



Kingstone
ACADEMY TRUST

**MUSIC DEPARTMENT
HANDBOOK
2020-2021**

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Music Department

Mission Statement

The mission of the Music Department at KHS is to provide a safe, supportive & positive learning environment in which every student has the opportunity to flourish & fully develop their creative skills, which will, in turn will foster self-confidence, personal growth & a life-long appreciation for music.

KHS Music Curriculum

Why we teach music

- We encourage children to learn music in class to experience expression and promote the love of this subject
- Children learn that music is all around them – TV, films, their favourite groups etc. – we aim to encourage children to recognise the importance of music in everyday life
- Music is an excellent subject to promote the learning and development of team working skills
- The music staff consistently promote that all children can achieve in this subject regardless of ability

What we are aiming to do

- To engage all children in this subject
- To inspire all children promoting a sense of achievement
- We aim to challenge all children often resulting in many children achieving better than expected progress at both key stages
- We aim to promote SMSC at all levels of the curriculum
- Through the performance element we aim to improve the confidence in all students through solo and ensemble performances in class and public appearances.
- We are aiming for students to recognise and realise their talents which can then be further nurtured and developed
- We aim for students to recognise the importance of music history and how it has influenced and developed the music of today
- Students have a good knowledge of music contributes to our culture, the culture of the world, our creativity and wealth

How we teach it

- We teach a broad and balanced curriculum encompassing all three aspects of music – performing, composing and appraising
- We regularly link with other departments such as art for cross-curricular projects
- We employ peripatetic music staff to teach a variety of orchestral instruments and non-orchestral such as guitar, keyboards and drums
- Through our teaching we aim to excite, stimulate and challenge children through regularly revised schemes of work which are frequently adapted to suit the needs and ability of the children

How we identify progress and achievement in music

- We currently follow the NC levels for music for all three aspects of the subject.
- The child's technical ability on the classroom instruments is measured over time; progress is recorded in the form of feedback to the child and a level awarded once per half term
- Homework may take the form of a research project which includes writing a 500 word biography of a composer followed by a short appraising task. This work is also levelled.
- The peripatetic staff enter children for Trinity and ABRSM examinations – the higher grades also count for UCAS points

Extra-curricular provision

- The music department produces 3 concerts per year; at Christmas, at Easter, and the Summer.

GENERAL ADMINISTRATION

Staffing & responsibilities

Music is taught by Miss Jane Taylor.

Accommodation

The Department is well resourced & facilities are very good.

The music department has one main teaching classroom, which is equipped with 12 Yamaha keyboards, a range of tuned and un-tuned percussion, an orchestral xylophone, 32 piece samba kit and a full drum kit. We have a range of guitars; electric, acoustic and bass

- We share an ICT room with the art department – the 9 computers are all equipped with Sibelius 7
- The 3 practice rooms are available for student rehearsal – this is also where the peripatetic staff teach. Each room includes an electric piano; room 3 has a drum kit.
- The Music Teacher's office is also found in this area
- The department has a cupboard stocked with arrangements for choir and orchestral scores.

The expectation is that rooms are left tidy after each lesson, by the students in that lesson not the staff. Expensive equipment should be locked away when not being used & classroom/storage areas kept locked for security.

All main classroom spaces should have a subject specific word wall/ceiling and a literacy display. The notice-boards both inside & outside the classroom space should be tidy & the work & backing paper should be well secured to the wall. The work displayed should celebrate student's achievements or inform students of the current topics being taught. Displays should create a stimulating environment for all.

Enrichment Activities

Currently, students receive Music peripatetic lessons. These lessons are delivered by 8 Peripatetic staff who are encouraged to strive to get students through their Level 1-8 Trinity, ABRSM or Rock School Music exams. Peripatetic teachers are expected to keep a lesson by lesson log, as to the progress & attendance of students & parents are informed if progress is not sufficient to warrant the cost of the lessons.

The Peripatetic teachers invoice & contact parents directly about their child's lessons. The school does not process any payments.

The Music Department has offered a wide range of extra-curricular activities including; Years 7/8/9 Band, school choir, performing arts choir.

