance

Make adjustments to facilitate musical interpretation and sensitive ensemble performance

Have a secure understanding of appropriate notations

Evaluate the success of their own work and set realistic targets for improvement

Explore the contexts and origins of a variety of different musical styles, genres and traditions

Creating: Composing and Improvising

Select appropriate sounds for solo or group compositions, making appropriate choices about instrumental forces and timbre

Create compositions which make thoughtful use of the interrelated musical elements

Develop and extend musical ideas and patterns effectively

Create music in more than one genre, evidencing melody development and rhythmic interest, making use of musical features and devices

Refine ideas effectively, through improvisation, mutual evaluation and discussion

Identify, comment on and make links between musical devices in curriculum topics

Critical Engagement

Identify a variety of different instrument sounds and families

Identify and comment on musical devices in a range of topics

Recognise musical symbols and appropriate notation, demonstrating an ability to use these in performance

How can the study of Music support students beyond school?

The study of Music is valued at universities and institutes of higher education and many academics understand that students who have demonstrated the commitment to learning an instrument have a well-developed intellect and are able to persevere and show high levels of resilience. This is why the study of music benefits so many other subject areas. The vocational offer at Ks5 leads directly to a variety of jobs and career pathways in the music industry. The study of music can lead to a wealth of career opportunities.

The Importance of Nurture for the Development of Wellbeing

The principles of Nurture are important in supporting a student to feel that they are safe, their basic needs are met (pastoral support - food, drink, emotional, physical support). Therefore, the student is ready to learn (Maslow's Hierarchy of Need).

Schemes that focus on wellbeing in Music are Building Bricks (year 7) Jazz and Blues (year 8)



MUSIC

Dance (Year 9) and Professional Relationships explored in Ks4. Nurture principles apply to all areas of the curriculum and are at the heart of what we do in Music.

All Behaviour is Communication

As part of Scalby School behaviour policy, C3's and C4's are recorded. This information is monitored and followed up via the Pastoral Protocol. In the Music, teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support. Behaviours, which are a cause for concern, are raised with Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns, which are raised as an SEN short note, which trigger investigation into the need for exam access arrangements.

The Importance of Transitions in Children's Lives

The Music Department supports student transitions in to Year 7 by delivering a unit of work 'Building Blocks' which bridges gaps of experience and knowledge across all students.

Y8 - KS4 transitions are supported by effective use of retrieval practice and embedding skills developed in prior learning.

Language is a vital form of communication

Key words and acquisition of new vocabulary are vital to success in Music. A variety of strategies and teaching ideas are used to explore the language for learning and this are a regular feature of lessons.

The classroom offers a safe base

In the **Music** department, we have high level of expectations about behaviour and engagement in lessons. We follow the Scalby school behaviour for learning system (outlined on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Pupils feel safe in

the predictability of whole school standards being upheld. Students are duly awarded for excellent behaviour and focus.

Children's Learning is understood developmentally

Teachers have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform. Strategies are bespoke for each student and some examples of differentiation include providing information to avoid cognatative overload. Chunking information, low stakes assessment.

Curriculum Progression Maps

MUSIC

