

Curriculum Intent

'Remember: information is not knowledge; knowledge is not wisdom; wisdom is not truth; truth is not beauty; beauty is not love; love is not music; music is the best.' – Frank Zappa

Music at our school aims to engage, excite, and inspire. It is an integral part of the BHS experience. Our cutting-edge curriculum captures a diverse range of genres and artists which students engage with through performing, composing, and appraising. We aspire to enhance the love of learning and its efficacy by carefully planning for and facilitating each student's creative agency. Through fostering a safe and respectful environment, all students can find themselves and grow as individuals. They can also expect to be actively supported with further study, benefit from real industry experience and connections, and/or simply establish a lifelong enjoyment of Music.




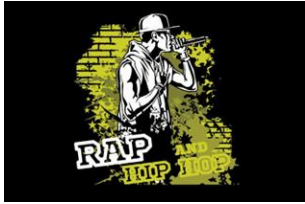


Outside the classroom, the department provides a range of opportunities for students to learn through extracurricular activities, collaboration across the PET / Pyramid, and trips. We proudly believe that – because of these opportunities – our students are advantageous in terms of cultural capital. We wish for all students to share the same passion for Music (and the arts in general) that we do, and to allow enthusiasm, confidence, and curiosity to grow.



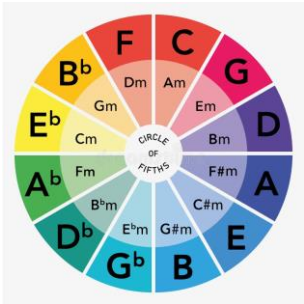




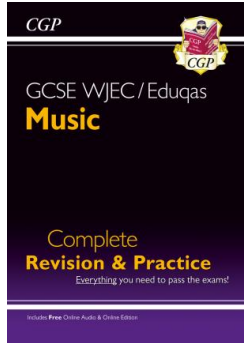




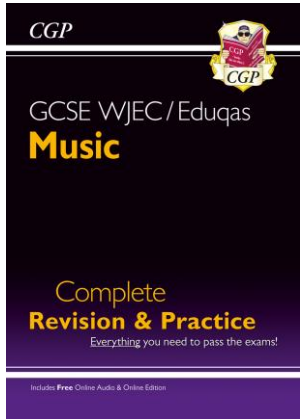
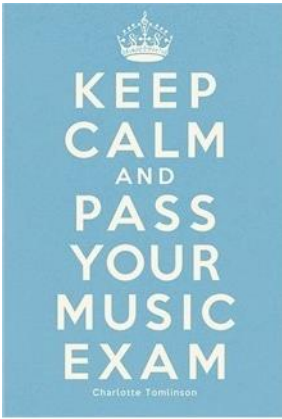
Scheme of Learning/Courses/Curriculum Map

The timeline of content for each year group is flexible, depending on the skill and experience of the students and the progress they are making.

Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R 9	Elements of Music 	Keyboard Skills 	Popular Music 	Rap and Hip Hop 	Film and Video Game Music 	Blues 

Key Stage 4 – WJEC Eduqas GCSE in Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R 1 0	<p>Music Theory 101</p>  <p>Performing and composing begins</p>	<p>Musical Forms and Devices</p>  <p>First performances and compositions assessed</p>	<p>Popular Music</p>  <p>Ensembles formed</p> <p>Pop composition project</p>	<p>Music for Ensemble</p>  <p>Ensemble performance and pop composition assessed</p>	<p>Film Music</p>  <p>Work begins on final free comp</p>	<p>Revision</p>  <p>Free comp submitted</p>
Y E A R 1 1	<p>Set work: Africa by Toto</p>  <p>Work begins on comp to brief</p>	<p>Set work: Badinerie by J S Bach</p> 	<p>Revision</p> <p>Final work on performances and compositions</p> 	<p>Revision</p> <p>Final deadline for performing and composing</p> 	<p>Revision</p> 	<p>Exam</p> 

Feedback Policy

Department Rationale: To provide a consistent approach to feedback whereby students know how to improve their outcomes and skills. A range of strategies should be used with students taking ownership of their learning, striving for excellence.

Formative assessment can be seen across all Key Stages, evidenced in exercise books, folders, and in learning walks. During the lesson:

- Verbal feedback is provided.
- Modelling is evident through teacher examples and demonstrations.
- Self and peer assessment is used to inform students' next steps with success criteria and examples
- Self and peer assessment is used when assessing low stakes quizzes and retrieval activities
- Questioning during 1:1 scheduled tutorial slots

