

Music

Intent

Teachers in the music department intend to lead a thriving department, where high quality music making is prevalent, both in class and in the extra-curricular provision. It is our philosophy that music is a subject in which all learners are able to achieve, regardless of pupils' abilities or prior experience in the subject. As a result, we endeavour to foster an inclusive environment with the aim of ensuring that pupils are inspired and engaged in their studies and make effective progress in their learning.

At Key Stage 3, the curriculum has been designed to provide pupils with a good understanding of the eight elements of music (melody, harmony, tonality, structure, sonority, texture, tempo/metre/rhythm and dynamics/articulation). In addition, the curriculum is designed to develop pupils' skills in performing, composing and listening and to provide pupils with the opportunity to learn about a broad array of musical genres and styles. Lessons are intended to be highly practical; students learn about the elements of music and/or musical genres and styles through a series of performances and compositions that increase in difficulty as pupils' progress through the key stage. Schemes of work within this key stage have been carefully designed to take into account the varying levels of pupils' prior experience of the subject, whilst, at the same time, preparing students for their study of Music at GCSE.

At Key Stage 4, the curriculum designed is underpinned by the AQA GCSE Music specification. The curriculum is intended to introduce students to the four Areas of Study cited in the AQA GCSE Music specification, namely The Western Classical Tradition, Popular Music, Traditional Music and The Western Classical Tradition since 1910. In addition to enhancing pupils' listening skills, the curriculum introduces pupils to musical analysis and pupils learn how the elements of music have been used in a number of set works prescribed by the exam board. The curriculum also provides students with the opportunity to enhance their performance and composition skills. Schemes of work build upon the knowledge, understanding and skills that students acquired in their Key Stage 3 Music lessons, whilst, at the same time, preparing students for their study of Music at A Level.

At Key Stage 5, the curriculum designed is underpinned by the AQA 'A' Level Music specification. The curriculum is intended to introduce students to three Areas of Study cited in the AQA 'A' Level Music specification, namely The Western Classical Tradition Music for Theatre and Jazz. Units of work on The Western Classical Tradition have been designed to deepen students' skills in unfamiliar listening and musical analysis of a number of works prescribed by the exam board. Through

the study of Music for Theatre and Jazz, it is our intention to enhance students' essay writing skills. The curriculum has been designed to provide students with the opportunity to enhance their performance and composition skills. Schemes of work build upon the knowledge, understanding and skills that students acquired at GCSE level, whilst, at the same time, preparing students for their studies in Higher Education.

Implementation

At Key Stage 3, eighteen units of work have been implemented. The units of work provide pupils with the opportunity to gain a good knowledge of musical genres and styles. Similarly, throughout the key stage, pupils gain a good understanding of the elements of music. Lessons are highly practical, providing pupils with the opportunity to develop their performance, composition and listening skills. Formative assessment including questioning, observing pupils while they work and listening to performances and compositions, is used by teachers within the department to gain a good understanding of how pupils are progressing and to provide feedback for pupils to improve in their learning. One summative assessment is completed each term, allowing teachers within the music department to assess pupils' knowledge and understanding of the musical genre/style and pupils' skills and capability in composition or performance. Listening tests, performing activities and composition tasks increase in difficulty with each subsequent unit of work, allowing pupils to develop their knowledge, understanding and skills as they progress through the key stage. By the end of Key Stage 3, pupils have a good knowledge of a variety of musical genres and styles, a firm understanding of the elements of music and are highly skilled in performance and composition. This ensures that pupils are appropriately prepared for the study of Music at GCSE level.

At Key Stage 4, fourteen units of work have been implemented. The units of work provide pupils with the opportunity to gain a good knowledge of the four Areas of Study prescribed by the exam board, namely The Western Classical Tradition, Popular Music, Traditional Music and The Western Classical Tradition since 1910. Similarly, throughout the key stage, pupils enhance their understanding of the elements of music. Lessons are highly practical, providing pupils with the opportunity to develop their performance, composition and listening skills. Pupils are also introduced to musical analysis, studying two set works prescribed by the exam board. Again, formative assessment is used by teachers to gain a good understanding of how pupils are progressing and to provide feedback for pupils to improve in their learning. There is a greater use of summative assessment at Key Stage 4. Approximately twice per term, pupils sit a past paper. This allows teachers to assess pupils' knowledge and understanding of the elements of music, as well as providing pupils with the opportunities to practise and enhance their unfamiliar listening skills. By the end of Key Stage 4, pupils have a detailed knowledge of

musical styles within each of the four Areas of Study and a comprehensive understanding of the elements of music. Also, pupils are skilled in performance and composition which ensures they are well prepared for the study of Music at A level.

At Key Stage 5, fifteen units of work have been implemented. The units of work provide pupils with the opportunity to gain a good knowledge of the Areas of Study prescribed by the exam board, namely The Western Classical Tradition, Music for Theatre and Jazz. Pupils are also provided with the opportunity to refine and enhance their skills in musical analysis, studying four set works prescribed by the exam board. Formative assessment is used by teachers to gain a good understanding of how pupils are progressing and to provide feedback for pupils to improve in their learning. There is a greater use of summative assessment at Key Stage 5. Pupils sit two past papers per term, which allows teachers within the music department to assess pupils' knowledge and understanding of the elements of music, as well as providing pupils with the opportunities to practise and enhance their unfamiliar listening and extended writing skills. By the end of Key Stage 5, pupils have a mature knowledge and understanding of the Areas of Study and a comprehensive understanding of the elements of music. Also, pupils are highly skilled in performance and composition. This ensures that pupils are well prepared for the study of Music and in other disciplines at University.

Impact

The music department are extremely proud of our pupils' progress and attainment in their study of music. For the 2017-2018 academic year, pupils' progress compared to their academic target level was +0.47 for all pupils in Key Stage 3, +0.56 for all pupils in Key Stage 4 and +0.1 for all pupils in Key Stage 5. Pupils' attainment in GCSE and A Level Music is also encouraging. The table below highlights the attainment of students in the Summer 2018 examination series compared to the attainment of all candidates nationally entered for AQA's GCSE and 'A' Level Music specifications.

2018 Results	Levels 9-7 (GCSE) Grades A*-A (A Level)	Levels 9-4 (GCSE) Grades A*-C (A Level)
GCSE Music	54% (St. Bede's) 22% (National average)	97% (St. Bede's) 67% (National average)
'A' Level Music	40% (St. Bede's) 10% (National average)	100% (St. Bede's) 64% (National average)

Throughout their study of music at St. Bede's Catholic College, pupils gain a comprehensive understanding of the elements of music and a mature knowledge of a variety of musical styles and genres. Also, pupils

are highly skilled in performance and composition. The music department works hard to ensure pupils are inspired and engaged in their learning and, as a result, make effective progress in their study of music. In addition, through their study of music, students gain a number of transferable skills, including communication skills and research and analytical skills. Furthermore, the study of music helps pupils develop into well-rounded individuals, with a deep appreciation of the customs and traditions of a variety of cultures.