



Departmental Schemes of Work

Curriculum Intent: “To educate each and every unique child in our care to hear and respond to what God calls them to be”.

KS4 Music



Galatians 6:9

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.

Performing Arts Music Curriculum Intent

Mission Statement	School Curriculum Intent	Performing Arts Music Curriculum Intent
'To educate	Our skilled teachers and support staff live out their vocation to serve and teach children and young people at Saint John Wall Catholic School	<i>In Music we have one specialist and two teachers with performing arts backgrounds who all share the love for Music. Teachers collaborate with regards to best practise to ensure our pupils receive the best out of their Performing Arts education. Music is part of our suite of vocational qualifications in the school curriculum enabling all pupils to develop subject specific and soft skills. The curriculum is designed to take account of prior learning and develops musical talent from the moment pupils arrive in Year 7 right up to when they leave Year 11. In the Music (Performing Arts) department, we maximise learning through the Rosenshine approach by using regular retrieval practise and modelling to give pupils opportunities to explore and develop their musical and personal skills, for example, lessons provide opportunities for practising a musical instrument, demonstrate performance skills, composition and teamwork skills; all crucial elements of developing musicianship.</i>
each and every	We are 'A Catholic School For All' and we welcome pupils from each and every diverse background, faith and culture into the Saint John Wall community.	<i>Our curriculum covers a wide range of topics that promotes diversity, equality and inclusivity. We explore different types of musical genre from a variety of cultures and walks of life and this allows pupils to develop their own insight and share their ideas with other pupils who may have different viewpoints. We look at different styles of instruments that perhaps our pupils may never have experienced or thought about how they are created, to develop a deeper appreciation for music. Pupils learn about different musicians and through this lens, our pupils can understand how they can use our SJW Values in everyday life.</i>
unique child	We value human dignity and recognise every child as a unique individual made in the image of God.	<i>Our Music curriculum ensures that no pupil at St John Wall is at a disadvantage. Every pupil, no matter their background, has the same opportunities to access the great world of Music and Performing Arts. Teachers thrive in challenging pupils and supporting them through their Music journey, even if they do not choose this for KS4. Each topic taught allows pupils to develop their literacy, reading and language skills. Pupils are exposed to a range of key music vocabulary / knowledge required to be able to use and apply in their practical and written work. These skills are taught from Year 7 right through until Year 11. Our teaching and learning priorities also include, working as a team, and learning a range of transferrable skills which will benefit them in any career path they wish to choose.</i>
in our care	We provide high levels of care within a respectful and disciplined environment to safeguard children's wellbeing, welfare and safety.	<i>The Performing Arts team have very high expectations of all pupils that we teach in terms of behaviour and outcomes. No pupils are limited to what they can achieve, as all pupils are taught the same topics through KS3 and KS4. Teachers ensure, through their planning to adapt their lessons for the pupils within their classroom. Our team always put 100% in supporting our pupils' wellbeing and putting their safety at the heart of what we do.</i>

<p>to hear</p>	<p>We instil SJW values and encourage spiritual, moral, social, cultural and emotional personal development so that our young people are open to hear God's calling.</p>	<p><i>In Performing Arts, we seek to not only to inspire but also show how music plays a vital role in shaping a person's well-being. We have, therefore, built in opportunities for curriculum links to the world of theatre in music; we provide various opportunities for pupils to work on their personal development where pupils can learn more about the Music Industry and engage in critical discussions of musical performances. We encourage pupils to share their musical influences. We also host after school enrichment clubs where pupils can further develop their interest and talents in music. Music instrumental lessons allow pupils to develop their soft skills, helping them to address their individual abilities, strengths and learning to build upon these collaboratively.</i></p>
<p>and respond</p>	<p>We foster our young people's gifts and talents so they are equipped with skills, knowledge and qualifications to create opportunities to be able to respond to God's calling.</p>	<p><i>At Saint John Wall Catholic School all pupils have the opportunity to select Performing Arts Music with the possibility of achieving a Level 2 qualification (Pass, Merit or Distinction). Pupils' musical curriculum journey begin with developing keyboard skills and playing other instruments; an exploration of famous musician; composition and the impact of performance on an audience.</i></p>
<p>to what God calls them to be'</p>	<p>Taking Jesus Christ as a role-model we help pupils understand what God calls them to be; informed and responsible citizens whose vocation in life contributes to peace, tolerance, justice and service in both our local community and wider society.</p>	<p><i>We believe that our Music Curriculum has been designed to allow all our pupils to take away something that will help them in their next steps and beyond KS4. As a team, we encourage our pupils to follow the Performing Arts Music pathway as either further education offers at college or a Music School or even pursue Music specific career as this subject will prepare them for any interview/job in life through the development of the soft skills which we approach and develop every year. Our Catholic Ethos ensures we are ambitious and aspirational. is at the heart of our curriculum as we want our pupils to discover what God calls them to be and become respectable individuals through our teaching we allow pupils to develop a positive attitude to learning and value what the world has to offer in terms of different and exciting career paths that Music can help them discover.</i></p>

KS4 Music Scheme of Work Overview (See Pearson BTEC Level 1/Level 2 2013 specification for further detail)

