



***MUSIC***  
***INTENT STATEMENT***

### ***Gunnersbury's Catholic School Mission Statement***

***"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted."***

#### ***'Ad Altiora' - 'To Higher Things.'***

- Every Catholic school has a mission statement that encapsulates its distinctive job or core purpose.
- The mission statement **puts faith at the heart of all we do at school** and incorporates our school motto.
- It speaks of inclusivity and respect, that we understand as important Gospel values.
- It reminds us that Christ is at that centre of all that we do and by extension, as his creations we are all obligated to treat every member of our community with respect and love.
- It speaks of our aspirations for all in our community and our will to do all we can to make these a reality

## **Intent**

Our curriculum intent is set within a context of a Catholic vision for education which is reflected in the school's Mission Statement:

**"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted.**

**It encourages all to engage in as broad an interpretation of education as is possible, and one which is in keeping with the motto 'Ad Altiora' – 'To Higher Things.'"**

Our departmental Mission Statement is:

**"Our aim is to provide a 21st-century curriculum with top facilities and resources and, through conscientious teaching and learning, our students have the opportunity to reach their potential and beyond."**

Our curriculum is intentionally challenging. We try to extend the learning of all our pupils as effectively as possible. The intentional building of skills through Key Stage 3 allows students to gain confidence in their three fundamental musical skills of Performing, Composing and Appraising.

Music enables pupils to develop their confidence in presenting prepared performances of a wide variety of musical styles, both in a solo and ensemble context. Composing and improvising allows pupils to develop culturally, emotionally, intellectually, socially and spiritually through a range of ideas and musical traditions. The ability to analyse music of different genres and styles through verbal and written responses is a key and transferrable skill across the curriculum.

For the less able, we provide differentiation by offering a number of ways to assist the learning of performance pieces, e.g. annotated scores and keyboard guides; suggestions of specific motifs and scales in composing / improvising tasks; and frequent references to keywords and the elements of music to enable accurate descriptions of musical extracts.

## ***Implementation***

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The expertise of our subject teachers allows for the integral development of our students from Year 7 upwards. We have carefully mapped our curriculum to allow for sequencing and development of skills in the subject: the key strands of Performing, Composing and Appraising.

Our KS3 curriculum is a separate, enriching and valuable stage in and of itself. However, it still necessarily provides the skills essential for success at KS4.

Furthermore our KS3 curriculum offers a wide range of musical styles, genres and cultures in order to develop a deep and broad knowledge of music from different time periods and around the world. Homework is based on research-focussed written tasks to allow for independent writing in exploration of aspects in musical styles in greater depth

The Music Department delivers exciting and engaging lessons, challenging students to explore a range of different musical traditions and inspiring students to compose creatively around manageable key scales and motifs.

All our units of work have a specific focus. KS3 creates opportunities for pupil exploration based on specific musical styles, genres or period.

### **Key Stage 3 (Years 7, 8, 9):**

In Year 7, pupils are first introduced to the rudimentary aspects of musical notation before preparing for vocal ensemble performances of songs integrated with the Carol Service. Through the three years of this Key Stage, pupils explore a wide variety of musical traditions and periods through specific and summative performing, listening and appraising tasks, e.g. from the Medieval and Baroque eras to 20<sup>th</sup>-century Minimalism, Blues and Jazz, and Musical Theatre. These culminate to a one-term project in the summer term of Year 9 where pupils are given the opportunity to use their learnt skills and creativity to prepare their own arrangement / cover version of an existing piece or song.

### **Key Stage 4 (Years 10, 11) – Pearson Edexcel GCSE Music:**

This two-year course is designed to equip pupils with the necessary skills to understand music through Performing (30%), Composing (30%) and Appraising (40%), with the focus of the latter component on the set works under the four Areas of Study in the only exam paper in the summer of Year 11. The two other parts are coursework-based and challenge pupils to build and use their musical knowledge and interests to prepare short performances and create carefully-considered compositions, both finalised and submitted in April/May of Year 11.

### **Key Stage 5 (Years 12, 13) – Pearson Edexcel A-Level Music:**

At A-Level, the course is delivered over two years, bridging the gap from GCSE (or other prior studies) to help equip pupils with the more advanced skills to understand music at a higher level and greater depth. The course is structured in the same way as GCSE with the three strands: Performing (30%), Composing (30%) and Appraising (40%), with the focus of the latter component on the set works under the four Areas of Study in the only exam paper in the summer of Year 13. The two other parts remain coursework-based and challenge pupils to further develop and use their musical knowledge and interests to prepare a recital as well as create pieces of music demonstrating creativity and/or technique, both submitted in April/May of Year 13.

## ***Impact***

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### **Pupil progress:**

Pupils demonstrate progress appropriate to their age group and Key Stage through a series of regular assessment. These are mostly topic-based, with a specific focus on one of these, depending on the topic itself: performing, composing, appraising. At Key Stages 4 and 5, regular tests take place in addition to the formal assessments in order to regularly consolidate all areas of the syllabus covered, e.g. set works, specific types of exam questions. Mock exams and termly (audio recorded) performance assessments help inform pupil progress and strategies required.

### **Extra-curricular:**

In addition to differentiation in class, the more able pupils are encouraged to take part in a wide variety of instrumental and vocal ensembles to further develop their musicianship. Termly concerts provide the opportunity for young musicians to showcase their talents on stage, as well as numerous performances in the wider community, where students learn the value of performing as part of an ensemble and the positive impact it can have on communities to bring people from different backgrounds together. Peripatetic music teachers from Hounslow Music Service provide weekly one-to-one tuition each term for a variety of instruments (guitar, strings, percussion, woodwind, brass, voice etc) – funded by the parents/guardians themselves but subsidised by Pupil Premium.

### **Our marking policy:**

At Key Stage 3, pupil exercise books are marked every six lessons, with detailed feedback given at the end of each half-termly topic. Most written work is produced from research-based homework tasks and appraisal activities but key concepts, vocabulary and notes, as well as each lesson's learning objectives are also recorded in these books. At Key Stages 4 and 5, exercise books are used mainly for note-taking and revision purposes, and a variety of worksheets and booklets are used to cover different aspects (e.g. music theory, set works) of the syllabus. Both formal assessments (e.g. mock exams, past papers) and shorter tests (e.g. self/peer appraisal of performances, set work exam-style questions) are marked regularly, in line with whole-school policy.