



Curriculum Intent

Subject Music



PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

- **Love of Learning:** relevance, purpose, interest, study habits
- **Knowledge:** acquisition of knowledge, understanding of key concepts, development of cultural capital
- **Effective communication:** vocabulary, reading (including the reading of musical notation), writing (including the writing of musical notation), speaking & listening.

KEY QUESTIONS TO CONSIDER

- **What do you want students to know, understand and be able to do? By the end of each Key Stage? By the end of each year?**
- **Are all aspects of the National Curriculum studied in sufficient depth?**
- **Why has content been selected?**
- **Why has the learning been sequenced in this way?**
- **How does learning in KS3 build on KS2 and prepare students for KS4?**
- **How does learning in KS4 prepare students for their next stages in education?**
- **How do you ensure that students understand the relevance and purpose of your subject?**
- **How do you plan for progression?**
- **How do you provide sufficient ambition/challenge for all, including Disadvantaged & SEND?**
- **How is learning sequenced or spaced to promote long-term memory?**
- **How are gaps in learning addressed in your subject?**
- **How does your subject build cultural capital, character and personal skills?**



Curriculum Intent Subject Music



VISION FOR YOUR SUBJECT

“...a central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical.” (Ofsted Research Review Series Feb 2022)

Bedford High Music Department aims to involve all students in high quality music making both within the curriculum and through our extensive extra curricular provision. We strongly believe that experiencing, creating and performing music is a basic element of our humanity and all students have a right to access a first class music education.

We have designed a program of study at KS3 which is focussed on the technical, constructive and expressive pillars of progression alongside access to a wide range of opportunities to engage students in high quality music making.

Our KS3 curriculum introduces key skills and concepts to equip all students with the ability to access GCSE music should they wish to continue their musical education beyond year 9. We run a substantial peripatetic program enabling pupils to access private instrumental tuition and we encourage all students to participate in the wide range of trips and performance experiences that we offer.

Our KS4 curriculum facilitates excellent results for students studying level 2 qualifications in music and gives students a solid foundation upon which to progress onto the next stage of their musical training.

Moving forward, we would like to expand the number of students accessing peri tuition as this has a proven impact on academic attainment across the board. We would also like to run two courses at KS4 to benefit all learners interested in studying music beyond KS3. We are already a Music Mark school and we aim to make music a central part of life at Bedford High.

YEAR 7

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 1	<p>Instruments of the Orchestra and The Elements of Music</p> <p>Students are introduced to a variety of different musical instruments.</p> <p>Students are introduced to the concept of The Elements of Music and the associated key vocabulary.</p>	<p>Sonority</p> <p>Different instruments make different types of sound. The size and materials of an instrument impact sound quality.</p> <p>The Elements of Music</p> <p>All music consists of common components. These are the building blocks of all music.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Recognising different instruments by ear. Using the appropriate musical vocabulary to analyse</p> <p>Instrumental Skills on a range of instruments</p> <p>Students explore the basics of each instrument - how to hold the instrument correctly, how to make a noise correctly.</p> <p>Students with playing experience are identified. Students with natural aptitude are identified. Letters are sent to parents of gifted students.</p> <p>Soft Skills</p> <p>Discussion and debate Logical thinking/problem solving Confidence Communication Creative Thinking</p>	<p>Students may not have seen or experienced orchestral instruments prior to high school. This scheme of work introduces them to the wide variety of instruments that exist, particularly within an orchestra, and offers the opportunity for all students to access further individual tuition on a range of instruments within school.</p> <p>The Elements of Music is the key concept that underpins all musical study at KS3 and 4. Throughout their musical learning journey, students will experience a range of different styles of music and instruments within their curriculum. Schemes are all underpinned by the central knowledge of The Elements of Music.</p>	<p>The Elements of Music are the foundation of all musical study at high school. (These are now referred to as the inter-related dimensions within the National Curriculum and by Ofsted). The elements are present across all genres of music and are applicable to the 3 main musical skill areas (performing, composing and listening/analysis) the curriculum develops.</p> <p>The instruments of the orchestra gives students the opportunity to try new instruments and then access further tuition on any instrument they wish to study.</p>

