

Music curriculum vision

Our vision is to cultivate a rich and inclusive musical experience that empowers pupils to engage deeply with music in all its forms, fostering creativity, critical thinking, and cultural appreciation. Our curriculum seeks to provide a comprehensive and holistic approach to music education that inspires a lifelong passion for music while equipping pupils with the skills and knowledge necessary for success in both academic and practical pursuits. This includes:

- Inclusivity and diversity - celebrating the diverse cultural heritage of music both within the UK and globally. The curriculum recognises and respects the plurality of musical traditions, genres, and styles, ensuring that all pupils feel represented and included.
- Creativity and expression - nurturing pupils' creative potential and providing opportunities for them to express themselves through music. Our curriculum encourages experimentation, improvisation, composition, and performance, allowing pupils to explore their own musical interests and develop their unique artistic voices.

We aim to empower pupils to become knowledgeable, skilled, and passionate musicians who contribute positively to their communities and the world at large. Through the transformative power of music, we aim to enrich the lives of pupils and cultivate a deeper appreciation for the universal language that connects us all.

Design of the Music curriculum

In the design of the music curriculum we recognise the three pillars of progression as outlined by the Ofsted research review: technical, constructive and expressive. These form the 'basis for progression in the musical activities of performing, composing and listening/appraising.'

Technical	Constructive	Expressive
<ul style="list-style-type: none">• Competence in controlling sound (instrumental, vocal or with music technology)• Use of a communication system, such as staff notation or guitar tab	<ul style="list-style-type: none">• Knowledge of the musical elements/interrelated dimensions of music• Knowledge of the components of composition	<ul style="list-style-type: none">• Musical quality• Musical creativity• Knowledge of musical meaning across the world and time

As a result, our curriculum is designed to achieve the following:

- Active learning – we encourage active participation and hands-on experiences through activities such as singing, playing instruments, composing and improvising. We provide opportunities for pupils to engage with music practically and experimentally, enabling them to develop their skills and deepen their understanding.

- Critical listening and analysis - we develop pupils' critical listening skills, enabling them to analyse and evaluate music thoughtfully and perceptively. Through the study of different musical works, pupils learn to identify stylistic characteristics, historical contexts, and cultural significance, fostering a deeper understanding and appreciation of music.
- Technological literacy - our curriculum integrates digital tools and resources into the learning process. Pupils learn how to use software for music composition, recording, and editing, as well as explore the impact of technology on the creation and consumption of music.
- Opportunity to perform - performance is an integral part of music education, providing pupils with a platform to showcase their skills and build confidence. Our curriculum offers a range of performance opportunities, including solo and ensemble performances, concerts, recitals, and community events, fostering a culture of collaboration and camaraderie among pupils.
- Lifelong learning - beyond the classroom, our curriculum aims to instill a lifelong love of music and a commitment to continued learning and engagement. Through exposure to a diverse range of musical experiences and opportunities for extracurricular involvement, pupils develop a lasting appreciation for music as a source of joy, inspiration, and personal enrichment.

Delivery of the Music curriculum

The curriculum is delivered through expertly crafted learning sequences. Teachers use carefully selected pedagogy that best supports pupils to learn, explore and revisit knowledge. This includes a focus on the following principles:

- Music is disciplinary and accessed through performance, composition and listening.
- Substantive conceptual knowledge includes MAD T SHIRT (melody, articulation, dynamics, timbre, structure, harmony, instruments, rhythm and tempo).
- Substantive procedural knowledge includes how to practice, compose and embed and apply ideas to improve.
- Disciplinary conceptual knowledge includes how instruments work, how composition knowledge has changed and developed over time.
- Disciplinary procedural knowledge includes how to set up and hold equipment safely as a musician including the use of a range of electrical and acoustic instruments.
- Knowledge is sequenced and spaced over time to allow pupils to build understanding of music development through time that they can easily recall to support their understanding of music performance and composition.
- Music literacy is developed through specific listening tasks and explicit teaching of key vocabulary.
- Common misconceptions are identified and built into curriculum planning so that potential barriers to learning can be preempted and overcome.
- Composite tasks are carefully designed to maximise opportunities for pupils to demonstrate learning and receive meaningful feedback for progression.

Adapting the curriculum for SEND

We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to a carefully planned curriculum and equipment setup. Our curriculum aims to provide pupils with SEND with systematic teaching and rehearsal of knowledge. At the Birley Academy we also ensure that these pupils have the time they need to study important subject content in music.

We know that successful teaching is successful for all pupils regardless of background or prior attainment. To that end the curriculum is adapted to suit all learners in the following ways:

- Learner confidence is built by making lessons accessible and offering all pupils the opportunity for success. The curriculum creates opportunities for learners to feel 'like a musician'
- Lessons begin with specific knowledge retrieval activities and listening tasks to return to and embed fundamental ideas
- Complex concepts and abstract ideas are organised through easy to follow notation or diagrams that can be referenced to support successful application
- Live modelling is used often to explicitly narrate expert practice that pupils can replicate
- Links between ideas are made explicit so that learners can build and strengthen their schema
- Scaffolds are provided to support oracy and literacy activities with a plan in place to reduce reliance on these scaffolds over time
- Further activities that aid retention and quick recall of spaced content are embedded within every lesson

L.E.A.D. Academy Trust

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information