

## Our intent – Music

At Northampton School, we structure our curriculum to ensure all students can access the course, understand, enjoy and develop as young musicians. Those students who join us in Year 7 with a solid grounding in the subject already are able to expand their ability whilst those who are coming to the subject for the first time can enjoy their experience and develop far more than they would have expected. Our curriculum is a spiral map where what we teach each year is revisited in a different task but building on embedding previously taught knowledge. Our fundamental belief is to stretch and challenge all students in the core skills of composition, performance and listening. Each student in KS3 (Years 7 and 8) has at least an hour of music each week. Each term alternates between a practical topic and a technological topic giving students opportunity to develop skills in different areas of the subject. In Year 8 for example, students start off developing keyboard skills studying folk music – composing and performing melodies based on pentatonic scales. This is revisiting skills already encountered previously when studying Blues Music in Year 7. In our Technology Suite students develop their composition skills by composing music for computer games. They have previously studied how to compose for moving image and developed their knowledge of both leitmotif and mickey mousing techniques.

Our extracurricular programme allows students to develop their skills outside of the classroom. Alongside our extensive lunch and afterschool programme we encourage our students to follow their interests with individual lessons taught by trained peripatetic staff. Alongside our Dance and Drama team we have numerous performances throughout the year.

## Curriculum Implementation and Impact - Music

Each pathway is carefully planned and constructed to ensure students gain the most from their time in Music. Each curriculum plan starts with departmental discussion, resources, listening extracts and ultimately an end point. What do we want students to have learnt, how are we going to assess that skill and what will this do to help the students improve and move forward. Feedback is essential, even more so in a subject where we don't regularly use written tasks to assess progress. Each student has a booklet for a specific topic, within it are resources for each lesson, listening questions and assessment criteria and grids. Feedback from staff is verbal apart from the culmination of a topic but we insist on pause points throughout the topic for students to reflect on their own learning and the learning of others. It is a necessity that students feel confident enough to share work. We create an environment in which they can do this – feel proud of their work and gain help to improve further. It is always a challenge and sometimes performances require a little help, but students engage with the task and enjoy the experience.

YEAR 7	Singing and Elements	Keyboards and Experimental Music	Blues	Programme Music	Ukulele	Cartoons
AOS	Vocal	Classical	Pop Vocal CONTEXT SEMH	Classical CONTEXT SEMH	Pop World Vocal	Screen CONTEXT SEMH
LISTENING	Bentley Test	Listening ASSESSMENT		Listening ASSESSMENT	END OF YEAR	
Performance in CS	Ensemble Performance Verbal Feedback		Solo Performance Assessment		Ensemble Performance Assessment	
Composition in C29		Composition Group Verbal Feedback		Composition Written Feedback and Assessment		Composition Peer Feedback

YEAR 8	Folk	Computer Games	Keyboards and Ukulele	Variations	Reggae	TECH Pachelbel Remix
AOS	Pop World Vocal CONTEXT SEMH	Screen CONTEXT	Pop World Vocal	Classical	World Pop Vocal CONTEXT SEMH	Technology
LISTENING	Bentley Test	Listening ASSESSMENT		Listening ASSESSMENT	END OF YEAR	
Performance in CS	Ensemble Performance Verbal Feedback		Solo Performance Assessment		Ensemble Performance Assessment	
Composition in C29		Composition Verbal Feedback		Composition Written Feedback and Assessment		Composition Peer Feedback

Reporting Data	Term 2	Term 4	Term 5
	Bentley Test Baseline Assessment	Listening Assessment	End of Year Listening Assessment
	Listening Assessment	Performance or Composition Assessment	Performance Assessment - best grade in year
			Composition Assessment - best grade in year

YEAR 9	Rhythms around the World	EDM	Melodies around the World	Film Music	4 chord Songs	My Kind of Music
AOS	World CONTEXT SEMH	Technology CONTEXT	World Vocal CONTEXT SEMH	Screen CONTEXT SEMH	Vocal Pop	Vocal Pop World Classical Context
LISTENING	Bentley Test	Listening Assessment		Listening Assessment	END OF YEAR	
Performance in CS	Ensemble Performance Verbal Feedback		Solo Performance Assessment		Solo Performance Assessment	
Composition in C29		Composition Verbal Feedback		Composition Written Feedback and Assessment		Composition Peer Feedback