YEAR 7

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>The Elements of Music</p> <p>Continuing to focus on embedding these key terms and their meanings. Beginning to use this terminology in an appropriate way.</p> <p>Keyboard Geography and Technique</p> <p>Students study the layout of the keyboard and correct basic technique for playing this instrument.</p> <p>Notation</p> <p>Students learn about the musical staff and the basic concepts behind how it works.</p>	<p>The Elements of Music</p> <p>What makes a good solo performance</p> <p>Students work towards an assessed performance. Students are introduced to the concept of the features of a good performance.</p> <p>Musical Notation</p> <p>Students learn about the concept of musical notation - information can be expressed through symbols.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Do now tasks help develop listening skills and hone correct application of key vocabulary</p> <p>Instrumental skills on keyboard</p> <p>Correct basic instrumental technique for keyboard.</p> <p>Solo Performance Skills</p> <p>Accuracy, technical control, expression and interpretation</p> <p>Reading Musical Notation</p> <p>Beginning to develop the skill of reading music.</p> <p>Soft Skills</p> <p>Discussion and debate Logical thinking/problem solving Confidence Communication Creative Thinking Time Management Teamwork Self Management</p>	<p>An understanding of keyboard geography helps students as we progress through more complex musical theory work in later years.</p> <p>Basic keyboard technique helps all students as it is the gateway instrument for accessing music technology.</p> <p>Understanding and being able to read musical notation enables students to access classical music analysis.</p>	<p>Listening skills are an important facet of music education. These are developed incrementally throughout the KS3 and 4 curriculum.</p> <p>Students complete a number of solo performance assessments at key stage 3. An understanding of what makes a good performance helps students achieve well in these evaluations.</p> <p>Students complete other projects on keyboard. Each time they use this instrument we are working to incrementally improve upon their instrumental technique.</p> <p>Performing is also a key component of GCSE Music, making up 1/3 of the overall grade. In order to make GCSE music accessible to all students, all KS3 pupils are given numerous opportunities to develop their performance skills on a range of different instruments during years 7, 8 and 9.</p>

Term 2

YEAR 7

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT	
Term 3	<p>The Elements of Music</p> <p>Continuing embedding key vocabulary and correct use.</p> <p>Ukulele Geography and Technique</p> <p>How this instrument works and correct basic technique for playing this instrument.</p> <p>Chords and Melody</p> <p>What these are and how they work together in a song.</p>	<p>The Elements of Music</p> <p>What makes a good ensemble performance</p> <p>Students work towards an assessed performance. Students are introduced to the concept of the features of a good performance.</p> <p>Basic Common Pop Song Structures</p> <p>Students are introduced to the concept of Chord Progressions and how these work in pop music.</p> <p>Successful Melodic Writing</p> <p>Students are introduced to the concept of a good melodic line and how many successful melodies work.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Do now tasks help develop listening skills and hone correct application of key vocabulary</p> <p>Instrumental Skills on Ukulele</p> <p>Correct basic instrumental technique on Ukulele.</p> <p>Ensemble Performance Skills</p> <p>Accuracy, technical control, expression and interpretation including rapport with other performers.</p> <p>Composition Skills</p> <p>Creativity and development of musical ideas, Technical control of elements and resources. Structure and stylistic coherence.</p>	<p>Using Ukulele in this scheme gives students the opportunity to try working on an alternative instrument to keyboard.</p> <p>Students who have already opted to study guitar in per lessons have the opportunity to excel.</p> <p>Students who are not accessing guitar lessons have the opportunity to try a new instrument.</p> <p>Opportunities to develop ensemble performance skills and composition skills are important facets of high quality music education.</p>	<p>Students will work towards a number of ensemble performances during their musical learning journey. Understanding what makes a good ensemble performance helps them improve their work each time these skills are assessed.</p> <p>Students will create music in a variety of different styles throughout key stage 3. This scheme introduces students to the basics of song composition. In o</p> <p>Composing music also contributes to 1/3 of the overall grade at GCSE. In order to make GCSE music accessible to all students, all KS3 pupils are given numerous opportunities to develop their composition skills on a range of different instruments during years 7, 8 and 9.</p>

YEAR 7

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Te rm 3			Soft Skills Discussion and debate Logical thinking/problem solving Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Leadership skills Interpersonal Skills Organisational Skills Decision Making Skills		

Enrichment Opportunities for Year 7

Peripatetic Tuition
 Year 7 Rock Band
 Woodwind Ensemble
 Year 7 Choir
 Year 7 Sing Off
 Trips and visiting artist workshops/performances
 Whole school Musical
 Music Department Christmas Concert
 Careers fair featuring artists/arts organisations
 Opportunity to apply for Arts Ambassadorship.

