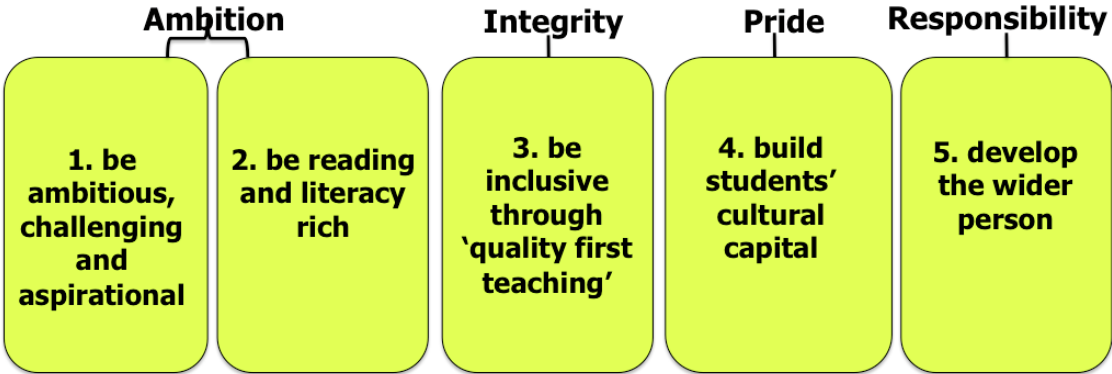






**Music Department Curriculum Intent**

**Camps Mount Academy's curriculum aims to:**



**The Music Department's vision is to develop:**

<p><b>Musicianship</b></p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>A balanced curriculum that covers a wide range of musical genres, styles, and traditions. Learners are provided with opportunities to engage with challenging repertoire and performances, inspiring them to strive for excellence in their musical pursuits.</p>
<p><b>Creativity</b></p> <div style="text-align: center; margin-top: 20px;">  </div>	<p>To provide opportunities for learners to develop their composition and improvisation skills, encouraging their creativity and self-expression and engagement with music technology, digital composition tools, and recording techniques, preparing them for the evolving landscape of the music industry.</p>
<p><b>Performance</b></p>	<p>To develop learners' confidence through exploring various musical</p>



instruments, developing technical proficiency, and expanding their musical vocabulary providing opportunities for all to participate in music-making and feel valued within the subject.

**Cultured Citizens**



Exploration of historical and social contexts of music, exposing learners to a wide range of musical works from different periods and cultures and encourage critical analysis of the music in its cultural context, recognising its impact on society and its ability to convey messages and emotions.

**What are the aims of our curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?**

At Campsmount our aim is to deliver a music curriculum that provides students with a comprehensive and enriching musical education that fosters their development, challenges their abilities, nurtures their aspirations, promotes inclusivity, and enhances their cultural capital through knowledge of music past and present. Drawing from the model music curriculum, we aim to create a curriculum that equips students with the necessary skills, knowledge, and understanding to fully engage with the world of music and develop their own musical identities.

**What specification do we follow at KS4 and why?**

At KS4, the BTEC Technical Award for Music Practice offers learners the opportunity to develop sector specific knowledge, technical skills and techniques. Learners develop their skills in the use of musical elements, music creation, performance and music production. As part of set assignments learners develop their personal skills such as self-development, planning and time management, resilience and confidence to name a few. The course is delivered through 3 practical and skills-based components that are assessed throughout the two years during specific assessment windows giving learners the opportunity to consolidate learning as they progress.

**How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?**

Music at Campsmount provides opportunities for all students, regardless of their musical background or ability, to participate in music-making and to feel valued within the subject. With the development of the curriculum there has been careful thought into how all students can develop their musical learning. One of the legacies of the pandemic was that learners have 'lost' their voice as they were not allowed to safely sing for a considerable amount of time and have lost their confidence because of this. Aspects of performance and knowledge have been affected, and the broad curriculum on offer gives the students the opportunity to rediscover an interest in the subject. Singing skills are actively promoted and are taught to all in Y7 classes. Alongside this, key groups who are underachieving such as pupil premium and SEND, are given support to achieve through activate tasks which develop memory and metacognition and through the teach first whole school strategy. 'Activate' tasks are embedded in all schemes of work and all learners can succeed. All learners are given the opportunity to learn to play a musical instrument at Campsmount, with a wide range of peripatetic lessons available. At KS4 lessons are available free of charge for students who have opted to study the subject. There are a range of extra-curricular opportunities available to those who wish to develop skills in singing and learning an instrument, with opportunities for groups to rehearse and build their skills by booking practice rooms at break and lunch time and or participating in activities afterschool. Currently all students learn to play basic ukulele in Y7 and 8 lessons as a whole class bands and band skills are developed through combining a variety of instrument and vocal skills.

