

Music at St Osmund's CE Middle School

This document is designed to give you an overview of Music at St Osmund's in terms of expectations and routines, the curriculum intent, implementation and impact and guidance on possible questions during a monitoring visit.

Expectations and Routines

During Lessons

- Students are greeted at the door. Uniform checks and equipment to be got out are given by the teacher as students enter. Music, that is related to their current area of study is played, and questions relating to this music are displayed on the board as a 'Do it now' task using their white boards. The students enter in a ready, respectful and safe manner and listen to the music whilst entering/taking their seats.
- Singing and rhythm activities are included in every single lesson and where possible these are related to the genre being studied. This may be a warm up song at the start of the lesson, or a specific singing task related to the lesson's content. There is also an opportunity for new worship songs to be rehearsed.
- Lesson objectives are then presented to the students at the start of the lesson. These are referred back to at the end of the lesson as a reflection and assessment for learning task, enabling students to recall what they have learnt, and discuss/share how they have made progression during the lesson.
- Every music lesson will also contain practical work. This can include developing instrumental and singing skills, or the use of Music Technology software.
- Students are expected to respect the school's musical equipment and the classroom facilities, ensuring that they treat everything with the utmost care. Any damage or unworking equipment should be reported to the teacher immediately.

Assessment

- Targeted questioning
- Teacher observations
- Do it now tasks - weekly out of 6.
- Regular routine recall exercise to build memory, weekly repetition of previous learning.
- DIRT time given to allow students to improve on their work
- Listening tests + practical work teacher assessment
- Peer observations and assessment ("What went well?" and "even better if?")
- Self-assessments
- Formative assessments are used constantly as feedback to facilitate learning
- Formal video and/or audio assessments at the end of some units of study
- Use of knowledge organisers for recall and revision
- Lessons visits and observations
- Assessment moderation meetings

Curriculum development

- Store and share any resources which are created and have proved effective in the staff T drive for all staff to use.
- Teacher evaluations at the end of each unit to effectively review the content and activities.
- Discussions with other curriculum leads how the subject can better support their subjects' topics studied. Close links made with Drama with Mathilda scheme of work. Possible links to history and PSHE with blues and protest song topics.
- Curriculum Progression Maps outline expected knowledge, skills and understanding, and clearly shows development over time
- Expand offer to PP/SEND children for therapeutic sessions.

- Subject meetings will promote the sharing of good practice.
- Meetings with other middle schools/Thomas Hardy's and feeder schools, along with the Head of Wessex Academies Trust will promote the sharing of good practice.

Curriculum intent

Subject design

The Music department share the vision of engaging pupils in a lifelong love music, promoting music for all. Across both the whole school Music lessons and through extra-curricular activities the aim is to engage and inspire pupils to develop a love of music and their talent as musicians, increase their self-confidence, creativity and provide them with a sense of musical achievement. The curriculum is scaffolded and knowledge rich, use suitable, high quality and well-developed resources which reflect the ever-changing world of Music. Through the Music offering at the school, students continue to develop their individual cultural capital whilst at St Osmund's.

At Key stage 2 pupils are taught to sing and play musically with increasing confidence and control along with developing an understanding of musical composition. Students are taught to play and perform in solo and ensemble contexts, using their voices and instruments with increasing 'accuracy, fluency, control and expression'. Students will begin to develop their improvisational skills, start listening critically, recall sounds with increasing aural memory, learn to be able to read traditional (treble clef) and other musical notations and begin to develop an understanding of the history of music from a wide range of live and recorded music drawn from different traditions, composers and musicians.

At KS3, students continue their musical journey in listening to, reviewing and evaluating music across a range of historical periods, genres, and traditions. They will further develop their use of their voices, to create and compose music on their own and with others. They will also further develop their keyboards, guitar, bass, ukulele and percussion instrumental skills, along with using music technology appropriately in performance and composition. Students will also explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. This knowledge in the latter builds towards the GCSE Music specification at their next destination. (Thomas Hardy School).

