



Wimbledon College Curriculum Intent

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Intent

The music department aims to create musically literate students by the end of KS3. These students should have the necessary tools to be able to play, perform and compose music later in life whether through formal education (GCSE, BTEC, A Level and beyond) or just for their own enjoyment. The students should also be able to respond to unfamiliar music with open minds and appraise the music in terms of its constituent elements and its broader social, cultural and historical context.

At Wimbledon College, Music is part of the core curriculum at KS3, is an option at KS4 and KS5 through BTEC, GCSE and A Level. Music is central to the collective worship within the school which all students take part in via regular Roman Catholic liturgies. The skills and knowledge gained at KS3 relates directly to the curriculum at KS4 and 5.

By being musically literate, pupils are able to:

- Read music using standard western notation
- Improvise rhythms and melodies
- Write music using functional diatonic harmony
- Perform confidently using two hands on the piano
- Understand how composers manipulate the various musical elements to create pieces that communicate their intentions.
- Broaden their understanding of the place of music in our society and consider why it affects us all in different ways.

The high-quality teaching of music performance, composing, listening and appraising links to the College's Curriculum Intent in the following ways:

- Personal development is at the heart of music education and therefore our curriculum links to the *cura personalis*.
- The cultural, academic and practical breadth of our music curriculum helps create links between the skills, experience and knowledge developed in other subjects.

- Our music curriculum provides opportunities for the development of self-discipline and individual responsibility through practice, leadership and teamworking skills through ensemble work.
- Students develop their imagination and creativity through composing and improvising.
- The role of music within our Catholic faith, our Jesuit traditions and across society as a whole helps the formation of the pupils' values and attitudes as well as encouraging them to use their talents for the good of the human community as 'men and women for others'.

Implementation

At KS3 the curriculum has been designed so that each half term or rotation has a broad topic in which the pupils learn to compose, perform and develop their ability to listen to and appraise music in a more academic way. For example, in Year 7 this is the Italian Baroque concerto. The pupils perform a version of the first part of *Spring* by Vivaldi and learn to compose melodies that work with simple chord progressions. The pupils also learn about the Baroque concerto as espoused by Venetian composers such as Vivaldi and Albinoni. The pupils also learn about Italian Baroque sacred music as a way of understanding some of their Roman Catholic musical heritage. This unit of work relates directly to OCR GCSE AOS2 and OCR A Level AOS4.

The curriculum is taught in a ratio of 3 practical to 1 non-practical lesson in KS3. The ratio varies at GCSE and A Level depending on the topic. Within the practical lessons, performance is the primary focus which is supported through technical exercises and improvisation tasks. Composing is covered in more detail when the pupils have the technical ability to play their ideas. The pupils are assessed in the three areas of performing, composing and listening and appraising at all age groups.

A typical unit of work will start will include the following:

- Lesson activities that recap previous skills and knowledge,
- A main performance task,
- A piece of work that develops composing skills
- Set works that the students listen to and analyse
- A series of homework tasks that help consolidate the classroom-based learning
- A performance, listening and composing assessment.

Resources available to implement the music curriculum include:

- The pupils have access to department's 9 practice rooms.
- The department has developed resources on Google Classroom and Google sites that are available to the pupils.
- There are Mac computers and recording software available for the students to access

To support and develop independent learning we have created a small music and study area for A level students and encouraged students to take up the opportunity of receiving peripatetic music lessons which enhances their ability to achieve good curriculum outcomes. We have also made tutorial videos available to students so that they can develop their practical skills outside the classroom.

Pupils are guided towards opportunities for musical development outside the curriculum. These include:

- The choir and the liturgical music that is central to the Roman Catholic ethos of the school
- Jazz, rock and classical ensembles
- Musical theatre production

Impact

We assess the impact of our music curriculum in the following ways:

- Regular formative and peer assessments for practical tasks including 'what went well' and 'even better if'.
- Summative teacher assessments at the end of a unit of work (KS3) or half term (GCSE and A Level).
- Pupils are given attainment levels at KS3 in Performing, Composing and Listening and Appraising. At BTEC, GCSE and A Level the students receive a holistic grade and are made aware of how that grade was achieved.
- Use of self-marking (green pen) for homework and classwork in listening and appraising lessons
- Teacher marking and feedback on homework and classwork
- If misconceptions are identified during assessments then topics are revisited and support is provided to improve understanding.

The methods above help the students, in discussions with staff to set their own targets for improvement in subsequent units of work.

Further to the above, our results have been successful.

- At GCSE, 81% of our students achieved a 7 or above (national average is 43%). This included 50% achieving at least a 9. 100% achieved a 5 or above.
- At A Level, 50% of our students achieved at least an A (national average is 39%). 75% achieved a B or higher (national average 56.55)
- There is no national data for BTEC but 71% achieved at least a Merit.



**Wimbledon
College**

Music Curriculum Statement