



Sandbach School Music 'Inspire, Engage and Challenge'

Intent

Qualifications Phase Part 2

- Engage actively in the process of music study
- Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression
- Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- Recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening
- Broaden musical experience and interests, develop imagination and foster creativity
- Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians
- Develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing
- Develop awareness of music technologies and their use in the creation and presentation of music
- Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology
- Develop as effective, independent learners and as critical and reflective thinkers with enquiring minds
- Reflect critically and make personal judgements on their own and others' music
- Engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development

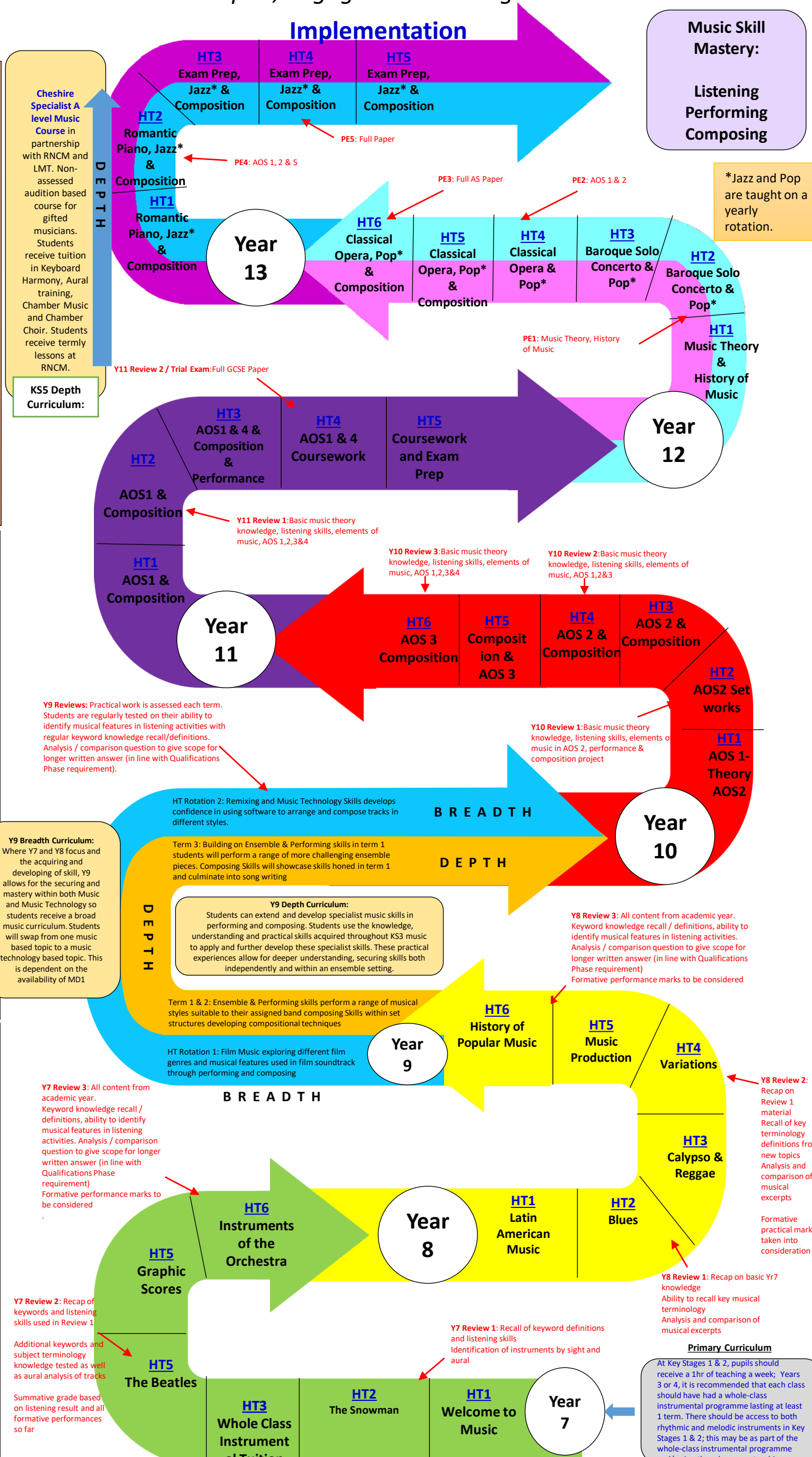
Qualifications Phase Part 1

- Develop knowledge and skills from Transition & Induction Phase through performing, composing and listening
- Develop their vocal/ and instrumental fluency, accuracy and expressiveness
- Know how to appraise performances and use self-reflection to inform their own practice
- Understand musical structures, styles, genres and traditions through the use of musical elements
- Develop their listening and appraisal skills and build their knowledge of key musical features in different styles of musical genres
- Build on knowledge of staff and relevant notation from Transition & Induction Phase
- Develop their understanding of and skills in music technology through a variety of technology platforms
- Develop and apply the musical knowledge, understanding and skills set out in our GCSE specification to ensure our students form a personal and meaningful relationship with music
- To engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities

Transition & Induction Phase

- Develop knowledge and skills from KS2 through performing, composing and listening
- Develop their vocal/ and instrumental fluency, accuracy and expressiveness
- Know how to appraise performances and use self-reflection to inform their own practice
- Understand musical structures, styles, genres and traditions through the use of musical elements
- Develop their listening and appraisal skills and build their knowledge of key musical features in different styles of musical genres
- Build on knowledge of staff and relevant notation from KS2
- Develop their understanding of and skills in music technology through a variety of technology platforms

Implementation



Music Skill Mastery:

Listening
Performing
Composing

Impact

By the end of **Qualifications Phase**, students will develop detailed knowledge and skills:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments which demonstrates an understanding of musical elements, style, sense of continuity, interpretation and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions, showing manipulation of musical ideas, devices and conventions