YEAR 8

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>Blues Music Historical Context</p> <p>Students are introduced to Blues as a style of music. Students learn about the historical context of this genre.</p> <p>Blues Music Common Instruments</p> <p>Students learn about common blues instruments.</p> <p>Blues Common Musical Features</p> <p>Blues scale, improvisation, syncopation and 12 bar blues.</p> <p>The Elements of Music</p> <p>Students start to learn more extensive vocabulary associated with the Elements of Music</p>	<p>How socio-economic, geographical and political factors influence the development of culture.</p> <p>Students learn about how the slave trade contributed to the emergence of a new style of music.</p> <p>The Elements of Music</p> <p>Students continue to embed the key terms for the common components of all music and learn more extensive vocabulary to describe each one.</p> <p>The Concept of the Blues Scale</p> <p>Students experiment with using the Blues Scale to improvise.</p> <p>Improvisation</p> <p>Students learn about the concept of improvisation.</p> <p>12 Bar Blues</p> <p>Students learn about this common chord progression.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Solo Performance Skills including Improvisation</p> <p>Ensemble Performance Skills</p> <p>Composition Skills through Improvisation</p> <p>Instrumental Skills on Keyboard</p> <p>Returning to keyboard skills, students are encouraged to play the correct parts with both hands.</p> <p>Soft Skills</p> <p>Discussion and debate Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Leadership skills Interpersonal Skills Organisational Skills</p>	<p>Understanding how socio-political issues influence the development of music helps students achieve a wider contextual appreciation of the arts and their place in society.</p> <p>Scales, 12 bar blues and improvisation are all key concepts in musical study and transferable across a number of genres.</p>	<p>Experiencing how key concepts of Blues music (such as the 12 bar blues progression, improvisation and the Blues Scale) are implemented in this genre helps students recognise and apply them in future schemes based on other musical styles.</p> <p>Performance and composition skills are the basis of GCSE Music coursework which is worth 60% of the overall grade. In order to make GCSE music accessible to all students, all KS3 pupils are given numerous opportunities to develop their performance and composition skills on a range of different instruments during years 7, 8 and 9.</p>

Term 1

YEAR 8

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>Rhythm and Djembe</p> <p>Students have an overview of the continent of Africa. Students briefly explore some social aspects of Djembe drumming.</p> <p>Djembe Drums</p> <p>Students learn about the Djembe drum and its significance in African Culture.</p> <p>Rhythmic Features</p> <p>Polyrhythms Call and Response Syncopation</p> <p>Basic Western Note Values and Rhythmic Notation</p> <p>The Elements of Music</p> <p>Students learn more extensive vocabulary associated with the Elements of Music</p>	<p>Symbolism in Music</p> <p>Instruments and music are symbolic in many cultures.</p> <p>In Western music, symbols in notation communicate a wide range of information to the performer.</p> <p>The Elements of Music</p> <p>Students continue to embed the key terms for the common components of all music and learn more extensive vocabulary to describe each one.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Instrumental skills on drums.</p> <p>Students are introduced to the basic techniques involved in playing Djembe drums.</p> <p>Ensemble Performance Skills</p> <p>Solo Performance Skills</p> <p>Rhythmic Composition Skills</p> <p>Soft Skills</p> <p>Discussion and debate Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Leadership skills Interpersonal Skills Organisational Skills Decision Making Skills Empathy/Emotional Intelligence</p>	<p>Exposing students to music from other continents widens their knowledge and experience of other cultures increasing Cultural Capital.</p> <p>Using drums gives students the opportunity to try working on an alternative instrument to keyboard.</p> <p>Students who have already opted to study drums in peri lessons have the opportunity to excel in this scheme. Students who are not accessing drum lessons have the opportunity to try a new instrument for an extended period of time.</p> <p>Ensemble performance skills and composition skills are important facets of excellent music education.</p> <p>Understanding and being able to read musical notation enables students to access classical music analysis.</p>	<p>Reading and writing musical notation is a useful skill for students wishing to continue onto GCSE music. In order to make GCSE music accessible to all students, all KS3 pupils are exposed to western musical notation throughout years 7, 8 and 9 and are given these opportunities to develop the skill of reading music.</p> <p>Performance, composition and listening skills are incrementally developed throughout each scheme across KS3.</p>

