



Willington

COMMUNITY SCHOOL

create - capture - share



CURRICULUM BOOKLET

MUSIC

Our School

Curriculum Vision

To provide a curriculum fit for our students' future, building on the success of their past (ready for post 16 and life). This allows our students to be safe, happy, well informed global citizens who have experienced a five-year progressive and dynamic curriculum where they have the opportunity to aspire and achieve their fullest potential. This will embody the school's values of 'Personal Excellence' through a broad and balanced curriculum, which is inclusive and reflective of our local needs.

Subject Vision

Music in KS3

'Create - Capture - Share'

Music is a powerful, unique form of universal communication that can change the way students feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity, making sense of feelings that cannot be articulated and that otherwise might not be able to be expressed. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure and sanctuary. Willingdon is a musical school and music is a valued part of school life. The annual calendar is rich with popular events and flagship performance opportunities. The music curriculum is rich in content and ambitious intention. It covers a broad range of genres and there is a culture of playing music together and independent learning. Our department aims to give all students a sense of relatedness, autonomy and competency.

Intent– An outward looking department that is a wonderful place to learn.

Implement - An ambitious curriculum, clear routes to wider opportunities. Support local primary schools with CPD.

Impact - Everyone has a positive experience exploring their creativity and has transferrable skills in both music and media.

Key Concepts in Music

Music is a unique form of communication that can change the way students feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop students' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of all culture, past and present, music helps students understand themselves, relate to others and develop their cultural understanding, while forging important links between home, school and the wider world.

We have developed a rooted, yet ground-breaking music curriculum which features social context in a variety of music. Music can provide students with a creative outlet to express their feelings and emotions, while allowing them to explore their identity and make sense of their experiences. Through engaging in musical activities, students can learn to trust their own abilities and build their own unique sense of self.

Music is a wonderful way to showcase the differences and similarities between countries and cultures. This allows us to engage students' curiosity and to develop an understanding of their wider community. We incorporate a broad range of genres into the music curriculum and ensure all pupils are exposed to a wide variety of music from different cultures. In addition to this, we provide opportunities for students to experience live music making in a variety of genres - this ranges from classical projects with Glyndebourne to traditional carols services to musicals to the Phoenix Festival which incorporates a wide variety of musical styles.

Mastering the concepts in music has four key areas..

Performance

Listening

Composing

Appraisal

These are the four main aspects to the Music Curriculum

The Key Stage 3 curriculum is designed to link to the areas for study and assessment objectives outlined by the exam board at GCSE. Therefore, students who opt to take music GCSE will have a solid core understanding from their Key Stage 3 study to enable success in later examinations. The spiral learning approach gives students confidence by rotating through genres and musical devices at an incrementally higher level every time. This is also important for embedding confidence around new musical language and exam focussed writing rubrics.

At Willingdon, music in class is only the start of the journey. There are also lots of performance opportunities and cross school collaborations. We monitor and assess individual progress and give the students autonomy to direct their own guided journey.