Years 10/11 students have the opportunity to practice exam technique, develop compositions on Sibelius & do extra rehearsals after school 3.30-5.30 when needed to support their learning.

J.T. is also running a successful Community Choir (35 strong) for students, ex-students, parents & trustees.

Years 7/8/9 Overview

MUSIC		
Y E A R 7	T	African Polyrhythms
	1	Introduction to Keyboard and Pitch
	T	Instruments of the Orchestra
	2	Film Music
	T	Popular Music Ensemble (project)
	3	Popular Music Ensemble (project)
Y E A R 8	T	Improvisation around the World
	1	Operettas and Musical Theatre
	T	Theme and Variations
	2	Song writing
	T	Popular Music Ensemble (project)
	3	Popular Music Ensemble (project)
Y E A R 9*	T	GCSE Introduction (Composing and Listening – Star Wars)
	1	GCSE Performance (Solo)
	T	GCSE Introduction (Composing and Listening – Star Wars)
	2	GCSE Performance (Solo)
	T	GCSE Introduction (Composing and Listening – Star Wars)
	3	GCSE Performance (Solo)

Curriculum Overview

- Years 7/8/9

At Years 7/8/9 students have 1 hour per week in Music. Units of work are either a half-term (approximately 6 weeks) or a term long (approx. 12 weeks).

- Years 10/11

Staff plan for their GCSE subjects to ensure that Exam board requirements are met.

Currently we offer GCSE Music (Edexcel). Details are available in the Options Booklets.

Student Groupings

There are 3 groups per year at Years 7/8/9. Year 7 are set on their English & Maths SATS scores & we negotiate Year 8 & Year 9 setting based on assessment. Potential set changes are discussed at T & L meetings each half term.

SMSC

The Key concepts that Staff in the department can contribute to & further develop are:

- Identity
- Relationships
- Healthy balanced lifestyle (physical/emotional/social)
- Risk management
- Diversity & equality
- Rights, responsibilities & consent
- Change management & personal resilience
- Power (how its encountered & used in a variety of contexts)
- Career (including enterprise & economic understanding)

Literacy & Communication

Staff should develop student's spoken language, reading, writing & vocabulary as part of their own subject area as much as possible within practical subjects.

Spoken language

Students should be taught to speak clearly & convey their ideas confidently. They should be encouraged to give structured descriptions & explanations:

- Justify ideas & thoughts with reasons
- Ask questions to check understanding
- Develop subject vocabulary & build subject knowledge
- Negotiate

- Evaluate
- Speculate
- Explore ideas
- Hypothesise

All this will help them to clarify their thinking & organise their thoughts for writing.

Reading

Staff need to develop students reading & writing to support their acquisition of knowledge in the subject areas to:

- Read fluently & confidently
- Understand pieces of extended prose
- Be encouraged to read for pleasure

Writing

Staff should develop student's skills in using accurate spelling, grammar & punctuation. They should be taught to expand the range of their writing skills to include:

- Narratives
- Explanations
- Descriptions
- Comparisons
- Summaries
- Evaluations

Vocabulary development

Staff should develop vocabulary by actively building on student's current knowledge. The understanding of subject specific vocabulary is important as it is the language which defines one subject from another. Staff need to make links between known & new vocabulary and discuss the shades of meaning in similar words to avoid confusion. Comprehension is vital – do students understand what the words mean? This is especially important in relation to examination papers & the questions or instructions given on them.

Numeracy

Staff need to take opportunities as they arise to further develop students' mathematical fluency.

- Understand & make use of measures
- Make estimates
- Sense check their work
- Relate understanding of probability to the notion of risk & uncertainty

ICT

Staff need to encourage students to become responsible, competent, confident & creative users of ICT within their subject areas. Students need to start using the subject specific software & equipment at Years 7/8/9 to be able to further develop skills & understanding when they opt for Years 10/11 courses.

Specifically in Music the 'Sibelius' composing software.

Students need to be able to develop their skills in:

- Creating, collecting, organising, storing, manipulating, analysing, evaluating & retrieving digital content
- Recognising common uses for ICT beyond school
- Be able to use technology safely & respectfully
- Be able to identify ways to report concerns about content or contact
- Being discerning in evaluating digital content

Confidently use a variety of software & range of devices