Term 2

YEAR 8

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 3	<p>Reggae Music Social and Geographical Context</p> <p>Students have an overview of the origins of reggae music and its connection to religion.</p> <p>Musical Features of Reggae Music</p> <p>Syncopation</p> <p>Riffs</p> <p>Common Instruments</p> <p>The Elements of Music</p> <p>Students learn more extensive vocabulary associated with the Elements of Music</p>	<p>Music Linked with Religion - Music as a connection to the divine</p> <p>In many cultures music has strong links with religion.</p> <p>The Elements of Music</p> <p>Students continue to embed the key terms for the common components of all music and learn more extensive vocabulary to describe each one.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Instrumental skills on a chosen instrument - Guitar, Ukulele, Keyboard, Drums, Voice.</p> <p>Ensemble Performance Skills</p> <p>Soft Skills</p> <p>Discussion and debate Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Leadership skills Interpersonal Skills Organisational Skills Decision Making Skills Empathy/Emotional Intelligence</p>	<p>Exposing students to music from other countries widens their knowledge and experience of other cultures, increasing Cultural Capital.</p> <p>Students have the opportunity to choose their instrument to perform on in this scheme. This allows students to specialise in the instrument they feel they perform the best on.</p>	<p>Listening and Performance skills are being developed incrementally throughout each scheme across KS3.</p> <p>At this point, students are being selected for the music department gifted and talented program in year 9. Students who have shown interest and achieved well in music during years 7 and 8 will be offered a place on the G&T instrumental program next year. They receive a year of funded instrumental tuition in preparation for GCSE in year 10.</p>

YEAR 8

Enrichment Opportunities for Year 8

Peripatetic Tuition

Year 8 Rock Band

Woodwind Ensemble

Year 8/9 Choir

Trips and visiting artist workshops/performances

Whole School Musical

Music Department Christmas Concert

Careers fair featuring artists/arts organisations

Opportunity to apply for Arts Ambassadorship.

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 1	<p>Keys, Chords and Musical Symbols</p> <p>Students learn how chords are constructed, how scales and keys work and are introduced to a wider range of notation symbols.</p>	<p>The Western Tonal System</p> <p>Major and Minor Chords</p> <p>Key Signatures</p> <p>The Major Scale</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Use and control of Music Technology</p> <p>Solo Performance Skills</p> <p>Instrumental skills - now assessed through the G&T program.</p> <p>Soft Skills</p> <p>Confidence</p> <p>Communication</p> <p>Creative Thinking</p> <p>Time Management</p> <p>Teamwork</p> <p>Self Management</p> <p>Perseverance</p> <p>Work Ethic</p> <p>Organisational Skills</p> <p>Decision Making Skills</p> <p>Logical/Problem Solving</p> <p>Computer Skills</p>	<p>Understanding how to use music technology means music making is accessible for students who do not play musical instruments.</p> <p>The use of music technology features heavily today in the professional music industries.</p> <p>Students wishing to progress on to GCSE music need to be competent in the use of music software.</p>	<p>The use of music technology features heavily in the learning journey throughout years 9, 10 and 11.</p> <p>Composition coursework is completed on music technology at GCSE and is worth 30% of the overall grade. In order to make GCSE music accessible to all students, all KS3 pupils are taught how to use music software during year 9.</p>
	<p>The Elements of Music</p> <p>Students start to learn more extensive vocabulary associated with the Elements of Music</p>	<p>Creating music using technology</p> <p>Computers can transform MIDI information into music.</p>			

YEAR 9

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 2	<p>Common Features of Pop Music</p> <p>Students are introduced to the common instruments, textural and structural features of modern pop music and how to incorporate these into their own compositions.</p> <p>The Elements of Music</p> <p>Students start to learn more extensive vocabulary associated with the Elements of Music</p>	<p>Basic Common Pop Song Structures</p> <p>Students are re-introduced to the concept of Chord Progressions and how these work in pop music.</p> <p>Successful Song Writing</p> <p>Students are introduced to the concept of a good structure and how many successful songs work.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Use and control of Music Technology</p> <p>Composition Skills</p> <p>Instrumental skills - now assessed through the G&T program.</p> <p>Soft Skills</p> <p>Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Organisational Skills Decision Making Skills Logical/Problem Solving Computer Skills</p>	<p>Having studied how to use Soundtrap in term 1, students now explore how to use their music technology skills to create their own song in the popular music genre.</p> <p>Pop music features as an area of study for GCSE music and is a genre that many students engage with and relate to.</p> <p>Composition coursework is completed on music technology at GCSE and is worth 30% of the overall grade.</p>	<p>The use of music technology features heavily in the learning journey throughout years 9, 10 and 11.</p> <p>Composition coursework is completed on music technology at GCSE and is worth 30% of the overall grade.</p> <p>In order to make GCSE music accessible to all students, all KS3 pupils are taught how to use music software during year 9 and have the opportunity to apply these skills in this scheme.</p>

