

# Curriculum Intent Statement

## The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Relationship and Sex Education (RSE) with Health and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

Music	
INTENT	<p>To develop <b>happy, confident and independent</b> learners who are <b>prepared for adulthood</b> by:</p> <ul style="list-style-type: none"><li>• Combine the inter-related musical strands of Performing: Playing and Singing; Creating - Composing and Improvising and Critical Engagement: Listening and Appraising</li><li>• Improve communication, social skills and teamwork</li><li>• Be given opportunities to gain confidence and manage their mental health,</li><li>• Develop ability to express feelings and emotions appropriately</li><li>• Increase and develop their instrumental and singing skills</li><li>• Develop an interest in music as a hobby and a pathway for a career</li></ul>

### **Autumn 1 and Summer 1 - To develop performance skills through singing that can be developed as a hobby and preparation for a job in the music industry.**

**Why this** - why this - **South Tyneside** is one of the **20% most deprived districts/unitary authorities in England** and about 26% (6,500) of children live in low income families. There are limited music activities within the community that students can access to develop their performance skills. There are also the challenges facing families of **low socio-economic status** in supporting their students' musical activities. Listening to music and singing releases **dopamine**, recent studies found it **increases by 9%** when listening to music, thus improving mood and supporting positive mental health. Providing and creating opportunities for students to develop their singing and to emotionally express themselves will allow students to be empowered to fulfil their goals. They will also be able to develop their performance skills for a future hobby, lifelong learning or preparation for employment in the music industry.

**Why now** - Introducing performance skills through singing in the first term gets students performing without the need for any instruments. Using their voices is something that everyone can access and practice at home without the need for any further resources. It also allows students to develop confidence quickly and potential break down barriers with new students.

**Builds on** - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. Singing skills are taught from the very start of the school journey, this scheme builds from basic joining in to performing to a large audience, the scheme also builds on and complements work done around confidence and self - esteem in the PHSE curriculum.

**Prepares for** - The strand is linked to a key component of the accreditation route many of our students take at KS4. Performing provides the confidence to prepare students for adulthood especially around hobbies and interests.

	Phase 1	Phase 2	Phase 3	Phase 4
<p><b>KEY knowledge/ golden thread – non negotiables</b></p> <p><b>Autumn 1</b></p> <p><b>Summer 1</b></p>	<p>Students can enjoy exploring their voice as an instrument.</p> <p>Stand up straight and not shout when singing.</p>	<p>Students can sing a song from memory with developing sense of pitch</p> <p>Demonstrates good posture when singing.</p>	<p>Students can sing as a group in tune and in time.</p> <p>Can think about their posture and breathing when singing using varying dynamics</p>	<p>Students can sing a wide repertoire of songs as a class or solo using their voice confidently and expressively at pitch and in time. Where applicable; apply skills to appropriate accreditation routes.</p> <p>Able to use the correct technique confidently when singing, thinking about posture, breathing and musical expression. Where applicable; apply skills to appropriate accreditation routes.</p>

### Spring: Promote wellbeing through a creative outlet through improvising and composing.

**Why this** - Composing provides students with a great opportunity to communicate and respond non verbally; many of our students have speech and language difficulties and this offers a platform to communicate effectively. Composing can make a powerful contribution to the education and development of children, having benefits which range from those that are largely academic to the growth of social skills and contribution to overall development. It is a unique form of communication that can change the way pupils feel, think and act. Ofsted say that children’s involvement in music engages and re-engages pupils, increasing their self-esteem, and maximising their progress in education and not just in music.

**Why now** - Students have already acquired performing skills in term one singing and using instruments. Composing is the next natural step to developing their own creativity and expressing their own ideas through music.

**Builds on** - As students move through the SOW it links to previous knowledge taught and builds on through a sequenced approach. Composing allows students to use the performance skills and knowledge taught in the previous term.

**Prepares for** - The strand is linked to a key component of the accreditation route many of our students take at KS4. Composing can be used to give students a means of communication that can be utilised in adulthood, it prepares students for potential work in the music industry and supports access to hobbies for adulthood.

	Phase 1	Phase 2	Phase 3	Phase 4
--	---------	---------	---------	---------



# Curriculum Intent Statement

## Music Pathway

**PHASE 1**  
Completion of EYFS set objectives

**PHASE 2**  
Completion of phase 2 skills and knowledge objectives.

**PHASE 3**  
Completion of skills and knowledge objectives. Start to consider option choices and career pathways.

**PHASE 4**  
Pathway will reflect cohort/ individual students

Entry Level music qualification

Level 1/ Level 2 music qualifications

GCSE Music

Vocational placement e.g Tyne theatre, Theatre Royal, Baltic, Sage Gateshead

**PHASE 5**  
Pathway will reflect cohort/ individual students

Level 1/ Level 2 music qualifications

Apprenticeship e.g Tyne theatre, Theatre Royal, Baltic, Sage Gateshead

Voluntary work/ work placement e.g Tyne theatre, Theatre Royal etc Baltic, Sage Gateshead

Gateshead College to study higher level qualification e.g Level 3 Music Tech, Production and DJ Level 3 Music Performance (with Sage Gateshead)

Newcastle College to study higher level qualification e.g Music Practitioners (Performance) - Level 2 Subsidiary Diploma Music Practitioner (Performance Pathway) - Level 3 Extended Diploma Music Practitioner (DJ & Electronic Production Pathways) - Level 3 Extended Diploma Music Practitioner (Music Technology Pathway) - Level 3 Extended Diploma

**DESTINATION**

Paid employment in voluntary/charity sector e.g. a theatre or gallery  
Paid employment in production crew or as an audio engineer, musician in a band, instrumental teacher, mixing engineer, producer further training at college



