

MUSIC Year 9

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification? Performing allows students to engage with the curriculum, use their creativity and independence when performing music and is a key part of the KS4 curriculum.

How is this linked to prior learning? Pupils will build on the performance skills developed in Year 7 and 8. Pupils will understand the importance of playing in time with other people or musical part, and how parts fit together, and working collaboratively. All pupils will discover music from other cultures or traditions and develop their appreciation of the cultural differences that exist.

Content-Knowledge and Skills.

Students will develop music performance skills through a variety of instruments including Keyboards, ukuleles, guitar, percussion and singing.
 Students will also to compose their own music from a variety of starting points.
 Underpinning all of the music curriculum is developing listening skills – being able to hear what you are playing or singing and how it fits in with others. Also developing the skill of being able to listen to all kinds of music and answer questions on what they hear using musical vocabulary. Written tasks and homework will be based on the specification of the KS4 Tech Award in Music Practice.

Subject specific pedagogy

Describe the subject-specific pedagogical approaches that are used. Tasks are designed to encourage students to develop their performing, composing and listening & evaluating skills while learning the importance of the Elements of music and how to keep in time with each other. Blues, Reggae and music that uses repeating patterns are studied.

Resources and support

How is the curriculum resourced to make sure it is personalised to the needs of learners? Classroom instruments: keyboards; ukuleles; guitars; percussion etc are used to encourage students to find what they're good at musically. Singing is encouraged and students are taught the importance of looking after your voice and warming up. There is much 1:1 support and encouragement.

Feedback, assessment and progress.

How are students assessed? How does this demonstrate progress?

Termly assessments are both formative and summative and link subject specific knowledge with practical skills. Assessments are in the form of either a practical or listening task, sometimes both, over the course of a project.

How do children receive feedback on their learning?

Verbal feedback during circulation and whole class discussions. Some recordings made of rehearsal/performances with verbal feedback and discussions captured on recording. Success criteria shared with students, peer/ self marking.

How is feedback used to inform planning/ SoL?

In-class AFL used to assess and plan skill-based tasks. Scaffolding, 3 levels of challenge with personal choice, stretch and challenge in addition to the core. Differentiated task sheets for HAPs and LAPs.

Habits

Creativity – producing their own arrangement of a given piece of music or creating their own music to a given brief.

Resilience – perseverance and patience when completing practical work as they might feel frustrated something does not sound the way they have in their head.

Collaboration – participate actively in group projects, develop active listening skills and being working together to analyse each other's work.