YEAR 9

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>Film Composers</p> <p>Students are introduced to some of the most famous composers of the genre</p> <p>Leitmotif</p> <p>What leitmotif is and how it is used in this style</p> <p>The Elements of Music</p> <p>Students start to learn more extensive vocabulary associated with the Elements of Music.</p>	<p>The use of music to represent character, place or situation.</p> <p>Students explore how music can be used to represent elements of a visual story.</p> <p>Manipulating the Elements of Music</p> <p>Students explore how the elements of music can be altered to change audience perception.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Solo Performance Skills (option to perform on specialist instrument)</p> <p>Instrumental Skills on a chosen instrument</p> <p>Instrumental skills are also assessed this year through the G&T program.</p> <p>Soft Skills</p> <p>Confidence Communication Creative Thinking Time Management Self Management Perseverance Work Ethic Organisational Skills Coping Skills Empathy Skills</p>	<p>Film music features as an area of study for GCSE and is a genre that many students engage with and relate to.</p> <p>Listening skills, performance skills and instrumental skills have all been incrementally improved throughout all schemes from year 7 through to year 9.</p> <p>This scheme gives all students an opportunity to perform a piece of music they enjoy on an instrument of their choice, showcasing good instrumental technique and demonstrating established solo performance skills.</p>	<p>Film music features as an area of study for GCSE and is a genre that many students engage with and relate to.</p> <p>Students progressing on to GCSE music will be starting year 10 having been introduced to the majority of specialist vocabulary they will need for the course. They will also have established listening skills, solo and ensemble performance skills, composition skills and music technology skills. They will have explored a range of music from around the world and have an awareness of how socio-political factors can influence the development of music.</p> <p>They will be familiar with a number of key concepts in music which will make the GCSE course much more accessible as these concepts are applied in a number of different areas.</p> <p>They will know the 12 key terms for the Elements of Music and what these mean.</p>

Term 3

YEAR 9

Enrichment Opportunities for Year 9

Peripatetic Tuition

Year 9 Rock Band

Woodwind Ensemble

Year 8/9 Choir

Trips and visiting artist workshops/performances

Christmas/Summer Musical

Music Department Christmas Concert

Careers fair featuring artists/arts organisations

Opportunity to apply for Arts Ambassadorship.

YEAR 10

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>The Elements of Music</p> <p>Students recap basic vocabulary and the more extensive vocabulary associated with the Elements of Music</p> <p>AOS 4 Popular Music</p> <p>Students recap the features of popular music including chord progressions and melodic structure.</p>	<p>The Elements of Music</p> <p>What makes a good ensemble performance</p> <p>Students work towards an ensemble performance. Students recap the concept of what makes a good group performance.</p> <p>What makes a good song</p> <p>Students explore what makes music “good” and how this can be applied in their own musical compositions.</p> <p>The Western Tonal System</p> <p>Manipulating the elements of music to create particular results.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Ensemble Performance Skills</p> <p>Accuracy, technical control, expression and interpretation including rapport with other performers.</p> <p>Composition Skills</p> <p>Creativity and development of musical ideas, technical control of elements and resources and structure and stylistic coherence.</p> <p>Instrumental Skills</p> <p>Developed through ensemble performance work and peripatetic lessons.</p> <p>Soft Skills</p> <p>Discussion and Debate Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Leadership skills Interpersonal Skills Organisational Skills Decision Making Skills</p>	<p>Developing good listening, instrumental, composition and ensemble performance skills are key facets of high quality musical education.</p> <p>Ensemble performance is 15% of overall grade.</p> <p>Composition 1 is 15% of overall grade.</p>	<p>Students will complete their first set of coursework throughout this year comprising of 1 performance and 1 composition.</p> <p>Students cover the content of the exam paper throughout this year however, the students who grasp the concepts covered throughout KS3 will find the music exam paper much more accessible.</p>