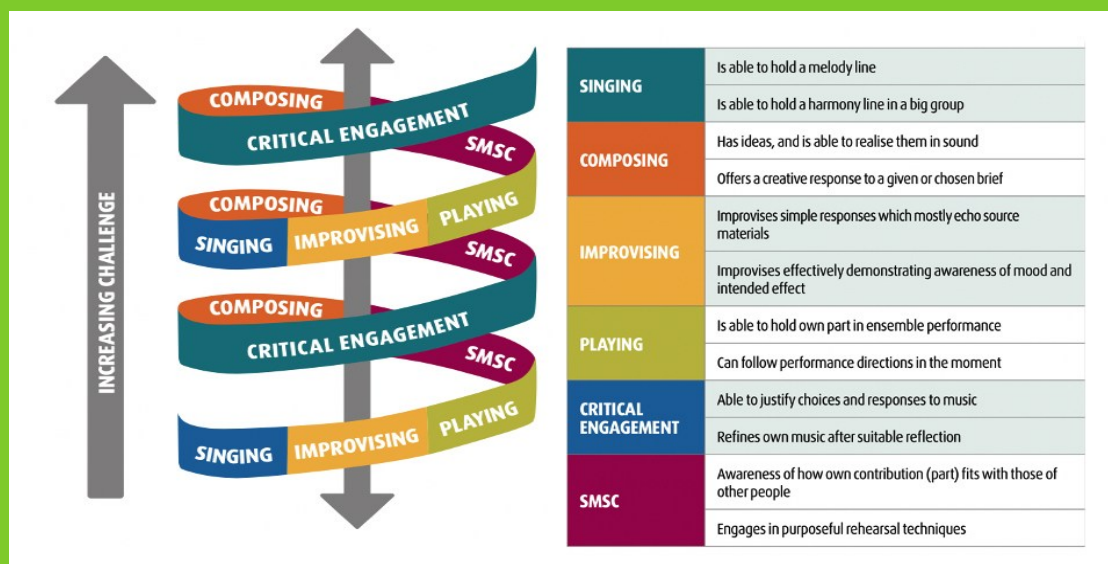
All pupils have access to a broad range of instruments



Here in the music department, we have a very lively drop in culture, the demand is so high that we have put a schedule in place, giving everyone a chance. Every lunchtime, four days a week, pupils rush here to work on the Macs, rehearse in bands, practice singing or their instrument and sometime just to chat to us. We take great pride in creating a safe space where everyone is welcome and we are a friendly mentor or music coach.

Assessment Plan for Key Stage 3

Our curriculum is a spiral of increasing challenge, revisiting core skills to progress through KS3 and be GCSE ready.



We assess and give feedback in a range of ways, based on the strands of PEL

Marking and Feedback Protocol

Willingdon Community School Music Department has five main aims

1	A powerful curriculum – engaging content, sequenced to embed core skills and language. Culturally and socially relevant, regularly reviewed.
2	The best teaching – shared good practice, CPD and being each other's champion
3	Great learning and progress – learners rush to get to lessons and want to continue to work in their own time
4	Excellent personal development – a curriculum rich in human stories SMSC and British Values
5	A culture of curiosity and life-long learners – a palpable culture of excitement and learning together

SUBJECT KNOWLEDGE – **Google slides** project P.E.L. rubric (smart marking)

ENGAGEMENT – Formative afl through oral feedback and mentoring

CHALLENGE – Summative marking, extended writing, **Google docs**.

QUESTIONING – Feedback, low stakes knowledge checks, challenge passivity

LEARNING TO LEARN - Tracking pupils' online work books and home study

Key Stage 4

GCSE Music

How will GCSE Music help me in the future?

In the future, creativity is going to be one of the most important and in-demand skills at work (World Economic Forum). When business leaders across the world were surveyed, they voted creativity as the most important workplace skill to help their businesses survive and grow.

This means that the study of creative subjects, like Music, is becoming even more important and relevant to young people to give you the chance to succeed—whatever your ambitions. At the same time, you will find many opportunities to develop and improve your personal wellbeing both independently and as part of a wider community.

What skills will I gain?

Your practical skills of composing music and performing will be refined and will demonstrate creativity, reflection and resilience, as well as developing confidence and presentation skills.

Studying music will give you opportunities for higher order thinking, by considering ideas which go beyond language. This is great brain-training which will help you in other areas too.

You will gain a deep understanding of a number of transferrable skills and practice applying these to new situations, developing analytical and problem-solving skills.

Through studying music, you will be equipped with the skills to succeed in your next steps.

