



**Millthorpe
School**

**“Music is the
language of
the heart
without
words.”**

Shinichi Suzuki

MUSIC

KS3 SUBJECTS ON A PAGE

OUR AIMS AND INTENTIONS

Our curriculum is designed to deliver a range of topics that cover important musical styles from different parts of the world and different times in musical history, using activities with emphasis on the practical experience of music making and encouraging individual creativity alongside collaborative teamwork.

CURRICULUM KNOWLEDGE

Students will understand how music can be used to express feelings, moods and emotions as well as learn how the diversity of music reflects the diversity of the community.

Students are made aware of connections across subjects with emphasis on the context of where, when, how and why music was created and developing cultural capital.

SUBJECT SPECIFIC SKILLS

They develop their personal musicality through the three strands (as prescribed in the Model Music Curriculum) of listening, performing and composition. Students

are challenged to develop themselves and set their own targets with emphasis on independent learning.

IMPLEMENTATION

- The Music Unit overviews are written, regularly reviewed and updated.
- Recall of knowledge is supported via the interleaving of topics through starter tasks, homework and end of unit assessments.
- Students are assessed throughout the Key Stage on subject knowledge and practical skills using formative and summative assessments.
- Formal feedback is given at least twice per cycle of lessons, identifying strengths and areas for development and including a comment on progress after each Standardised Assessment Piece.

INTENDED IMPACT

- The KS3 curriculum meets the requirements of the Model Music curriculum.

MUSIC IMPLEMENTATION OF THE WIDER MILLTHORPE CURRICULUM:

RESPECTFUL	RESPONSIBLE	READY
<ul style="list-style-type: none"> ■ Form good working relationships with their peers to enable them to work effectively as a group. ■ Active listening to performances from each other, with opportunities for peer assessment to support the learning and further development of skills. ■ Develop an appreciation and respect of different musical cultures and understand that different sounds have been created by different cultures. 	<ul style="list-style-type: none"> ■ Aiming for 'Going for Gold' learning conduct. ■ Aspiring to the 'gold/thinking harder challenges' in lessons. ■ Show commitment to challenges presented in the process of practice. Engaging positively with assessments to identify the next steps. ■ Using R for reflection time for personal improvement. 	<ul style="list-style-type: none"> ■ Exploration of a range of world music. This includes access to those instruments. ■ Develop resilience and performance skills to overcome challenges. ■ Use of a broad range of role models, highlighting different careers within the Music industry. ■ Personal achievements – both in lessons and also via extra-curricular provision, instrumental lessons and school concerts.

- Formal assessments are completed and show progress.
- Student's 'R for reflection' responses will indicate all pupils use their assessments to advance their learning.
- To teach students how to create and perform

- effectively as part of a group and individually.
- Give students the necessary foundation to consider further learning such as GCSE Music.