

Curriculum Intent

Curriculum Vision - Music

Music can touch the deepest human emotion and express more than a thousand words. Music has the power to lift the soul and, also make us weep. It is a universal language that transcends the ages and we are the heirs of many music gifts. It is our mission at NKS to share this ethos through our music curriculum. We aim to enrich and inspire our students by introducing them to a wealth of musical and cultural experiences. Through the study of performing, composing and focused listening we aim to equip our students with a deeper understanding of what music is and what it can achieve. At its heart, our curriculum allows our students to experience, share and benefit from all that music has to offer.

All students

- We have high expectations of our students and we believe that the proclamation of our school motto, Benefactorum Recordatio Jucundissima Est. Things done well make the best memories, is a dictum that holds true for music, and music education. In music our students are focused, motivated and ambitious to achieve the best results.
- Many of our students enter year 7 with little prior music experience. We believe that access to music education is a universal right and it is therefore our mission to offer a well structured and engaging curriculum that allow our students to build the core musical skills of performing, composing and appreciating music.
- We are an inclusive department and encourage students of all abilities, interests and proclivities. Through core musical activities we also aim to build the skills and attributes of teamwork, self-confidence, critical thinking, creativity, self-expression and empathy.
- Our students are encouraged to attend extracurricular clubs and to perform to a variety of audiences. We aim to foster open minded learners who are enriched with a wealth of musical experiences, gleaned from a diverse range of musical material. We hope our students will develop a rounded musical knowledge, enhanced cultural capital and a life-long love and appreciation of music.
- For those students who choose to take music at GCSE or A level, we continue to build the core skills of performing, composing and listening. It should not be underestimated how academic the GCSE and A level music curriculums are. Students are required to gain knowledge of music theory, be able to draw on a wide musical vocabulary, be able to aurally identify features of music, be able to read, write and dictate music using traditional notation.
- Beyond KS3 music requires a greater commitment to learning to master an instrument (voice is also an instrument). Practicing music outside of the classroom becomes a necessary part of our students musical education. As does being involved in extra-curricular activities, and we expect and encourage our music students to become fully committed to the musical life of our school. Putting in hours of practice reaps rewards of its own, but when our students perform for an appreciative audience, the feedback is almost universally positive and often leads to the most rewarding experience, where lasting memories are made.

Successful navigation of the subject within the world

Cultural capital, or the social and cultural advantage given by a high quality and well rounded education, is something we hope all our students will glean from our music curriculum. It is an unfortunate fact that some students are discouraged from choosing music as an exam option. While we understand the logic that music is a specialist discipline and will not necessarily relate directly to a students proposed career options, it is worth noting that music qualifications are generally held in high esteem by universities and other institutions. Student with a strong proclivity towards music are therefore encouraged to carefully considered the utility in studying a subject for which they might benefit beyond that of the final grade.

The Knatchbull Baccalaureate – Academic

MUSIC

Key Stage 5

The KS5 curriculum is designed to allow learners more freedom to pursue their own musical interests. Students continue to develop the three core skills but with a greater emphasis on developing technical and expressive capabilities. Students are given the option to specialise in either performing or composing

Key Stage 4

At GCSE level an integrated approach is taken to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context

Key Stage 3

Through the combined activities of performing, composing as well as listening and appraising, the KS3 curriculum aims to develop a foundation for musical understanding. Whatever a student's starting point at the beginning of key stage 3, students will progress by developing greater fluency in the core musical skills while also developing cultural capital through engagement with music from a diverse range of historical and cultural sources.