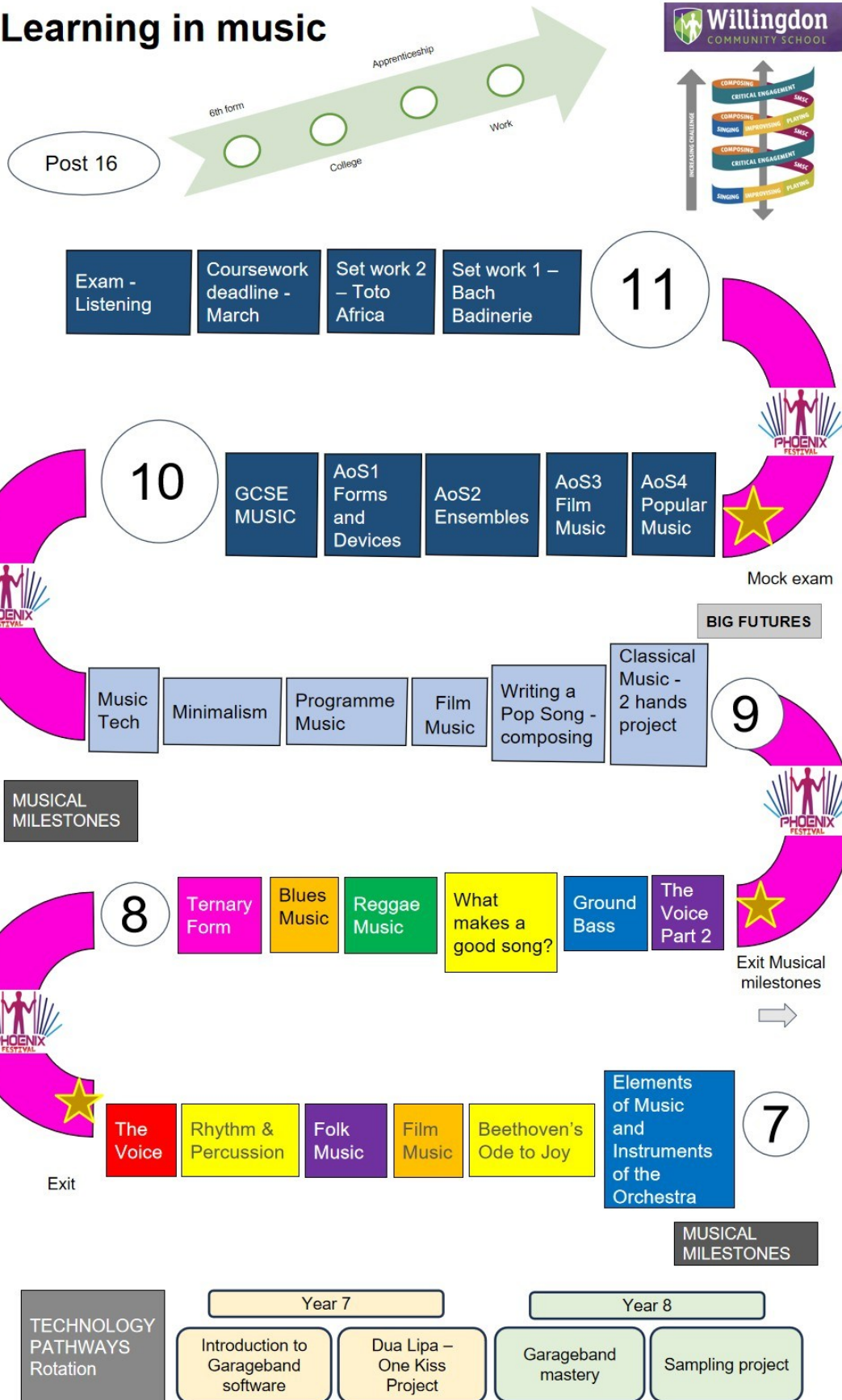
What could I do next?

The possibilities are endless. Music will enable you to demonstrate many skills which employers, colleges and universities are looking for. It can also give you opportunities to travel, meet people and get the most out of life.

Eduqas Music teachers were recently asked to give details of the next steps of former students. It was not a surprise to hear that many had continued to study Music at Music Colleges or Universities including Cambridge, Derby, Durham, Huddersfield, Leeds, Liverpool, Newcastle, Oxford, Sheffield, Surrey and York.