- Make connections between the skills of performing and composing how listening underpins them.
- Identify and use the elements of music expressively including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to contrasting genres, styles and traditions of music, and reflect on how music is used in the expression of personal and collective identities.
- Apply the musical knowledge, understanding and skills to a wide variety of music and traditions
- Appraise and reflect with understanding on their own and others' music
- Have skills in music technology through a variety of technology platforms

By the end of **Qualifications Phase**, students will develop detailed knowledge and skills:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Developed knowledge of staff and other relevant notations and use them appropriately and with fluency in a range of musical styles, genres and traditions.
- Identify and use the elements of music expressively including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.
- Develop their understanding of and skills in music technology through a variety of technology platforms.
- Apply the musical knowledge, understanding and skills to a wide variety of music

By the end of **Transition & Induction Phase** students will develop detailed knowledge and skills:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Developed knowledge of staff and other relevant notations and use them appropriately and with fluency in a range of musical styles, genres and traditions.
- Identify and use the elements of music expressively including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to a wide range of music from great composers and musicians

*Jazz and Pop are taught on a yearly rotation.

Y9 Breadth Curriculum: Where Y7 and Y8 focus on the acquiring and developing of skill, Y9 allows for the securing and mastery within both Music and Music Technology so students receive a broad music curriculum. Students will swap from one music based topic to a music technology based topic. This is dependent on the availability of MD1

Y9 Depth Curriculum: Students can extend and develop specialist music skills in performing and composing. Students use the knowledge, understanding and practical skills acquired throughout KS3 music to apply and further develop these specialist skills. These practical experiences allow for deeper understanding, securing skills both independently and within an ensemble setting.

Primary Curriculum

At Key Stages 1 & 2, pupils should receive a 1hr of teaching a week; Years 3 or 4, it is recommended that each class should have had a whole-class instrumental programme lasting at least 1 term. There should be access to both rhythmic and melodic instruments in Key Stages 1 & 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.