Reflecting on school values

Music at St Osmund's aims to inspire a life-long appreciation of the art form; developing and nurturing pupil's musicianship. We aim to empower students with knowledge of music from a diverse range of genres and traditions, and strongly promote collaboration and performance opportunities in and outside of music lessons. Units of work, such as group composition tasks promote and further encourage collaboration and celebration of students combined musical achievements.

Progressions through the curriculum

The curriculum is progressive; concepts, terminology and understanding develops from Key Stage 2 into Key Stage 3. This ensures that in the KS2 curriculum, fundamental skills and musical knowledge are embedded and this leads to more advanced performance and compositional techniques at KS3. Through the 4 years, students will also develop their use of musical vocabulary which sets a strong foundation for being able to accurately interpret and listen/discuss critically to music; an essential skill for success at GCSE level.

The curriculum includes regular opportunities to assess progress through each unit of work, and is designed to recall and build on previous acquired knowledge. Success is a class who engage wholeheartedly in all musical activities, and develop their own individual and group practice routine which can then be transferred to other subjects and wider activities. Moderation in the Wessex MAT and KS3 subject meetings

considering prior attainment should demonstrate that the majority of students at St Osmund's are in line or exceeding expectations of progress. Knowledge organisers are also used for regular home learning.

Curriculum implementation

Equality of opportunity

The curriculum has been carefully designed and can be accessed by all learners. Students with SEND needs are supported by adapted activities and resources where necessary. For example, tasks are often differentiated through the use of different notation to allow all learners to develop their reading of staff notation. Specifically, notes can be drawn and highlighted on school instruments if required. The department also looks to maximise opportunities to model, demonstrate and imitate to encourage active participation through scaffolded learning. The use of ear defenders support some of our SEND learners with certain auditory sensitivities.

Students are identified on the teacher's lists, highlighting important information, such as SEND/PP and more able students, along with information about what instrument and current grade students are if they are having peripatetic music lessons in or outside of school.

To ensure excellent implementation, we endeavour to keep our teaching materials up to date and relevant. For example, the school has Music Technology software which can be used for composition in technology-based units. Furthermore, this is the same software used at Thomas Hardy School for their GCSE and A-Level courses, so it is very beneficial for students to have a strong grounding in the use of this software before their transition to Year 9.

Curriculum impact

Ensuring student progression

The curriculum is continually revised through activities which use transferable skills and concepts, with a focus on listening, performance, composition, and sometimes improvisation in all areas of study. These activities are revisited and built on throughout the 4 years. Building students self-confidence through performance and the sharing of composition work is also vital for the department.

Underperforming students are identified in each class by the teacher. Subject teachers offer support which is mainly in class through targeted rehearsal time, individual support, and adapted activities to help meet individual student's needs.

Additional opportunities to learn

The Music department offers weekly extra-curricular clubs for all year groups. The aim of these is to provide dedicated rehearsal time for students, covering a multitude of musical styles and performance disciplines. The dates and timings of these are updated weekly on the school website to inform parents and assist in their childcare planning. The music department offers Rock and Pop club for contemporary band instruments, Ossia's singers whose repertoire include classical and contemporary pieces, Concert band which is aimed at all orchestral instruments during Rand R time, and lunch time spaces for individual rehearsals and support. This extensive offering allows all musical instruments to be catered for, enabling students to further enjoy sharing and performing music collaboratively. Weekly rehearsals lead to internal and external performance opportunities. External music teachers are viewed as important assets to our school which are coordinated by Wessex Music Hub. Alongside this, students are also encouraged to attend the Wessex music night at Thomas Hardy School on a Wednesday after school allowing cross collaboration with other students from the Dorchester area.

In collaboration with the Drama department, large scale shows are also arranged and performed bi-annually and the school creates opportunities for performances throughout the year, including Christmas carol service and Ossia's' fest.

Music is shared with the wider school community (parents, local residents) through concerts and joint ventures. Ossie Singers are frequently asked to perform at Dorchester Community events, such as Remembrance, holocaust memorial, commonwealth days. These opportunities, including external trips and concert visits, enhance students' aspirations in music.

