

Music Curriculum Intent



The purpose of the Music curriculum is to enable all pupils to develop their musical potential through engaging experiences, recognising that music is an important part of cultural identity. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. Music is creative, collaborative and celebratory. Music at The Regis School brings together communities through whole class singing, ensemble playing and through the love of listening to music.

We also recognise that music benefits both cognitive development and character development. Performing is a crucial part of this. We encourage and prepare students for lifelong musical learning and musical appreciation, both in and out of school, including preparation for further study where appropriate.

The Music curriculum at The Regis School provides students with the skills of collaboration, as well as independent working. Pupils will be able to manage and organise projects and gain a wider knowledge of the music industry. The skills developed in Music are transferable to many other professions and provide pupils with valuable life skills which are transferable to industry, further study, and the world of work.

What Students Should Know and Be Able To Do

Entitled to Powerful Knowledge

At The Regis School, students deserve a broad and ambitious music curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our music curriculum will give students the opportunity to develop a thorough understanding of music, through performing, composing and critical engagement.

Students will develop their knowledge and understanding of music from different musical periods in time through practical music making. They are able to use specialist language and vocabulary with confidence and to recognise and apply these to the three themes of composition, performance and critical engagement. Students will be able to read and understand basic music notation, perform with a degree of confidence, compose in a recognisable structure and listen to music with discrimination.

Knowledge is Diverse, Inclusive and Representative

The music curriculum acts as both a mirror (reflecting students' identities and role models) and a window (offering glimpses into broader experiences). It enriches their lives by connecting them to their own stories and the world at large.

All students can see themselves reflected and are taken beyond their immediate experience. The music curriculum enables students to have understanding and engagement of controversial issues throughout history. We carefully select genres and musical examples that reflect a wide range of cultures and beliefs while addressing significant issues of discrimination, oppression, and social issues. They will understand that music has a place in many cultures, both locally and in the wider world and to appreciate and use that knowledge as a gateway to understand that culture.

Education With Character

Music plays a vital role to support our students to develop as responsible, respectful and active citizens. Through music, students learn the importance of hard work and perseverance. Practicing an instrument or mastering a piece requires dedication and discipline, which cultivates a strong work ethic.

How Students Acquire This Knowledge

"The ultimate aim of curriculum must be to a structured path, a movement through knowledge in time, where travel leads to acquisition and understanding, to seeing the world in a new way."

Coherent Whole

Every unit has an overview detailing objectives, teaching sequence, key vocabulary and terminology. Key vocabulary and terminology are displayed, defined and revisited. Students are tested on them in 'Memory Platforms' and end-of-lesson reviews. Students apply new vocabulary and terminology in their responses to music, both oral and written.

Extended tasks are used to assess students' knowledge and skills across three pillars of progression: technical, constructive and critical engagement. Modelled examples are an integral part of lessons, many of which are live examples, and teachers will also model expectations and misconceptions to ensure students understand what good performance and rehearsal skills and techniques look like. Extended tasks are often followed by developed models.

Great music teaching is rooted in the language of the subject: musical sound. Learning should centre around the music itself. We would expect to see the application of the Rosenshine Principles through:

- ‘Play me/show me’ used in teaching alongside ‘tell me’.
- Teachers always being a musician in the room.
- Whole-class modelling used alongside teacher and pre-prepared models.
- The department has a culture of practice: in lessons and beyond the curriculum, and the teaching environment is conducive to effective practice.
- Structured creativity, using scaffolds, models and starting points.
- The co-curricular musical experiences of pupils being evident in the classroom.

Acquire and Apply

We strive to provide our students with the best outcomes and knowledge in learning specific performance criteria and basic life skills of working proactively in a group. Students will become more familiar and confident in Music specific vocabulary, participate in and gain knowledge and skills associated with this practice. As students’ progress through the school, prior knowledge is revisited and reviewed to allow students to build a more confident understanding of their practice and then progress onto mastery.

Adapt and Improve

Adapt what is taught: Our curriculum is designed to be adaptable for each cohort, each class and each individual. We know and appreciate that every student has different strengths and weaknesses, and different ways of learning and our curriculum supports this. Our curriculum has been created to be adaptable to suit each individual learner to ensure they can strive for greatness. In Music, we respond to enthusiasm and passion and encourage students to explore music that interest them the most should this be performance, composition or arranging.

Adapt when it is taught: The curriculum is carefully sequenced to ensure students continue to build on knowledge and skills previously learnt. Students are constantly encouraged to draw on what they have learnt so far and consider how it can be applied to different genres of music. As students’ progress through KS3, preparation begins for if they choose to continue with Music at GCSE level. There is more emphasis on how the music is constructed and how to combine musical elements themselves. At GCSE, students are introduced to different genres, styles and set works, developing an understanding of how music has evolved over time. This continues to be developed at KS5 with a more in-depth focus, leading students on a journey to mastery.

Adapt how it is taught: Although the core content and fundamental skills of the curriculum are delivered to all students, we recognise that students learn differently and respond differently to certain approaches. In Music, our curriculum is created in a way so that teaching it can be adapted depending on the class, cohort or individual. We recognise that not all students respond well to being asked to perform and perhaps need more assistance and support in the way they learn to get the most out of Music. Our curriculum therefore aims to teach our students using different learning outlets; performance, Composition, and critical engagement.

Improve: Curriculum development is an ongoing process that is constantly being updated and refreshed so that it supports the needs of our students and aids whole school principals and focus. Teachers of Music work collaboratively to ensure the curriculum is continuously improving and providing the best Music education that is suited for our students. Assessment is used constantly to identify gaps in knowledge and to check for understanding but also to ensure the curriculum remains impactful, interesting and exciting.