

Music at Casterton

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Hours of Study (1 lesson = 55 minutes)

Year (total in year group)	55 minute lessons per two-week cycle	Hours per year (40 weeks)	Number of students
7 (176)	1	20	Whole year group
8 (187)	1	20	Whole year group
9 (193)	1	20	Whole year group
10 (192)	5	92	16
11 (202)	5	92	16

Timetabling and Setting Notes

Music is grouped by mixed ability.

Year 7, 8 and 9 students have one lesson of Music a fortnight throughout the year.

There is one group of BTEC Music students in year 10 and one group of GCSE Music students in year 11 who are taught across five lessons a fortnight.

Year 10 Options Notes

Music is offered in one option block, out of four.

Programmes of Study

Terms	Year 7	Year 8	Year 9
1	Music & Me	The Blues	Song writing- Protest Songs
2	Music & Me (continued)	The Blues (continued)	Song writing – Protest Songs (continued)
3	Ukulele	World Music	Theme & Variation
4	Ukelele (continued)	World Music (continued)	Theme & Variation (continued)
5	The Earth Composition	Lieutenant Kije/Programme Music	Music Through the Decades

6	The Earth Composition (continued)	Lieutenant Kije/Programme Music (continued)	Music Through the Decades (continued)
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Terms	Year 10 – BTEC Music	Year 11 – GCSE Music
1	Component 1 – Exploring Music Products and Styles	Area of Study 2 – The Concerto Through Time
2	Component 1 - Exploring Music Products and Styles	Practical Component – Composition and Ensemble Performance
3	Component 1 - Exploring Music Products and Styles Assessment	Area of Study 3 – Rhythms of the World
4	Component 1 - Exploring Music Products and Styles Assessment	Practical Component – Composition and Ensemble Performance Revision
5	Component 2 – Music Skills Development	Revision
6	Component 2 – Music Skills Development	

Powerful Core Knowledge

How we identify powerful core subject knowledge

Different styles of music can only be understood when students have a good core subject knowledge of the musical elements that are used to construct a piece of music, are able to listen and identify these musical elements and are then able to interpret them in their own practical work. The musical elements are referred to in every Music lesson at KS3.

At KS4 students, students continue to use the core subject knowledge identified at KS3 and build upon this in preparation for their assessments.

How we sequence topics to create a logical, coherent, narrative.

At KS3, topics are sequenced so that students can develop skills, knowledge and understanding across a range of music from different historical periods, genres, styles and traditions. Students learn through composing, performing and evaluating. In year 7 students are introduced to the musical elements in the first topic. This is then built upon throughout the rest of KS3 through instrumental skills on a variety of instruments (mainly keyboard, ukulele and percussion), performing different styles of music and composing in different styles.

At KS4, in year 10 topics are sequenced to fit with the assessment devised by the awarding body. The assessment of Component 1 takes place in April/May of year 10, therefore, the learning in preparation for this assessment takes place from September to March of year 10. In year 10 students study Rock n Roll, Britpop, Minimalism and Film Music, amongst other topics.

At KS4, in year 11 topics are sequenced to ensure that NEA elements are taught and recorded. Areas of Study are part of the curriculum and taught in year 11. This includes Rhythms of the World, and The Concerto Through Time. All Areas of Study are taught through listening, composing and performing tasks and are then revised at the end of year 11 as preparation for the Listening & Appraising exam.

Retention

How we secure mastery (long term retention) of powerful core knowledge

At KS3, each topic studied is accompanied by a knowledge organiser which includes the powerful knowledge and key vocabulary. At the end of each topic, students complete an assessment task which involves performing their work to the class. All the topics taught during KS3 build on knowledge taught previously so students are constantly revisiting knowledge they have already learnt.

At the end and during the teaching of each of the Areas of Study at in year 11, students complete regular low stakes tests, entrance and exit tickets and Kahoot! quizzes so that they regularly retrieve the knowledge that they have been taught.

Vocabulary and Spelling

How we secure mastery of specialist academic vocabulary (T3 words)

KS3

The specialist academic vocabulary for each topic (tier 3 words) is given in knowledge organisers. Students are taught these words through practical tasks. One of the ways that students show their understanding of this vocabulary, in both KS3 and KS4, is by using it verbally during these practical tasks. Students also demonstrate their understanding of the vocabulary through the completion of Core Knowledge Tests.

