

Music

Learning Journey



Tupton Hall School

Curriculum Intent –

Our music curriculum aims to inspire, challenge and empower every student to become a confident, creative and musically literate young person. We believe that music is an essential part of a broad and balanced education, developing not only musical knowledge and skills, but also creativity, discipline, collaboration, confidence and self-expression.

We want all students to develop a lifelong relationship with music where they are given opportunity to explore their own interests and create their own identity within music. All our scheme of work are skill based and work on key skills they would need to access JS4/5 courses successfully with integrated opportunities to explore a range of different genres and historical periods, enabling them to understand how music reflects and shapes individuals, communities and society.

What we want students to learn

Students will progressively develop their knowledge and understanding of the three core areas of musical learning:

- **Performing** – developing technical control, accuracy, fluency, expression and confidence through singing and playing instruments.
- **Composing and creating** – developing the ability to experiment with musical ideas, use musical elements purposefully and create, refine and communicate original music.
- **Listening and appraising** – developing an increasingly sophisticated musical vocabulary and the ability to identify, describe, analyse and evaluate music.

These skills will be underpinned by a secure understanding of musical elements, notation, terminology, structures, genres, styles and contexts. Students will revisit and build upon prior learning so that their musical understanding becomes increasingly deep, connected and transferable.

How our curriculum develops students

Our curriculum is designed to ensure that students:

- build strong musical foundations before progressing to more complex concepts and techniques;
- develop increasing independence as musicians;
- have regular opportunities to perform, compose, improvise and listen;
- make meaningful connections between practical music-making and theoretical understanding;
- use technology and digital tools as creative and compositional resources;
- develop their ability to rehearse, evaluate, refine and improve;
- work collaboratively while also developing their own musical identity;
- encounter a broad repertoire representing different cultures, traditions, communities and musical perspectives;
- develop confidence, resilience, creativity and a willingness to take musical risks.

Inclusion and ambition

We believe that every student is entitled to a high-quality music education, regardless of prior experience, background or perceived musical ability. Our curriculum therefore provides appropriate support and challenge so that all students can participate meaningfully and make sustained progress. Opportunities are they available outside of the classroom curriculum to take additional instrumental lessons or take part in clubs, ensembles and performance opportunities. We also have access to the Derbyshire Music Hub subsidies as we use their accredited music teachers, meaning students who are PP, have FSM or have a SEN can access discounts to support their access to this. At the same time, students who do not intend to pursue music beyond school will leave with the knowledge, skills and experiences necessary to continue engaging with music throughout their lives.

Extra Curricular Clubs/Interventions:

Open to all Year Groups –

- Choir
- Glee club
- Keyboard Club
- Rock Band
- Open Rehearsals (practise rooms)
- Christmas Concert
- Spring Concert (Talent Show)
- Community Performances/Engagement

Year Group/ Term	1	2	3	4	5	6
7	Find Your Voice (Introduce the Elements)	Keyboard Skills (Reading Standard Notation/Western Classical Tradition)	Chair Drumming (Rhythmic Notation, exploring drumming around the world)	Guitar Skills (TAB/Rock and Pop)	Band Work (varied listening)	Game Music (Exploring Technology)
8	Guitar Skills (TAB/chords)	Specialising on Your Instrument (Varied listening)	The Blues (Improvisation)	Song Writing (Music Technology)	Band Work (Pop/Rock)	Minimalism (Music Technology)
9	Specialise on Your Instrument (Varied listening)	Chords and Riffs (Structure/Texture)	Music and Identity (Band Work)	Music and Media (Music Technology)	Free Performance (GCSE preparation)	Free Composition (GCSE preparation)
10	GCSE Eduqas Music course begins: Introduce Performance Skills Introduce MAD TSHIRTT Introducing Composition		Free Composition Launch Appraisal Skills		Appraisal Mock Exam Launch Ensemble Performance	
11	Appraisal Exam Work Launch Set brief Solo and Ensemble Performance submissions Appraisal Mock Exam		Full Appraisal Revision Final Composition submissions		Final Exam Prep Listening Exam	
12	Ensemble Performance Skills Profession Practice – Music Industry				Solo Performance Theory	
13	Theory Solo Performance				Opportunity for resits if required	

How are we assessed:

Students in KS3 are assessed every half term on the skills they have developed during that topic. Students will have an assessment profile where they will have feedback from their teacher, a peer and an area of self-reflection. Verbal feedback will be given regularly by their teacher, peers and themselves.