Term 1

YEAR 10

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>AOS 1 and 2 including Set Work 1</p> <p>Students explore the features of Western Classical Music and Music for Ensemble.</p> <p>The Elements of Music</p> <p>Students start to apply more extensive vocabulary associated with the Elements of Music</p>	<p>The features of Western Classical Music</p> <p>Students explore how to apply features of Western Classical music in their own compositions.</p> <p>Manipulating the Elements of Music</p> <p>Students explore how to manipulate the elements of music in their own compositions.</p> <p>Western Tonality</p> <p>What makes a good performance</p> <p>What makes a good composition</p> <p>Musical Notation</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Use and control of Music Technology</p> <p>Composition Skills</p> <p>Creativity and development of musical ideas, technical control of elements and resources and structure and stylistic coherence.</p> <p>Solo and Ensemble Performance Skills</p> <p>Accuracy, technical control, expression and interpretation including rapport with other performers.</p> <p>Soft Skills</p> <p>Discussion and Debate Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Leadership skills Interpersonal Skills Organisational Skills Decision Making Skills Empathy/Emotional Intelligence Computer Skills</p>	<p>Ensemble and solo performances are 30% of overall grade.</p> <p>Composition 1 is 15% of overall grade.</p> <p>Students start to cover exam topics using key vocabulary that has been established from year 7 throughout the KS3 curriculum.</p>	<p>Students will complete their first set of coursework throughout the year, comprising of 1 performance and 1 composition.</p> <p>Students cover the content of the exam paper throughout this year however, the students who grasp the concepts covered throughout KS3 will find the music exam paper much more accessible.</p>

Term 2

YEAR 10

KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>AOS 3 and 4 including Set Work 2</p> <p>Students explore the features of film music and pop music/fusion music.</p> <p>The Elements of Music</p> <p>Students start to apply more extensive vocabulary associated with the Elements of Music</p>	<p>The use of music to represent character, place or situation.</p> <p>Students revisit how music can be used to represent elements of a visual story.</p> <p>Manipulating the Elements of Music</p> <p>Students revisit how the elements of music can be altered to change audience perception.</p> <p>Western Tonality</p> <p>What makes a good performance</p> <p>What makes a good composition</p> <p>Musical Notation</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Use and control of Music Technology</p> <p>Composition Skills</p> <p>Creativity and development of musical ideas, technical control of elements and resources and structure and stylistic coherence.</p> <p>Solo and Ensemble Performance Skills</p> <p>Accuracy, technical control, expression and interpretation including rapport with other performers.</p> <p>Soft Skills</p> <p>Discussion and Debate Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Leadership skills Interpersonal Skills Organisational Skills Decision Making Skills Empathy/Emotional Intelligence Computer Skills</p>	<p>Ensemble and solo performances are 30% of the overall grade.</p> <p>Composition 1 is 15% of the overall grade.</p> <p>Students continue to cover exam topics using key vocabulary that has been established from year 7 throughout the KS3 curriculum.</p>	<p>Students complete their first set of coursework throughout this year comprising of 1 performance and 1 composition. This equates to 30% of the overall GCSE grade.</p> <p>Students cover the content of the exam paper throughout this year however, the students who grasp the concepts covered throughout KS3 will find the music exam paper much more accessible.</p>

Term 3

YEAR 10

Enrichment Opportunities for Year 10

Peripatetic Tuition

Year 10 Rock Band

Advanced Singers Choir

Trips and visiting artist workshops/performances

Christmas/Summer Musical

Music Department Christmas Concert

Careers fair featuring artists/arts organisations

Opportunity to apply for Arts Ambassadorship.

YEAR 11

YEAR 11				
KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p>The Elements of Music</p> <p>Students recap all key vocabulary and features of genres in the exam specification.</p>	<p>How musical devices are used in Western Classical Music</p> <p>How sonority and texture is used in different genres</p> <p>How music can be used to create mood.</p> <p>How different genres fit into a general chronology of music.</p>	<p>Musical Skills</p> <p>Listening Skills</p> <p>Solo and Ensemble Performance Skills</p> <p>Accuracy, technical control, expression and interpretation including rapport with other performers.</p> <p>Composition Skills</p> <p>Creativity and development of musical ideas, technical control of elements and resources and structure and stylistic coherence.</p> <p>Soft Skills</p> <p>Discussion and Debate Confidence Communication Creative Thinking Time Management Teamwork Self Management Perseverance Work Ethic Leadership skills Interpersonal Skills Organisational Skills Decision Making Skills Empathy/Emotional Intelligence Computer Skills</p>	<p>During this term, students complete and record their second set of performance and composition coursework.</p> <p>This accounts for 30% of their final grade.</p> <p>By Christmas, students will have completed the majority of their coursework, 2 performances, 2 compositions worth 60% of overall grade.</p>	<p>Students will have a thorough understanding of a range of musical devices and compositional techniques through the completion of their coursework.</p> <p>All of this knowledge is also applicable to the exam paper.</p>