### **Why do we teach the topics/schemes in the order we teach them?**

The Music curriculum offers a broad range of topics that include the four key building blocks of Performing, Composing, Listening and Appraising.

In year 7 students learn the basics of musicianship through learning about the instruments and the elements of music. They develop their performance skills on keyboards, voice and the ukulele and through this embed understanding of music theory and rhythm, using their skills to perform and compose as part of an ensemble.

These skills are then developed upon further in year 8 with the introduction of more complex chords, harmony and countermelodies. More complex concepts are introduced along the concepts of hooks and riffs in popular song. Learners develop ensemble skills in vocal and ensemble topics which continues to develop their confidence in performing and leadership. The 'All about the Bass' scheme looking at bass patterns loops, riffs, ostinato and ground bass introduces using loops on the computer (Bandlab for Education) develops skills with music technology and the importance of the musical elements.

Through year 9 learners develop their music technology and performance skills further through topics that look at, film music, the evolution of dance music, world Music and band skills, composition and production. The exploration of these musical genres and skills gives learners the opportunity to culminate skills learnt in previous years through composition, production, listening skills and performance. Learners are also introduced to more complex musical concepts through these styles and develop further understanding of the part music plays culturally through exploring the history and development of the styles.

The learners who opt to take their music education further, continue to develop their skills in a more practically based way through the 3 components of the KS4 course. The first component intertwines the development of performing, composing and production skills with a deeper understanding of musical theory, musical concepts and music history through the exploration music from around the world and the development of popular music. In the second component develops more professional and personal skills through dedicated practice and review of skills on their instrument in preparation for performance and on composition. The third component requires learners to combine the skills learnt over the course in an externally assessed unit that incorporates a vocational brief giving opportunity to show creativity and leadership in the creation of a range of musical products in response to the brief. Each component is assessed through set briefs that incorporate controlled assessment conditions which prepares learners in aspects of the music industry practice such as meeting deadlines and working to a brief.

### **Statement of assessment intent:**

At KS3 Music follows the school assessment policy. In KS3 students are assessed holistically over each period for their practical achievements and sit a knowledge-based written assessment. At KS4 summative assessment is completed at various points during the components and controlled assessment points specific to each course.

Formative assessment happens every lesson, through a range of strategies such as live marking and feedback and activate tasks and a range of questioning techniques. Through this combination of these assessment for learning strategies, staff can determine who needs intervention to succeed in developing their skills and any misconceptions that are highlighted will allow for teaching to be reviewed and informs planning for future lessons.

**Curriculum sequencing:**

	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Year 7</b>	<b>The Elements Of music</b>	<b>Singing Skills</b>	<b>Keyboard skills</b> <b>Introducing chords</b>	<b>World Music 1</b> <b>India and China</b>	<b>Band skills with ukulele</b>	<b>The Orchestra and the History of Western Music.</b>
<b>Year 8</b>	<b>All About The Bass (Musical Patterns)</b>	<b>Variations And Rounds, ( Singing 2)</b>	<b>All about the Bass on Band Lab</b>	<b>World Music 2</b> <b>Samba and Music from Africa</b>	<b>Musicals and Opera</b>	<b>Video Game Music</b> <b>Beep Box</b>
<b>Year 9</b>	<b>The History of Blues and Jazz (Band skills 2 - Improvisation)</b>	<b>Film Music Soundtracks</b> <b>Listening and Creating</b>	<b>Dance Music and Pop song</b> <b>Listening and Creating</b>	<b>World Music Fusion</b>	<b>The Popular Song (singing)</b>	<b>Projects</b> <b>Class competition</b>
<b>Year 10</b>	<b>Introduction to BTEC Music</b> Developing skills in Performance, Music Technology, Composition and Theory – Preparing for COMPONENT 1 PSA		<b>COMPONENT 1 –</b> Exploring Music Product and Styles PSA delivery and assessment		Performance Development & Composition Skills - Preparing for COMPONENT 2 PSA	
<b>Year 11</b>	<b>COMPONENT 2-</b> Music Skills Development PSA deliver and assessment		Preparation for Component 3	<b>COMPONENT 3 -</b> Responding to a Music Brief PSA delivery and assessment		Year 11 Exams