



# The Southfield Trust

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## The Lindfield School

### Curriculum Policy for

### Music

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*The Lindfield School strives to provide a positive, safe and caring community where students are happy, confident and successful.*

*We recognise and respect each student as an individual, celebrate their successes, raise their self esteem and prepare them for their future by building on their strengths.*

*We aim to develop students' independence and empower them to become responsible young adults with the ambition to be lifelong achievers.*



## **Core Values of the Lindfield School**

To give students the skills to:

- pursue a love of learning into adult life
- communicate confidently and effectively
- develop their independence in order to succeed in adult life
- form and maintain appropriate positive relationships
- promote their own physical and emotional health & well-being

## **Subject Aims**

- to develop a love of music as a listener, performer and composer which can be taken forward and beyond the Lindfield School experience into their future lives
- to provide opportunities to be creative, perform and share their skills with others both at school and in the wider community
- to gain confidence in their abilities through positive musical experiences
- to learn outside the classroom in a range of settings
- to celebrate and enjoy music together with various groups of people spanning many races, ages, backgrounds, future interests and beliefs

## Outline of Curriculum

In **Key Stage 3** the course looks to build a foundation of practical instrumental technique, musical knowledge and appraisal skills that will help students to develop as musicians in the future as well as having the potential opportunity to take music as a G.C.S.E.

Parts of the course relate to World Studies and help to develop the students' cross curricular skills/ knowledge. At the same time students develop a foundation in social/group/communication skills as well as literacy and numeracy skills which will help throughout their learning in the whole school curriculum.

In **Key Stage 4** all students will be following a course based around the new OCR 9-1 G.C.S.E. syllabus. Although not all students will take the final exam, the course will act to consolidate and improve upon the musical skills and knowledge acquired during their previous musical experiences at The Lindfield School.

Students will complete two compositions alongside performance coursework (solo and ensemble). Performances are on their '1<sup>st</sup> instrument/ voice' allowing them to develop skills and an in-depth understanding that will allow them to play, enjoy and progress with music in life beyond Lindfield.



Students will study four areas of music:

- Rhythms of the World
- Conventions of Pop
- Film and Video Game Music
- The Concerto through Time

These topics will be approached in a practical/ fun way and the course will relate to their own musical interests as well as encouraging them to listen to/ play or compose music from musical genres new to them. Students not taking the G.C.S.E. exam will be given a final test/exam on these areas of study as part of their Lindfield Certificate for Music.

## **Teaching & Learning**

The whole school community (students and staff) will learn from each other and adapt the teaching and learning to best fit the potential and ambitions for each individual student. In music this encourages a flexible/ differentiated approach to learning and may inform the choices of music and depth of study taken.

## **Assessment**

Students are assessed through summative and formative methods which are supported by audio and video evidence as well Classroom Monitor, data tracking and regular evaluation of student targets and key skills. Each topic is supported by a booklet tailored to the students required learning and levels of understanding within the Lindfield School. Written work (though minimal as music is primarily a practical subject) is assessed with reference to independent and assisted learning.



## Marking & Feedback

As well as methods listed under **assessment** students are encouraged to give and receive feedback from their peers as well as the teaching staff. When suitable marks/targets/progress and room for improvement are shared with the students so that they are informed of their strengths and areas for development. Each topic booklet contains an individual targets page and a short quiz to support assessment.

## Equality & diversity within the subject

The music curriculum provides opportunities to explore music from a wide spectrum of countries and cultures and to celebrate the diversity and connections between seemingly different people from a diverse range of backgrounds. Students at The Lindfield School also accept, celebrate and adjust accordingly to the diversity of their community at the school.

## Links to SMSC

**Spiritual:** Music and concerts to celebrate religious festivals

**Moral:** Learning about the slave trade in relation to the links between music in Africa and North America (The Blues)

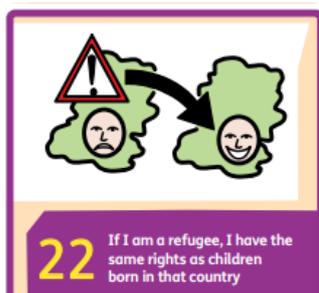
**Social:** Learning to be part of a band, working together and respecting other people's audio space. Taking part in inclusive music events

**Cultural:** Learning about the importance of music to communities in West Africa

## Links to Children's Rights

Music is a fantastic vehicle for learning about similarities and differences between children growing up in different part of the world and in different situations. It is also a brilliant way to express and release our feelings whether this is through the sound alone or through lyrics.

In music we focus particularly on the following rights:



**Article 22**

*If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.*

**Article 31**

*All children have a right to relax and play, and to join in a wide range of activities.*

**Article 35**

*Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.*

Article 22 and Article 35 in terms of both the history of refugee movement, and the history of slavery and enforced movement, have had huge impacts on the history and development of music and this impact continues to be influential today.

## Links to LOTC

- In music, there are multiple opportunities to learn outside the classroom:
- Visits to concerts
- Becoming a part of The School Band or The School Choir
- Annual concerts at Christmas and at the end of the Summer Term
- Opportunities to perform at the secondary school prom, our own prize evening and at community events such as the Eastbourne Christmas Market.
- Annual music workshop at The South Downs School
- Visiting musicians' workshops (So far in 2019 this has included a drum specialist from ESMS and musicians leading a taster session for the development of an inclusive ensemble in East Sussex).
- Links with ESMS (East Sussex Music Service) including an annual multi-instrumental recital, visiting instrumental teachers and access to summer school courses.
- Friday karaoke and dancing club.

## Links to investors in Careers

During Careers Week we focused on the huge array of jobs that are connected to the music industry (still one of the UK's most successful exports).

Visiting musicians and visits to work with and watch professional musicians give students the opportunity to realise that music offers real opportunities for the future.

We are currently working to create new links with local theatre and music studios that will give students opportunities for work experience in years to come.

## Links to other school initiatives/quality marks

**Inclusion:** As well as what you read under equality and diversity (see above), all students are given the opportunity to access a wide range of instruments. As high expectations are held for all, teaching staff ensure that students' musical abilities are not inhibited by any physical or other learning needs. Teaching methods and the physical classroom are adapted (see also **Arts mark Awards** as and when it is deemed necessary for the successful realisation of each student's potential).

**Arts Award:** Music is a big part of the arts award and whenever opportunities arise, the Music department works with the Performing Arts Department to further develop student's skills.