Term 1

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Term 2	<p>AOS 1 and 2 including Set Work 1</p> <p>Students explore the features of Western Classical Music and Music for Ensemble within the context of the GCSE Music exam.</p>	<p>Manipulating the Elements of Music</p> <p>Students explore how composers in different genres manipulate the elements of music in their own compositions.</p>	<p>Musical Skills</p> <p>Exam Technique</p> <p>Students practise applying their knowledge to a range of exam questions.</p>	<p>Students spend the last 2 terms of year 11 preparing for the exam paper after their coursework is completed to the highest possible standard.</p>	<p>Students continue exam preparation throughout the last 2 terms of year 11.</p>
	<p>AOS 3 and 4 including Set Work 2</p> <p>Students explore the features of film music and pop music within the context of the GCSE Music exam.</p> <p>The Elements of Music</p> <p>Students embed the application of extensive vocabulary associated with the Elements of Music</p>	<p>How musical devices are used in Western Classical Music</p> <p>How sonority and texture is used in different genres</p> <p>How music can be used to create mood.</p> <p>How different genres fit into a general chronology of music.</p>	<p>Soft Skills</p> <p>Confidence Communication Creative Thinking Time Management Self Management Perseverance Work Ethic Organisational Skills Decision Making Skills Computer Skills</p>		

YEAR 11

	KNOWLEDGE	CONCEPTS	SKILLS	RATIONALE	FUTURE DEVELOPMENT
Te rm 3	<p>AOS 1 and 2 including Set Work 1</p> <p>Students revise the features of Western Classical Music and Music for Ensemble.</p>	<p>Manipulating the Elements of Music</p> <p>Students explore how composers in different genres manipulate the elements of music in their own compositions.</p>	<p>Exam Technique</p> <p>Students practise applying their knowledge to a range of exam questions.</p>	<p>Students spend the last 2 terms of year 11 preparing for the exam paper.</p>	<p>Students secure a grade above national average and progress to the next stage of their education or training.</p>
	<p>AOS 3 and 4 including Set Work 2</p> <p>Students revise the features of film music and pop music.</p>	<p>How musical devices are used in Western Classical Music</p>	<p>Soft Skills</p> <p>Confidence Communication Creative Thinking Time Management Self Management Perseverance Work Ethic</p>		
	<p>The Elements of Music</p> <p>Students embed the application of extensive vocabulary associated with the Elements of Music</p>	<p>How sonority and texture is used in different genres</p> <p>How music can be used to create mood.</p> <p>How different genres fit into a general chronology of music.</p>	<p>Organisational Skills Decision Making Skills Computer Skills</p>		

YEAR 11

Enrichment Opportunities for Year 11

Peripatetic Tuition

Year 11 Rock Band

Advanced Singers Choir

Trips and visiting artist workshops/performances

Christmas/Summer Musical

Music Department Christmas Concert

Careers fair featuring artists/arts organisations

Opportunity to apply for Arts Ambassadorship.

Implementation

Pedagogy for Teaching New Content

The music curriculum at Bedford High School is built around the framework of “the Elements of Music” or “the inter-related dimensions” of music. The definitive list of these elements differs depending on the source referred to however, we have chosen to use our GCSE specification to construct our framework to ensure consistency from KS3 through to KS4. This ensures accessibility for all students regardless of their prior musical experiences. All new content is introduced in relation to the elements of music. Linking to this prior knowledge increases students ability to connect new material to previous information and increase the opportunity for learning to take place.

Pedagogy for discussion about the subject matter

Discussion in lessons takes place in the form of targeted questioning at KS4 and a combination of targeted questioning and volunteered answers at KS3, often linked to the declarative knowledge and listening tasks.

Implementation

Pedagogy for Checking Learners' Understanding

All lessons in music begin with a Do Now task which relates to our Elements of Music framework and any declarative knowledge covered in the previous lesson. Teachers check students responses to the Do Now task as it is being completed. Periodically, students will complete an assessment on declarative knowledge so teachers can summatively assess learners' understanding.

All lessons are focussed on practical music making and staff see students perform on a regular basis to assess their understanding and application of procedural knowledge (i.e. correct instrumental technique).

Tacit knowledge is developed through listening tasks which are embedded into the curriculum. The listening tasks facilitate analysis linking to the inter-related dimensions of music and develop the constructive and expressive pillars of progression.

Pedagogy to help learners' remember in the long term

Students revisit the central framework of the elements of music throughout the KS3 and KS4 curriculum alongside key musical concepts in a spiralling curriculum design. Each time a concept is revisited, and extra dimension of knowledge is added to increase depth of learning. Key concepts are explored via the three main musical skills of listening, performing and composing helping link them to prior knowledge and embed learning.

Implementation

Training students to be successful learners in the subject.