KS4

The specialist academic vocabulary at KS4 is given in knowledge organisers and vocabulary glossaries. Students are taught these words through practical tasks. One of the ways that students show their understanding of this vocabulary, is by using it verbally during these practical tasks. Students also demonstrate their understanding of specialist vocabulary through the completion of practice question papers, research tasks and low stakes tests such as Kahoot quizzes.

How we secure mastery of vocabulary comprehension (T3 words in context)

Vocabulary tables in knowledge organisers, break words down into prefixes and suffixes and explain their morphology and etymology. Examples are also given of how they can be used in actual sentences. All the key vocabulary are regularly used and referred to during the practical Music lessons. Students use them verbally to secure their understanding. In KS3 Reading for Meaning Tests are completed to test students' understanding of key vocabulary in a context. In KS4, low stakes tests such as Kahoot! Are used to check comprehension of vocabulary.

How we secure mastery of spelling (T3 words)

Vocab tables use morphology to break words down and help students to recognise patterns in their spelling. Etymology helps them to understand common roots.

Students reflect on the progress they have made at the end of every topic. They complete a written evaluation where they are all encouraged to use the specialist vocabulary. The spelling of specialist vocabulary is tested during each topic.

Academic Writing

How we define writing like a musician

In Music, students don't write essays in the traditional sense. In the GCSE qualification, students complete a Listening & Appraising paper which is worth 40% of the qualification. There are two questions which require extended prose writing. The 9-mark question which focuses on identifying musical features in a listening task, and the 6-mark comparison question of two extracts of music. Students must write their answer using prose and are assessed on the quality of the spelling and written language.

In the BTEC Music qualification, students devise power points and write in progress logs. These documents allow students to show the development of their knowledge and understanding throughout the course. This work is assessed as coursework.

In KS3, students write a comparison of two pieces of music to show their understanding of the key vocabulary and their understanding of styles of music and write to reflect on the progress they are making in music.

How we teach academic writing in music

As stated previously, academic writing in music involves responding to an extract of music. Students must know and be able to identify how the musical elements are used in pieces of music. They then need to be able to write this down in complete sentences. This style of writing is taught from year 7 upwards. Students regularly listen to different styles of music and are asked to identify characteristics of the music through listening tasks. This is built upon throughout KS3 so that by the end of year 9 they can respond to a piece of music through written prose.

The academic essay is used to demonstrate this skill. The academic essay is completed once in each of years 7, 8 and 9.

Independent Learning (Prep)

Regularity

Year	Frequency	Hours per week or term	Main form or types
7	Music is an 'open' subject so regular prep is not set.	Two tasks per term	Preparation for tasks in lessons. Students are encouraged to practise in the Music Department at lunchtime or at home if they have an instrument.
8	Music is an 'open' subject so regular prep is not set.	Two tasks per term	Preparation for tasks in lessons. Students are encouraged to practise in the Music Department at lunchtime or at home if they have an instrument.
9	Music is an 'open' subject so regular prep is not set.	Two tasks per term	Preparation for tasks in lessons. Students are encouraged to practise in the Music Department at lunchtime or at home if they have an instrument.
10	One written task a fortnight. Students are also strongly encouraged to practise their instrument at home, for 20 minutes at least four times a week.	8 hours minimum per 6-week term.	Wider listening and activities related to different styles of music. Practise on instrument.
11	One written task a fortnight. Students are also strongly encouraged to practise their instrument at home, for 20 minutes at least four times a week.	8 hours minimum per 6-week term.	Wider listening to different styles of music. Revision for tests and exams. Practise on instrument.

Assessment

How we assess progress at KS3

Progress is assessed by the following:

Core knowledge tests

Reading for Meaning tests

Practical performances and the students' fluency when performing

Compositions

Listening to musical examples and identifying and writing about characteristics of the music (Academic essay)

In year 7 and 8, students are also assessed as being below, in line or above age expected progress.

In year 9 students are also given a SAGE grade (Scholastic Excellence, Advanced, Good, Emerging).

