

Music Rationale and Curriculum Post 16

Rationale

Participation in the Music curriculum at Post 16 provides opportunities for developing a broader awareness of the arts. This is accessed through educational and motivating activities: exploring individual musicians, places of musical importance, Tess Valley Music service, Live Music Now and participation in workshops. The music programme will identify suitable accreditation units to meet the needs of individual students. Peer feedback and self assessment on a regular basis will be used to develop confidence and interest for work. Students will develop independence and self esteem through choice in relation to music and cross curricular projects.

During the programme students develop the following Cross-curricular, Personal, Learning and Thinking skills:

- Independent enquiry
- Self-management
- Reflective learning
- Effective participation
- Creative thinking
- Team working
- Applying English, maths and ICT relevant to research and development of ideas.

Accreditation:

ASDAN Towards Independence areas covered as appropriate to individual student abilities, these include: Towards independence Creativity (Section E) and multi sensory experience (section C)

Arts Award Bronze

AQA Unit Awards - Pre-entry level, entry level and level 1 units (for example steel pans)

Key concepts and Processes

1. Knowledge and understanding.

Through inclusion in the music programme students will;

Have access to a stimulating environment.

Have opportunities provided to develop their instrumental skills.

To have the opportunity to make choices to project their own ideas into their work.

2. Participation.

Through inclusion in the music programme students will;

Have the opportunity to participate through delivered units including; steel pan, Taiko, Drum kit, Djembe, Keyboards, Music technology

To take part in different musical activities (to develop communication skills) and record what inspires them.

Have the opportunity to develop creative and leadership skills and gain recognition through national qualifications.

Have the opportunity to perform their work in front of a variety of audiences.

3. Development.

Through inclusion in the music programme students will:

Perform pieces of music (solo and in groups) that demonstrates musical development, communication and creativity.

Share some of their work with others and record information from feedback and comments made.

To adapt and improve their work in response to feedback, reflection and discussion.

Develop and extend their use of musical vocabulary.

With support reflect on past experiences and consider new experiences to explore.

Recognise their skills and achievements and develop confidence.

Develop awareness of processes involved in a project, including selecting musical repertoire, and assist in the planning of projects.

4. Learn from contact with personnel from different music sectors.

Through inclusion in the music programme students will:

Work with musicians in a variety of settings, including internal workshops, visits to musical services and participating in workshops and hands on activities in performance spaces.

Explore organisations and artists.

CURRICULUM LINKS

PSHE

Personal Wellbeing

The involvement and interaction with music and artists as well as formulating, taking part and completing projects raises students' aspirations and develops their ability to reflect on their own and other's strengths and achievements.

Citizenship

To engage and respond to peers. To transfer observation, skills and knowledge acquired through the programme to other settings.

Advocacy and Representation

Students communicate and participate in regular discussions where they must evaluate different viewpoints to inform their decision making. They negotiate with a range of different people from within their school and in the wider world and are encouraged to consider others and make informed compromises within the group.

Taking Informed and Responsible Action

Students gain an understanding of how artists and venues contribute to the local, national and global community and how it relates to their lives. Students consider the impact of art on the community how people react to it and how it is maintained.

ENGLISH

Speaking and Listening

Students have the opportunity to speak and listen in different contexts including group discussions, workshops, visiting artists, peer feedback and self assessment. They speak, listen and respond to their team, other pupils, artists and visitors. Using a musical vocabulary as appropriate.

Reading

Students read a variety of musical notation in regard to their performance skills on steel pans and other such instruments.

Writing

Students write in a variety of different contexts *including arts award booklets and performance evaluations.*

MATHEMATICS

Applications and Implications of Mathematics

Students must apply their mathematical skills when working with musical notation

ICT

Capability

Students use a wide range of ICT resources to research musicians and their works. They will also use ICT as a compositional tool and a recording device. They are encouraged to be independent in their selection, development and use of information sources and ICT tools to support them.