

### INTENT: A powerful, knowledge-rich practical curriculum

- By the end of their all-through education, a student of Music at Dixons Trinity Academy will:
  - Know how to read and interpret traditional and modern notation.
  - Be able to apply practical instrumental techniques on the Keyboard, Drum Kit, Woodwind, Ukulele/Guitar and the Voice, as a soloist and as part of an ensemble.
  - Understand the social and cultural importance of music and its impact across different genres and centuries.
  
- Our unifying 'sentence' is "The Music department ensured that every student has a sound understanding of musical concepts, an experience of mastering at least one instrument, and the confidence to apply these theories to any given musical situation."
  
- In order to achieve a true understanding of Music topics have been intelligently sequenced based on the following rationale:
  - A sound vocal tradition is established in Reception and developed throughout KS1 and KS2.
  - Rhythmic work is introduced in KS1 on individual drums, and this leads to Drum Kit skills in KS2. Tuned percussion is added through the medium of Charanga, and these skills are transferred to Keyboard in upper KS2.
  - Woodwind is introduced in KS2, starting with Ocarina, and progressing to Fife (via Penny Whistle and Recorder); until Flute, Clarinet and Saxophone can be introduced in upper KS2.
  - These instrumental studies are interleaved with curriculum lessons, covering historical styles, cultural differences and creative concepts (such as composing and appraising); maximizing students' emersion in Music.
  - KS3 Music lessons are sequenced to allow students to learn about the musical elements through a variety of genres of music. Listening, Performing, Composing and Appraising are covered in each unit.
  - KS4 is divided into a pre-course skills year (9), and then the 4-unit BTEC course (10 & 11).
  - In terms of instrumental music, students are taught basic skills, notations and techniques. As they become more proficient, they are moved groups to allow for peer mentoring and coaching.
  
- The Music curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills by:
  - ensuring they have the powerful knowledge and skills to become confident musicians with the courage to explore musical styles and instruments.
  - promoting underrepresented cultures and styles, such as world music and orchestral classics.
  - ensuring that all students, regardless of any additional needs, can understand and access key skills and concepts through practical and visual clarity of instruction and practice.
  - community context
  
- At KS2, KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

- A true love of Music involves learning about the domain of Music. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:
  - We teach a range of genres and styles, from Bach to Beatles; including music from different countries and cultures, over a variety of instruments.
  - Independent listening enquiry is encouraged by the department 'listening station', where students can hear different and related pieces outside of their official learning time.
  - Full through vocal curriculum with Vocal specialists from Reception to Year 11.
  - 100% of DMP students learn to play 3 musical instruments (Drums, Woodwind, Keyboard) during KS1 and KS2
  - 35% of students play a musical instrument at DTA
  - Co-curricular is offered to KS3 and KS4. Students are encouraged to explore new and different instruments and to take control of the rehearsal process.
  - DTA/DMP musicians have gained Rock School practical qualifications, including 2 students gaining UCAS points for passing post grade 6 examinations. 30 DMP students passed with Merit and Distinction Vocal and Drum Kit exams, including three at Grade 3.
  - A culture of autonomous independent practice is developing in the Music department. Year 5 students regularly come through to DTA to practice along with a backing track in the practice rooms to prepare for their next practical lesson; developing time keeping skills and independence.
  - A wide variety of extra-curricular groups are available for students to join, including: Soul Band, Choir, Chamber Choir, Rock Band, Samba, Music Theory classes and Senior / Junior Young Voices.
  - The Music department hosts three showcases each academic year. These are co-run by BTEC students and include performances from DMP and DTA musicians. The standard of performance is increasing with each showcase.
  - Students are invited annually to perform at MAT collaboration concerts, including the upcoming Dixons Conference.
  - The instrumental team are based across the MAT. This allows for QA and continuity between primary and secondary phases.
  - The department hosts an annual London Theatre residential, allowing our musicians to experience the west end, professional performances, and London theatre workshops.
  - Skills trackers are used to track progress in curriculum and instrumental lessons. Accurate monitoring allows for 'live' intervention to be put in place during a practical session. Students are responsible for their mastery time and have autonomy over their practical assessments.
  - Online learning platforms are used for students to support their progress in and out of the classroom.

### **Further Information**

- All through curriculum overview
- Long term plans
- 100% sheets
- Schemes of Work