



### Why we teach what we teach

Music can be both a communal and personal experience and it is our intent at Dallam School to give students the opportunity to explore their curiosities with an exciting and vibrant curriculum. At Dallam School, students will be able to explore the world of music through performing, singing, composing, listening, reviewing and evaluating a wide range of musical genres, traditions and styles that are reflective of the cultural diversity of the world in which we live. They will get the opportunity to explore work from some of the world's greatest composers and musicians. We want students to become engaged and inspired to develop a love of music and showcase their talent as musicians.

Music is one of the core fabrics of life; a universal language that allows all human beings to interact. Students at Dallam School are in a prime position to be able to create what will for them become a deeply personal experience.

<p><b>Core concepts</b></p>	<p>At KS3, we want students to be able to develop an understanding of the core concepts and skills in music, serving as a platform for GCSE, A Level and beyond. We want to build on prior knowledge and concepts from KS2, whilst focused on the elements of performing, composing, appraising and singing. We want to develop confidence, collaboration, team work and creative thinking skills to make performance an everyday part of life. We want to develop resilience to enable students to understand that it is ok to make a mistake as part of the learning process. We want to provide opportunity for students to develop their musicianship on a mixture of instruments, including their voice, across a range of genres, styles and traditions.</p> <p>At KS4, we want to build on the concepts taught at KS3 with a more individualised approach to allow students to develop their own performances and compositions. We want to provide a more in-depth education of some of the concepts of music from all over the world, including the works of the great composers. We want to provide opportunity to explore music technology in greater-depth to gain an understanding and overview of some of the concepts that underpin the industry. We also want students to have the chance to explore what they love and find music that allows them to express themselves freely and openly.</p> <p>Building on GCSE studies, we want to provide students with an opportunity to prepare themselves for a world of work or career within the music industry. We want to make musicians who are versatile, confident and adaptable to a variety of orchestras and ensembles. We want students to be able to explore their passions and embed their own musical cultures into their everyday learning. More than anything, we want to encourage and inspire leading practitioners of the future</p>
<p><b>How our curriculum builds over time</b></p>	<p>Focusing on the concepts of performing, composing, appraising and singing, students will revisit, develop and embed core knowledge from KS2, including note values, notes on the treble clef staff, the elements of music and simple performance, composition and appraisal techniques.</p> <p>As students begin to demonstrate confidence in these areas, the curriculum builds on these concepts to allow them to explore a wider range of musical styles and traditions. Students begin to learn how this skillset is not just subject specific and how engaging with music making can equip them with a wide variety of life transferrable skills</p> <p>It is our vision that, as we explore these musical concepts, students begin to build a musical palette of their very own, allowing them to undertake performances, listening, composing and research based on their musical preferences. These palettes of personal taste will go on to form the basis of their own musical works including performance, composition, live performances, research and study.</p>

<b>Key ingredients of a lesson</b>	<p>In your music lessons, you will expect:</p> <ul style="list-style-type: none"> <li>➤ A safe environment where success is celebrated and less confident individuals feel brave enough to 'take a risk' without fear of getting it wrong</li> <li>➤ Passionate and enthusiastic teachers who love what they do and enjoy introducing students to the world of music</li> <li>➤ Students who are inquisitive, eager to learn and enjoy exploring new musical concepts</li> <li>➤ Access to a curriculum that explores music from a wide range of styles, concepts and conventions</li> <li>➤ The opportunity to further and enhance musical learning through extra-curricular activity</li> <li>➤ Up to date pedagogy, including technology, to deliver the most relevant and engaging lessons at all key stages</li> </ul>
<b>How we assess the knowledge, understanding and skills of students</b>	<ul style="list-style-type: none"> <li>➤ Students are assessed informally through a mixture of questioning techniques such as 'no hands up' and 'cold calling'.</li> <li>➤ Students are encouraged to share and demonstrate progress in practical work at suitable points and they engage in a mixture of teacher and peer verbal feedback</li> <li>➤ Progress recordings are taken and are being embedded to become part of routine dialogue from the very beginning</li> <li>➤ Summative assessment takes place often through performance, composition and appraisal tasks and these are assessed by referring to success criteria or marked using exam assessment criteria</li> <li>➤ Students self-reflect on their own learning and form targets listing how to improve and state how they are going to set about it</li> </ul>
<b>How we provide cultural capital and extra-curricular opportunities</b>	<ul style="list-style-type: none"> <li>➤ It is important that there is an opportunity for students to participate in music beyond that of curriculum lessons, to allow them to develop and nurture their own interests and talents. All students have the opportunity to learn to play a musical instrument and they will be able to access this at any stage of their education.</li> <li>➤ Students will also have the opportunity to explore music through a variety of extra-curricular activity and visits to places of significant musical importance</li> </ul>
<b>How we provide stretch and challenge enrichment</b>	<ul style="list-style-type: none"> <li>➤ Access to repertoire from a wide range of cultures and opportunity to study music from musicians from a wide range of backgrounds, including BAME and LGBTQ+ musicians</li> <li>➤ Opportunity to further explore musical interests through peripatetic lessons on a wide range of instruments, including voice</li> <li>➤ A rich and diverse programme of extra-curricular activity including ensembles and choirs</li> <li>➤ Opportunity to further explore musical interest in the 'real world', including live performances, workshops and interactive experiences</li> </ul>
<b>How we adapt our curriculum to meet the needs of all students</b>	<ul style="list-style-type: none"> <li>➤ Practical work can be scaffolded in a variety of ways: performance parts can be simplified, composition tasks can be broken down into phases and when appraising language can be adapted and/or introduced in stages, allowing students to access all areas of the curriculum in a variety of different ways. The use of teacher modelling and demonstration is commonplace</li> <li>➤ Students with exceptional musical ability are challenged further by being introduced to parts of increasing complexity that demand a further co-ordination. The use of tier 3 vocabulary will become routinely challenged with an expectancy that this is embedded to become the norm. Students will be encouraged to participate in further study at home or engage with extra-curricular opportunities</li> </ul>
<b>How we link our subject knowledge to the world of work and further study</b>	<p>We want to support students who aim to progress into higher education and employment in any of the music industries. This will be supported with timely and appropriate links with careers in music (whether or not they are practical) and opportunity to see music working in the real world, whether this be through live performance, composition, DAW software or by having access to assess the legacy of some of the leading figures in the modern music making industry..</p>
<b>How we provide personal development for students</b>	<p>Regardless of the stage students complete their musical pathway with us, we aim to inspire them to be</p> <ul style="list-style-type: none"> <li>➤ Resilient</li> <li>➤ Collaborative</li> <li>➤ Able to work and communicate as part of a team</li> <li>➤ Inquisitive about the world of music and be developing their own tastes</li> <li>➤ Well-rounded individuals who are accepting of other people's cultures, beliefs and traditions</li> </ul> <p>Above all, we want students to be confident enough to be themselves</p>