Sequencing of topics	Year 9 Unit 5 Introducing Music Performance Unit 1 The Music Industry	Year 10 Unit 1 The Music Industry Unit 2 Managing a music product	Year 11 Unit 1 The Music Industry Unit 3 Live sound Unit 5 Music performance	
Calendared assessments	Assessment will be completed in line with the BTEC assessment calendar			
Careers Links	✓ Musician ✓ Composer/Song Writer ✓ Record Producer ✓ Conductor ✓ Live Sound Technician ✓ Roadie	✓ Instrument Technician ✓ Artistic Manager ✓ Venue Manager ✓ Studio Manager ✓ Promoter ✓ Marketer	✓ A&R ✓ Sound Engineer ✓ Session Musician ✓ Mastering Engineer ✓ Manufacturer ✓ Music Journalist/Blogger	✓ Broadcaster ✓ Software Programmer/App Developer ✓ DJ ✓ Retailer ✓ Distributer
Personal Development <i>(Cross curricular, Jesuit Values, SMSCV, cultural capital)</i>	Cross curricular links can be made with: English (answering 8 mark questions) abbreviations Business studies: Business models, hierarchy and job roles SJW Values are incorporated throughout lessons and during trips and visits. <ul style="list-style-type: none"> • Prophetic and Intentional – Do I remember my role in the wider world? • Attentive and Discerning –How to use my body for performance? • Eloquent and Truthful – What benefits do humans have? What responsibilities do humans have to each other and the planet when creating Music? SMSCV: vocational scenarios for all assignments, going out into the community to local primary schools and inviting them in for a concert as appropriate. Cultural capital: prestigious venues and skilled instrumentalists, time with peripatetic teachers			
Progression model	What knowledge will pupils develop? <i>(Including key terminology)</i>		What skills will pupils develop? <i>(Including literacy & Numeracy)</i>	
	<u>Unit 1: The Music Industry</u> A) understand different types of organisations that make up the music industry B) Understand job roles in the music industry. This unit is externally assessed through a one-hour written paper, which is sat under exam conditions. For learning aim A, pupils will be introduced and guided to explore the wider world of the music industry than that with which they may be currently familiar. The industry consists of many different organisations and agencies. This learning aim allows learners to explore and hopefully meet representatives of these organisations. Another focus is venues and where possible a venue should be visited.		<u>Unit 1 examination unit:</u> Literacy including definitions and use of key terminology, extended writing questions, description and explanation. <u>Units 2 3 and 5 coursework units:</u> independent research and study skills, group work to put on an event including team tasks, planning, evidence, review, time management, organisation and meeting deadlines.	

For learning aim B, pupils will be guided to recognise the roles and responsibilities of those employed and working in the music industry. In many cases this may be covered by visits to facilities and meeting music industry representatives. However, it may also need to be backed up with written and documentary work in class.

Unit 2 Managing a Music Product:

- A) plan, develop and deliver a music product
- B) promote a music product
- C) review the management of a music product.

Pupils will be assessed through one assignment with individual tasks to cover each learning aim.

Pupils will investigate and research Music promotion taking on a wider view requiring pupils to stretch their creativity and address the business side of the music industry more thoroughly. Pupil evidence will be through paper based tasks but pupils will also have the opportunity to submit audio and video evidence.

Unit 3 Introducing Live Sound:

- A plan for a live music event
- B demonstrate understanding of health and safety
- C set up and use live music systems.

Pupils will be given several opportunities to offer PA services to several different events in school. Including but not limited to assemblies, awards evening, services, mass etc.. Pupils will be offered chance to install and operate live sound equipment across the musical spectrum – for example, choir concerts, classical concerts or solo recitals as the school calendar allows.

Unit 5 Introducing Music Performance:

- A develop your music performance skills and review your own practice
- B use your music performance skills within rehearsal and performance.

Pupils will be familiar with the concept of performance; they will also be familiar with the concept of practice. What they may not have done is to

	<p>have considered exactly what to do when practising, or actively thought about target setting. This unit will give pupils the chance to engage specifically with the practice technique, and also to develop their own performance skills.</p> <p>Pupils will be challenged individually through this unit as it is about their instrument skill, their rehearsals, their improvements. Pupils will be challenged to be less self-conscious. Pupils will be exposed to examples of performances that are in need of improvement</p> <p>Pupils will be recorded regularly showing improvements made and where pupils need to focus their next rehearsal.</p>	
<p>Development homework</p>	<p>Unit 1 example: Job role research, learn abbreviations, revision videos Unit 2 example: Complete diary/rehearsal log of evidence towards the event Unit 3 example: Research into different sound techniques and equipment Unit 5 example: Complete diary/rehearsal log of evidence towards improving own instrumental skills</p> <p>Career Pathways Research:</p> <ul style="list-style-type: none"> ✓ Conductor- https://www.connollymusic.com/stringovation/career-path-to-become-a-conductor ✓ Live Sound Technician - https://nationalcareers.service.gov.uk/job-profiles/live-sound-engineer ✓ Music Therapist- https://nationalcareers.service.gov.uk/job-profiles/music-therapist#:~:text=Career%20path%20and%20progression,therapists%20or%20music%20therapy%20unit. ✓ Mastering Engineer- https://www.careersinmusic.com/mastering-engineer/ ✓ Software Programmer/App Developer- https://www.prospects.ac.uk/job-profiles/sound-designer 	