

OCL Music Curriculum: Statement of Intent

Purpose of study

We begin with the assumption that all children are musical and have a right to learn music. Music is fundamental to being human and all can develop their identity, a sense of belonging and their character through rehearsing, playing, singing, creating, appreciating and listening to music. Through the Oasis Music Curriculum our students will grow into adults who enjoy, appreciate and engage with music throughout their lives.

We value character, competence and community in our curriculum:



- **Character:** Engaging all pupils in musical learning that develops creativity, resilience and the confidence to express feelings and thoughts, experiment with new musical ideas and grow imaginations.

- **Competence:** Developing pupils' ability to make music well so that musical outcomes are excellent and aspirations are raised. Ensuring that all are equipped for further musical study if they choose it.

- **Community:** Inspiring all pupils to develop a lifelong love, appreciation and understanding of a wide range of musical styles and traditions. Ensuring all experience the power of music to include, to draw people together, understand others and

facilitate positive connection.

Core concepts and principles of progression

The Oasis Music curriculum is carefully planned so that core musical skills, knowledge and understanding are developed over time. Knowledge *of* music is developed through 'learning *in* and *through* music, not solely *about* music'*.

- **General musicianship** (sense of pulse, pitch, notation reading, interpretation, musical memory, rehearsal skills) is developed through whole class singing, percussive playing, Kodaly method and explicit teaching of practice techniques which are embedded by returning to these same practices in increasingly challenging contexts throughout KS3
- **Instrumental and vocal skills** develop from a basis of general musicianship, with all children gaining simple skills on a selection of instruments before settling on one which they develop mastery of
- **Ensemble skills** are initially taught through teacher-led modelling and workshopping as well as explicit teaching of rehearsal and musical communication skills. Then ensemble skills (leadership, empathy, collaboration, listening, resilience) are developed through increasingly challenging ensemble singing, playing and performing, large and small groups with increasing independence, playing increasingly complex repertoire.
- **Musical language and contextual understanding of music** begins with simple musical concepts and language then builds and accumulates over time as children learn music from a wide range of genres and traditions, listening, describing and analysing music through speech and writing with increasing discrimination
- **Composition and improvisation** opportunities are integrated throughout the curriculum, incrementally increasing in demand and complexity from short rhythmic patterns to entire song compositions
- **Music technology** understanding and use is introduced gradually, starting with simple loop arrangements and building to a Beethoven sequencing project and song composition.

Aims/outcomes

Through our carefully sequenced and ambitious curriculum we intend that our students will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make music well, being able to**:

- Play an instrument alone and with others
- Sing and use their voices
- Create their own music, composing and improvising alone and with others
- Use and understand notation

- Use music technology to create and reproduce music
- Describe and analyse music using the musical elements: dynamics, rhythms, instrumentation, pitch, structure, harmony, tempo, articulation, timbre, texture.

2. To induct all students into existing musical traditions and their practices of making-music, through:

- performing, listening to, reviewing and evaluating music across a range of historical periods, genres, cultures and traditions, including the works of great composers and musicians
- engaging in extracurricular clubs and enrichment activities that allow them to develop their own musical interests and skills
- working with professional musicians from a range of musical traditions
- watching and taking part in live musical performances

3. To enable all students to develop their character, confidence and identity through music, evidenced by:

- a lifelong love of music and a belief that they can be musicians
- resilience to rehearse, improve, perform, give and take feedback and reflect effectively
- empathy, sensitivity, understanding and openness to others
- confidence, collaboration and leadership skills
- an understanding of music's role in shaping individuals, culture and community for good