Others had gone on to various universities (including Russell Group) to read Acting, Art, Arts Journalism, Biology, Business, Chemistry, Classics, Computer Science, English and Drama, English Literature, French, Geography, Japanese, Liberal Arts, Marine Biology, Maths, Medicine, Midwifery, Modern Languages, Journalism, Occupational Therapy, Physics, Politics, Primary Education, Psychology, Sports Science and Veterinary Medicine. Others had started apprenticeships in Accountancy, joined the Royal Marines or Armed Forces. At least one is starring in the West End and others have started (or continued) careers in performance and tuition.

Learning in music



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Literacy in ...

Musical language can be quite daunting, as can critical writing and analysis of music.

We start with this verbally and have strategic wall displays that support literacy. Pupils are encouraged to engage in questioning and discussion from day one and a safe emotional space is established for confident sharing of ideas. This develops into critical writing through self-assessment, peer-assessment and then on to discourse around pieces of music. Keywords and terms are celebrated, displayed and repeated.

Numeracy in ...

In music we are well aware that music and maths are inextricably linked. Patterns, codes, systems, analytics all part of something greater called music. A meeting of universal spirituality, physics and maths. From Cymatics to the Fibonacci spiral. From Bach to The Beatles.

Pythagoras, the Greek philosopher and mathematician, realised that different sounds can be made up with different weights and vibrations. This led to the discovery that the pitch of a vibrating string, such as on a violin, guitar, or piano, can be controlled by its length. The shorter the string, the higher the pitch and the longer the string the lower the pitch. We deliver composition based on rules and patterns.

Broadening horizons in ...

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SYNCHRONISATION (SYNC)

WHAT IS IT?

Sync is the promotion and licensing of music for use in TV, film, video games and adverts.

WHAT MUSIC PUBLISHERS LOOK FOR

Wide knowledge of music; love of TV/film/advertising/gaming and what music works with those formats; good listening skills; good people skills; some experience of licence agreements; excellent presentation skills; passion for the music you're selling; teamwork; ambition.

TYPES OF JOBS

Music Supervisor/Sync Manager; Sync Assistant; Creative managers; Administrator

"DO YOUR RESEARCH INTO WHAT AREAS OF SYNC AND MUSIC LICENSING YOU'RE INTERESTED IN. MAKE NOTES ON SPECIFIC MUSIC USED IN ADVERTS, TV, FILM, TRAILERS ETC, WHICH PARTICULARLY HAD AN EFFECT ON YOU AND FIND OUT WHO WAS BEHIND IT. CONTACT THOSE PEOPLE AND MEET ANYONE RELATED TO WHAT YOU WANT TO DO FOR A COFFEE AND ASK FOR ADVICE. IN THIS AREA OF THE INDUSTRY, DEMONSTRATING PASSION AND DOING YOUR RESEARCH DEFINITELY GOES A LONG WAY!"

RICHARD KING, FABER

We bring "real world" scenarios and business into music at KS3. We live in a world where we are preparing young people for a job market that is constantly changing. We know that creative tech. industries are a fast-growing job market. Increasingly jobs require a broad range of transferrable skills that always include I.C.T. and creative tech. Podcasting, monetising art, social media platforms, streaming, PRS, audio and visual, promotional skills and design.



HM Government

WHERE COULD MUSIC TAKE YOU?

"I started my radio show to bring a different outlook to my college."

Jade, 21, DJ, podcaster and radio presenter

"I didn't have the ability to sit still or the motivation to study. Music allowed me to experiment and express myself."

James, 17, cellist and music student

"In Syria, I had family, friends and everything. When I moved to the UK I had to make a new life. Beatboxing filled that gap for me."

Naeim, AKA Madz, 25, musician

"Music has made me the person I am today: it helped with my confidence and leadership skills."

Emily, 21, scientist

Music lessons, clubs and groups

Play an instrument, sing and create music

Perform and share your music

Go to live performances

Take qualifications in music

A career in music or the creative industry



Many musical activities are available for free or with financial support.



Speak to your music teacher and discover what you can get involved in, and what help you can get to make music.

The government published **The Power of Music to Change Lives – The National Plan for Music Education** – in 2022 to help all young people have a brilliant music education, regardless of where you are in the country or your background.