

## Music - Vision



# MUSIC

### »» Vision for Curriculum and Teaching:

**Keywords:**

**Inspiring • Curious • Ambitious • Inspiring • Engaging • Rewarding • Growth mind-set**

The department aspires to develop an ambitious learning culture in which all pupils are enthusiastic about learning, studying and performing music.

As a department, we strive to foster a curious mind set in students so that they broaden their musical knowledge in all aspects of the curriculum.

To ensure that all schemes of learning are appropriate for the following types of learning:

- **Visual learners**
- **Auditory learners**
- **Reading/writing learner**
- **Kinaesthetic learners**

To teach to the top: all schemes of learning will have differentiated activities, independent learning and challenges.

Each scheme of learning will also include resources for lower attaining students and SEN / EAL.

Co-operative learning gives students the opportunity to collaborate with others and see different points of view. **Each scheme of learning from year 7 – 13 will have collaborative tasks as well as independent ones.**

Inquiry- based learning embedded into schemes of learning so that students develop independent skills and become curious learners as they independently research and learn.

Utilising technology and broad range of instruments to inspire and engage students and foster a love for the subject.

Embedding the use of the following technology:

- **GarageBand / Logic Pro**
- **Sibelius**
- **Midi keyboards**
- **Guitar / ukulele / drums / tin-whistles / djembes / vocals / keyboards.**

Helping students understand the breadth of skills and talents involved in music: **incorporating stage management and technical skills into the schemes of learning as well as continuing to run 'tech crew' as an extra-curricular club.**

Teaching students other valuable and transferrable skills used in the music industry.

### »» Vision for Learning:

**Keywords:**

**Achievement • Potential • Motivational • Curious / inquiring**

To inspire musicians, composers and performers so that they develop transferrable skills such as:

- Self-discipline
- Patience
- Perseverance
- Developing numeracy skills
- Co-ordination and motor skills
- Social skills and confidence

To create an environment where all students feel comfortable and confident to sing and perform in front of their peers.

To develop schemes of learning so that students are exposed to a wide range of musical styles and genres, as well as learning to play a broad range of instruments.

To encourage independent learning and curiosity by ensuring that suitable homework is visible in schemes of learning and on its learning so that it is accessible.

Students learn to use different software programmes from year 7 to engage, inspire and develop their progress, so that by year 11, they are confident with the software when completing their coursework.

Students learning technical skills will be able to utilise these skills either through the GCSE syllabus if they choose Music as an option, or also at public events in the school:

- Awards evenings
- Open evenings
- School productions



# Music - Vision

## »» Vision for Assessment:

### Keywords:

Literacy • Formative • Summative • Powerful • Positive • Progress • Gifts we Grow • Learning talents

Assessment should promote resilience, confidence and creativity so that learners are not afraid to take risks.

Assessments should have variety e.g. in relationship to the national curriculum, they should include:

- Listening
- Appraising
- Composing

Feedback should be:

- Diagnostic (what and how to improve)
- Include peer / self- assessment and reflection.
- Inform the development of the curriculum and schemes of learning.
- Demonstrate pupils' progress over time.

Formative assessment:

- Intervention cards, marks entered in teacher's planner, electronic spreadsheet with information on students, recordings of performances throughout the term and peer and self-assessment sheets (to be printed in yellow and stuck in books).

Summative assessment:

- One green stamp (department template) per half term / at the end of a topic.
- Differentiated DIRT tasks based on student on the template.
- Teacher initials on template to indicate when performance DIRT tasks are complete.
- The Green Stamp Assessment will be marked against the GCSE / A Level mark scheme relevant for the question. E.g. If it is a listening assessment, this will be marked out of 36 with comments taken from the specification.