This information is reported to parents three times a year in progress reports and further explained at parent's evenings.

How we assess progress at KS4

In Year 11 progress is assessed through the following:

PPEs

Class based assignments,

Prep,

Low stakes tests,

Composition coursework,

Solo Performance coursework,

Ensemble Performance coursework.

GCSE grading is used to calculate current working grades (CWG) and projected performance grades (PPG).

In Year 10, progress is assessed through:

Class based assignments and practical tasks

Prep,

Low stakes tests,

Three assignments throughout the duration of the two-year course.

BTEC grading of Pass, Merit and Distinction is used to calculate current working grades (CWG) and projected performance grades (PPG).

Teaching and Learning

How we teach to the top

Explanations are targeted at the top 20% of the class while resources are provided to ensure that others receive the scaffolding, they need to reach that level. Targeted questioning is used to check the understanding of current middle and lower ability students and whole class feedback includes reminders of basic knowledge, concepts and vocabulary. This means we usually take a 'no hands' approach to questioning to avoid currently more able students giving a false impression of the general level of understanding of the class.

The mastery approach means no student is left behind and our expectation is that all 'students can', including those with SEND and disadvantage students. Adaptations to resources and bespoke further assistance is provided for SEND students where necessary.

We also celebrate intellectual curiosity, never talk down our own knowledge nor make a virtue of our ignorance. We never use terms like 'gifted and talented', instead attributing progress to effort and deliberate practice and we never stigmatise achievement by using words like nerd, boffin or swot.

Examples of high-quality student work are shown to the students so that they are aiming high. Student responses to questions are also analysed to show why marks are achieved.

How we ensure topics are introduced with direct instruction

For each topic we start big and go small. In other words, the teacher establishes the big picture before moving on to detail, examples, and case studies. Powerful core knowledge is essential to establish an overall framework for each topic in drama, in other words the *most fundamental* knowledge, concepts and vocabulary. This is not introduced obliquely or via a case study, it is taught at the start of the topic and reinforced regularly after.

Each topic is put in a context before it is taught. For example, when learning about The Blues in year 8, it is important for students to understand the context of Blues music in Slavery before learning how to play it on an instrument. Once the context of the topic has been understood, the practical components are taught. This is built upon each lesson with students given the opportunity to practice after each element is modelled and taught.

Cultural Capital

How we develop cultural capital

Extra-curricular clubs take place every week for all year groups, including an Upper School and Lower School choir and Rock School.

Performance evenings take place three times a year (as a minimum) to give students the opportunity to perform in front of an audience. It is so important for students to perform in front of an audience as often as possible.

Students are given the opportunity to audition and take part in the school production. This is a musical every other year.

Students are given the opportunity to practically learn about music from around the world, including Samba and African Drumming.

Trips are organised when suitable groups are performing locally. This can include orchestral performance and musical theatre.

We offer instrumental lessons to all students. (See below)

SEND

At Casterton College, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. Every teacher at Casterton College is a teacher of SEND. We believe that all students should be equally valued in college and strive to provide an environment where all students can flourish and feel safe.

Through our high-quality planning, teaching and provision we:

- Ensure that all children have access to a broad and balanced curriculum which is adapted to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Use a needs-driven SEND model, which supports individuals based on their presentation of need rather than relying on labels or diagnoses.

In the classroom a child with SEND may will:

- Receive a level of challenge suitable for their ability and needs.
- Have reasonable adjustments in place to help overcome their barriers to learning.
- Experience lessons which contain appropriate scaffolding and task modelling.

Additional Notes

A team of peripatetic teachers also come into the College every week to teach our students. KS4 Music students receive weekly instrumental lessons paid for by the school. All students who are LAC or in receipt of Free School Meals can sign up for free instrumental lessons, with Forces children able to receive a 25% discount.

Through Music pupils develop key transferable skills such as communication, self-management, teamwork, problem solving, creativity and critical thinking skills, which prepare them to succeed in life after school.

Staffing

Head of Expressive Arts Department	Mrs Hannah Potter
Teaching Staff (specialism where appropriate)	Mrs Tina Searle (Music Teacher)
Senior Link	Mr Neil Rawes