The music department consistently promotes high expectations and shares success criteria with students for each music making task set. Staff are explicit in their expectation for all students to make good progress and promote a calm and focussed learning environment in all lessons. Students learn how to focus and apply themselves to practising in order to improve their skills. Students with an interest in music outside of the curriculum provision will often choose to take resources home to continue their practise outside of their curriculum provision.

Knowledge Organiser Expectations

Knowledge organisers are published on our music for sites, set as homework in preparation for summative assessments and available as paper copies within the department. Knowledge organisers are linked to the Do Now tasks for each scheme of work and cover all of the declarative knowledge in each summative assessment at the end of each project.

Homework Policy

Homework is set at least once a week for students in KS4. One assignment is set formally on frog and further individual extension assignments are given individually in lessons based on the needs of each student and where they are up to in the course, particularly with coursework.

Implementation

Feedback Policy

Personalised, individual feedback is received by each individual student in KS3 an average of twice per half term. Feedback is often given by staff to students after a demonstration of their procedural knowledge however, peer assessment and feedback is also occasionally used to enhance progress across the group.

In KS4, students receive weekly feedback on their procedural knowledge from a specialist instrumental teacher in conjunction with the Head of Department and half-termly feedback on their technical and expressive progression. Feedback on the declarative knowledge and the constructive pillar of progression occurs weekly, usually in the form of assessing responses to music theory-style questions and exam preparation.

Impact

Using Assessment to Improve Learning and Inform Teaching

Across KS3, our half-termly formative assessments of procedural knowledge are discussed within the department and obstacles to progress or possible improvements on delivery are discussed. The results of declarative knowledge formative assessments are compared across classes and students or classes who are under-achieving are identified. Intervention strategies are then discussed and implemented.

SEND

Supporting Students with SEND in Music

Music offers a unique opportunity for all students to achieve well, regardless of academic ability. Students with SEND are expected to make progress at the same rate as non-SEND students, all are taught the same curriculum however, activities may be adapted to suit the needs of individual learners.

Across our curriculum we explore a range of musical disciplines and all students can find at least one area in which they will do well, for example, students with C&L needs may struggle to retain information however, many thrive through performing and creating music. Our track record of progress and attainment shows good outcomes for all students.

SEMH needs are supported in the department through the very nature of music as a subject. The use of music as an expressive outlet and a tool to support good emotional and mental health is well supported by research and evidence. Many students report the positive impact music has on their emotional and well-being and SEMH students in particular benefit from this outcome when participating in musical activities.

Group and ensemble work in music supports all students in the development of their communication and interactive skills and this specifically benefits children with C&I needs.

The playing of musical instruments is proven to develop gross and fine motor skills, so much so, that many industries are now searching for entry level applicants who participate in activities such as this. All children benefit from activities that support the development of both gross and fine motor skills and musical activity directly impacts this in a positive way. Students with specific physical disabilities have their individual needs met according to their support plan and there are multiple examples of high profile musicians with physical disabilities that can serve as inspiring examples of how it is possible to achieve well in the face of obstacles.

Personal Development in Music

The nature of working within any arts discipline is such that it supports many facets of developing a strong character with a sense of self responsibility and social responsibility. Music supports the personal development curriculum by creating an environment where mutual respect and co-operation is an explicit expectation in all activities. This fosters healthy relationships between students and helps develop the idea of tolerance of other viewpoints and ideas.

Students are given practical steps in music to encourage effective group work and are supported to deal with conflict in a healthy way when it arises. Issues such as stereotypes based on various aspects of identity are often discussed around the exploration of different styles of music and an attitude of acceptance and respect is expected at all times.

The concept of respectful behaviour and how this applies in society is laid out at the beginning of every year with all classes and staff are very clear about supporting this ethos.

Music Mark and Artsmark Platinum

We are known within our local borough as an outstanding provider of music education. Each year, we are recognised by our music hub as a Music Mark school. Our Artsmark Platinum status showcases us as an outstanding provider of Arts Education nationally and Bedford Music Department are proud to be a part of this achievement. Staff within the department and faculty lead on national projects and speak at networking events on a regular basis. Much of our work is used as examples of best practise within arts education and we are proud to support other practitioners to deliver high quality arts experiences to the young people they work with. Our music concert in 2022 was facilitated by cultural funding secured through Wigan Council and our bridge organisation, Curious Minds and saw over 44 children participate in arts activities over the academic year. Over 150 of these students completed their first Arts Award and over 200 took to the stage at The Bridgewater Hall in Manchester for our Bedford Music Concert, Songs of Hope. This was a massive achievement for the Music Department and faculty as a whole and we are currently working on sourcing the funding to run the same events this academic year.