Music Department Careers Statement

We believe that music plays an important role in helping children understand the world around them and imagine future possibilities. Pupils begin to learn that creativity, teamwork and practice are valuable transferable skills that can be used in many careers. We look to develop a clear understanding of how music is created, performed and shared across a number of genres and composers. We introduce musicians, composers, singers, conductors, and their works to give students positive role models in diverse musical styles to show that the power of music can be a hobby but also be pursued as a future career. Our approach helps students to understand that music can open doors to many pathways and supports their development to aspire to work in the arts industry.

Students have regular opportunities to develop their musical skills, creativity, and confidence. Through practical and listening-based activities, students build an understanding of rhythm, melody, harmony, and structure while developing performance, composition, and ensemble skills. Music supports both creative expression and important transferable skills that are valuable across a wide range of career pathways.

In **Key Stage 2**, students develop foundational skills through **keyboard performance, ukulele, and body percussion**, alongside exploring styles such as **folk music, African Drumming, Samba, and Orchestral music**. In Year 6 they begin composing using music technology, encouraging students to experiment with musical ideas and structure. These experiences help students develop coordination, listening skills, and an understanding of how music works across cultures and genres.

In **Key Stage 3**, students continue to build on their keyboard skills and explore genres such as **Blues, Reggae, and Musical Theatre**, while using IT to composing **Film music**. Students learn how music supports storytelling, mood, and atmosphere, developing their ability to compose, perform, and analyse music with purpose and intention. Students also focus on **Songs writing, Dance music, and Band skills**, strengthening their understanding of music as a form of expression, communication, and collaboration.

Music plays a vital role in developing students' **creativity**. They are encouraged to experiment with sounds, compose original music, improvise, and take creative risks. Through composition and performance, they learn how to develop ideas, refine their work, and respond creatively to feedback. These skills support innovative thinking and problem-solving, which are essential in both creative and non-creative careers.

A strong focus of music is working collaboratively. Through ensemble performances, bands, drumming groups, and orchestral work, students learn how to listen carefully, cooperate with others, and contribute to a shared outcome. These experiences develop transferable skills such as teamwork, leadership, resilience, time management, and communication, all of which are highly valued in further education and employment.

The skills developed in music support careers in performance, composition, music production, sound engineering, teaching, film and media, and the creative industries. Music also supports wider career pathways including technology, events, education, and business. Through music, students develop creativity, discipline, collaboration, and confidence that prepare them for future study and a wide range of career opportunities.

Music Spiritual statement

Music lessons provide students with regular opportunities to reflect, express themselves, and connect with others through sound. Music offers students a powerful way to explore emotions, ideas, and experiences that may be difficult to express in words. Through listening, performing, and composing, students develop a deeper awareness of themselves, others, and the world around them.

The curriculum helps students understand music as a shared human language that reflects culture, tradition, and community. Composition work, encourages students to be imaginative, reflective, and thoughtful in how they express ideas and feelings through music. Students explore how music can communicate mood, tell stories, and support meaning, helping them reflect on human experiences such as joy, struggle, hope, and resilience. They develop an understanding of how music can be a voice for change, identity, and belonging.

Music plays an important role in developing students' inner creativity and self-expression. Students are encouraged to explore their own ideas, take creative risks, and express emotions in a safe and supportive environment. Music allows students time to reflect, to be present, and to experience a sense of purpose and achievement through creative work.

Working together is central to music-making. Through ensemble performances, bands, drumming, and group compositions, students experience cooperation, trust, and mutual respect. They learn to listen deeply to one another, value different contributions, and understand the importance of harmony, both musically and socially. We encourage reflections and emotional awareness, inspire creativity and imagination, promote respect for diversity and traditions, provide opportunities for personal expression and self-discovery and create shared experiences that foster connection and belonging. Music supports spiritual growth by helping students understand themselves, appreciate others, and recognise the power of collective expression and shared experience.