SPRING BROOK ACADEMY

SBU TEACHING & LEARNING MODEL

Music

Being independent	Working with support in my community

Context of Music at SBU

To develop perseverance, independence, and sense of achievement in our pupils through access to small group or one to one bespoke instrumental lessons

To find ways of engaging pupils in a range of meaningful, sustainable musical activities

To enable pupils to experience practical music making, to understanding the processes of music making, and for music making to contribute to their overall social, educational, and personal development.

To foster a sense of engagement in our pupils through musical activities and performance sharing opportunities that are tailored to their current needs

Intent

At Spring Brook Upper, we want pupils to take ownership over their music learning, as the curriculum becomes influenced by the result of asking students what they want from their music lessons. This helps to make tangible connections with students' musical lives outside school and moves students' musical experience beyond the classroom. This gives students opportunities to make sustained progress in key areas, to develop new musical skills and reinforce existing skills. We provide students access to a range of instruments and technology, involve them in a combination of small group and individual work and take a bespoke approach to their learning style(s).

We recognise that technology can allow pupils to engage with learning in creative ways and help enable them to become more independent learners. We also understand the accessibility opportunities technology can provide for our pupils and we are proud that every child in school has an iPad as part of our 1:1 MAT-wide Apple initiative. Music lessons incorporate music technology as a tool for supporting developing performance skills as well as a tool for composing music and sharing work.

Implementation

Our music curriculum is delivered to increase students' cultural capital, and develops their independent learning skills, leadership skills and raises self-esteem.

For example, the focus and attention to detail developed in learning to play 'Faded' on piano can be utilised and call upon in other non-musical activities and lessons.

Our music curriculum is delivered to develop transferable skills in which learners can use the skills gained from their ICT lessons in other aspects of their lives and the wider curriculum. For example, a pupil will learn the skills of video editing so they can be creating multimedia project in their English lessons or at home.

The Curriculum has 3 key strands

1) *Composing – pupils create music based upon various genres, utilizing technology and using the elements of music as a platform for developing ideas*

2) *Performing – pupils perform music from a wide range of repertoire, starting with pieces that are familiar to them and developing their range as their skills increases. Students are encouraged to perform solos and ensemble music.*

3) *Listening and Appraising – students listen to and appraise music from a wide range of genres and musical styles, using the elements of music to develop the key terms needed to describe music accurately, whilst also focusing on students' personal responses to the pieces.*

The curriculum is delivered by a subject-specific music teacher. Pupils are taught in small groups or individually and have one discrete session of music each week.

Work is shared and set via the Showbie platform where pupils have the opportunity to work at a pace suitable to their need. This is delivered by the teacher in a range of methods (demonstration, presentation, Q&A, etc) and is supported through online learning platforms (Musescore, Charanga, Yumu).

Impact

Music objectives are assessed on the school Dashboard system, using 'I can' statements, which are mapped against the National Curriculum each half term.

Pupils will have taken part in practical music making, learning from and through music, by integrating listening, composing and performing activities.

Pupils' skills will have progressed to enable them to not only have met the requirements of the National Curriculum but to also enjoy making music, working as part of a team and taking lead roles, as well as being able to express themselves safely and creatively.

Website

At Spring Brook Upper, our teaching of Music is all about:

- listening to music
- appraising music
- performing music
- creating music

It is our aim across the Secondary phase to:

- build upon key foundational knowledge and concepts that began in the primary phase
- cultivate an appreciation for diverse genres of music
- foster an understanding and exploration of the sounds that surround us
- opportunity to perform on a variety of instruments and actively participate in both group and individual music making.
- gain an understanding of the historical and cultural context of the music they encounter, as well as learn how music can be transcribed.

Music at Spring Brook Upper

Lessons are delivered through small groups or one to one bespoke instrumental lessons and are planned to include age appropriate content allowing students to access new knowledge, build on prior learning and continue to develop their musical skills.

Lessons are intended to develop perseverance, independence, and sense of achievement in our pupils through celebrating musical success and working on skills that require improvement.

Assessment

Our Assessment Tool is Dashboard, which breaks down learning into small, accessible and achievable steps.