

Curriculum Assessment Map: Music



YEAR 10	Autumn Term	Spring Term	Summer Term
<p>Topic</p>	<p>BTEC Level 1/Level 2 Tech Award in Music Practice:</p> <p>Component 1: Exploring Music Products and Style: Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p><i>(Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.)</i></p>	<p>BTEC Level 1/Level 2 Tech Award in Music Practice:</p> <p>Component 2: Music Skills Development- Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p> <p><i>(Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement.)</i></p>	<p>Preparing for year 11 – Component 3</p>
<p>Key Learning & Skills</p>	<p>Learning outcome, A: Students will demonstrate an understanding of styles of music: such as: Rock 'n' roll, 70's, 80's, Britpop, World Music, Blues, Music for film.</p> <p>Students will demonstrate an understanding of music theory such as: Instrumentation, Texture, Timbre, Tonality, Scales and modes, Harmony, Rhythmic techniques, Structure.</p> <p>Learning outcome B: Creating music industry products such as: Live performance, Audio Recording, Composition.</p> <p>Music realisation techniques: Instrumentation, Roles and functions of different instruments, arrangements, creating original music, techniques used in producing music.</p>	<p>Learning outcome, A: Demonstrate professional and commercial skills for the music industry</p> <p>Professional Skills for the musical industry: Time management, self-discipline, working with others, correct and safe use of equipment, identifying resources required, auditing existing skills and maintaining a development plan.</p> <p>Apply development processes for music skills and techniques. Planning development processes, strategies for skills development, managing equipment and resources, methods of capturing musical development.</p> <p>Learning outcome B: Apply development processes for music skills and techniques. Development processes – Development routines, setting goals, monitoring and tracking processes.</p> <p>Development of music skills and techniques – Developing musical skills – Timing and phrasing, using rhythm and pitch, using equipment instrumentation, expression, health and safety.</p>	<p>- Developing overall music ability and performance skills.</p>

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End points			
<ul style="list-style-type: none"> - Developed ability to perform in different musical styles. - Implementing musical elements, stylistic features and characteristics. <ul style="list-style-type: none"> - Aware of music industry products - Developing professional music industry skills. - Planning and communicating music skills and development processes <ul style="list-style-type: none"> - Developed technical music skills and techniques - Develop individual routines and rehearsal processes. 			
Informal (formative) Assessment	<ul style="list-style-type: none"> • Informal performances of work to peers. • Peer and self-assessment. • Teach verbal feedback • Observation of rehearsal • Formative teacher questioning • Portfolio 		
Formal (summative) Assessment	<ul style="list-style-type: none"> • Portfolio of work. • Recorded performances • PowerPoints 	<ul style="list-style-type: none"> • Portfolio of work. • Recorded performances • PowerPoints 	

Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects

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YEAR 11	Autumn Term	Spring Term	Summer Term
Topic	<p>BTEC Level 1/Level 2 Tech Award in Music Practice:</p> <p>Component 3 – Responding to a brief - Learners will be given the opportunity to develop and present music in response to a given music brief.</p>		
Key Learning & Skills	<p>- You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project.</p> <p>Develop features of a music brief, with creative intentions of a product such as the target audience, commercial, collaborative and experimental.</p> <p>You will plan to meet the demands of the music brief. Understanding how to investigate and inform a response to the brief.</p> <p>You will consider the constraints and intentions such as the technical requirements, available resources, feasibility of your own ideas, standing out from similar work. You will look at your personal intentions, such as building on your own strengths and skill developments.</p> <p>You will develop and produce your response to the brief, working on your organisational skills – setting targets, identifying priorities, using and planning tools and technology.</p> <p>You will perform your response to the brief which will be performed on stage, where you will show your developed stage presence and ability to perform accurately and confidently to a live audience.</p> <p>This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows learners to apply the musical skills and techniques they have explored and developed.</p>		
<p style="text-align: center;">End points</p> <ul style="list-style-type: none"> - To understand how to respond to a music brief. - To be able to select and apply musical skills in response to a set music brief. <ul style="list-style-type: none"> - To present a final musical product in response to a music brief. - To comment on the creative process and outcome in response to a music brief. 			

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Informal (formative) Assessment	<ul style="list-style-type: none">• Informal performances of work to peers.• Peer and self-assessment.• Teach verbal feedback• Observation of rehearsal• Formative teacher questioning• Portfolio
Formal (summative) Assessment	<ul style="list-style-type: none">• Portfolio of work.• Live performance on stage with an audience.• Rehearsal logs

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Music development plan summary: Leasowes High School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	2024
Date this summary will be reviewed	2025
Name of the school music lead	Mr J Tromans
Name of local music hub	Dudley Performing Arts

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and

parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupil can achieve.

The music curriculum at Leasowes High School aims to develop pupils' composition, appraising and performing skills through well planned and sequenced schemes of work that give pupils the opportunity to learn to play various instruments, understand music theory and compose their own music. The curriculum nurtures students' creativity by gradually building their skills and confidence through scaffolded tasks to promote a love of music and an understanding that can support students who wish to pursue music at KS4 and beyond. The curriculum is designed to promote a love of all music, broadening student's minds and building their cultural capital, whilst also preparing students wishing to study music at KS4. The qualification followed at ks4 is a vocational route through the BTEC Level 2 Music in Practice course.

Our music curriculum takes guidance from the model music curriculum ensuring that it covers aspects including, singing, performing, composing and appraising. It is inclusive for all, whether students have prior music training and can play instruments to a high level, if they are new to music or if they are SEND. This is done through adaptive teaching such as the scaffolding of tasks and information, mixed ability classes to promote social skills and team work, discipline and patience and engagement.

The following areas of study covered in key stage 3 are:

Year 7 – Djembe, Elements of Music, Reading sheet music, Keyboard Development, Guitar and Ukulele.

Year 8 – Reggae music, Blues Music, Music from the East.

Year 9 – Britpop, Pop Music, four chord songs, Build a band, Song writing.

The KS3 curriculum has been developed into a spiral curriculum, where students in year 7 develop an understanding of the musical elements whilst learning to play multiple instruments. The lessons incorporate reading and writing musical notation, and various instrumental and singing activities. In Year 8 students expand on their prior knowledge and engage in cultural awareness of other genres of music which they may not have experienced before. Students will perform in ensembles, sing as a whole class and compose music improving their appreciation of musical cultures around the world. In year 9 students learn about the professional music industry and how to rehearse effectively in ensembles, developing their performance and rehearsal skills through their own compositions.

At Leasowes High School we work closely with our local music hub and offer all students the option to take on peripatetic instrumental or vocal lessons within school. This is accessible for all students including SEND students. Students are also encouraged to then take graded music exams.

Students receive 1 hour of music every 2 weeks as the school is on a two-week timetable.

Part B: Co-curricular music

Leasowes High School works closely with Dudley Performing Arts who provide peripatetic lessons outside of lesson time to our students. Students can either have one to one or group teaching. Lessons are provided in Violin, Flute, Clarinet, Saxophone, Trumpet, Cornet, Trombone, Guitar, Bass Guitar, Drums, Keyboard and Singing. Prices for these lessons can be found on Dudley Performing Arts website. Leasowes High School provides some support funding students.

Outside of lessons time students from all year groups can access extra music during break and lunchtimes, students have access to the classroom and also practice rooms. Students can also take part in weekly after school clubs these include the school choir and school band.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Leasowes High School provides many opportunities for students to perform. We put on a school musical every year, which is available for all students to audition for and take part in. Throughout the school year parents are invited to performances where students showcase their musical skills. We have annual concerts at Christmas and summer. The school choir supports local community events including the Christmas lights switch on. Enrichment activities within the performing arts include a residential trip each year, where students will take part in performance activities including music workshops, ensembles and showcases.

In the future

This is about what the school is planning for subsequent years.

Leasowes High School plans to develop the music curriculum by implementing the use of music technology into the curriculum. This will allow students to learn in context to the 21st century and the evolving music industry. The use of Technology will include the use of computers and iPads it will allow for further inclusiveness of all abilities and back grounds. Leasowes High School also looks to embed trips to music concerts and venues in line with curriculum topics to enrich the culture capital for the students, giving them the opportunity to see live musical performances. Enhancing their music experience by not only listening but watching live performances. We also look to collaborate more with other schools within the trust to showcase student talent. Leasowes High School would then look to implement collaborative trust wide talent shows and performance opportunities annually.

Music will develop into a weekly subject allowing students a consistent approach to their learning, embedding the foundation skills further.