

## Golden Concept: Performing

**Purpose:** The inclusion of music in the national curriculum serves to provide a well-rounded education that addresses cognitive, emotional, social, and creative aspects of students' development. It contributes to a holistic approach to learning and promotes skills that can be valuable throughout their lives. There are several key objectives that serve purpose to including performance in the curriculum. Cultural appreciation to explore the diversity that music offers around the globe. Emotional expression through performing and playing instruments allows students to express themselves, thus fostering emotional intelligence and wellbeing. Performing supports cognitive development through using memory, pattern recognition, and problem-solving. Creativity, innovation and teamwork and social skills are all used when performing to interpret work and use communication skills when working as part of an ensemble. Rehearsing and performing on a new instrument supports discipline and perseverance, encouraging students to aim high and develop a growth mindset. Performing supports physical coordination and the development of motor skills. Exposure to performance helps to develop confidence and can cultivate a lifelong love and appreciation for music.

### Assessment:

Assessment in music education is crucial for evaluating students' progress, understanding their strengths and areas for improvement, and informing instructional decisions. The assessment process in music often involves a combination of formative and summative assessments, as well as a consideration of both practical and theoretical aspects. Assessments through performance, such as group and solo performance, allow the students to develop their communication and teamwork skills. Opportunities to assess composition and improvisation develop students' ability to develop creatively and problem-solve to find their own solutions. Assessing aural skills and musical analysis evaluate how successfully students can interpret music and how well they understand the key musical elements. Written assessments and examinations of music theory help to test students' knowledge of music theory, which is the foundation of all music performance. Research projects and incorporating technology in assessments showcase the understanding of music through visuals, audios and recordings. Regular teacher feedback and verbal feedback is positive and gives students short-term, achievable goals to support their performance development. Peer evaluation also encourages students to receive positive and constructive feedback, and develop confidence communicating with others.

### Cross curriculum:

**Mathematics:** Rhythm and musical notation involve mathematical concepts such as fractions, patterns, and counting beats. Music can be used to explore mathematical concepts related to symmetry and proportions.

**English:** Studying lyrics, poetry, and songwriting can enhance language skills, including vocabulary, comprehension, and creative expression. Exploring historical and cultural contexts of music contributes to students' understanding of literature and history.

**Science:** Acoustics and the science of sound production can be integrated into music lessons, explaining how musical instruments produce sound. Exploring the physics of vibrations and frequencies in relation to musical instruments and sound waves.

**History:** Studying the historical context of different musical genres and styles provides insight into the cultural and social history of a particular time period. Investigating the lives of famous composers and musicians within historical contexts.

**Geography:** Exploring world music introduces students to the geography and cultural diversity of different regions. Studying the origins and migration of musical styles can be linked to geographical movements and influences.

**PE:** Incorporating movement and dance into music lessons promotes physical activity and coordination. Exploring the connection between music and physical expression, such as the rhythm of movement in dance.

**Art & DT:** Creating visual representations of musical concepts, such as graphic scores or album cover designs. Exploring the visual aspects of music through the use of multimedia and technology.

**Computing:** Using music technology, including digital audio workstations and software, to compose and produce music. Integrating technology to explore the history of recording and the impact of technological advancements on music.

**PSHE, RE and Life Skills:** Exploring the social and cultural implications of music, including its role in social movements and activism. Analysing the societal impact of different music genres and their influence on popular culture.

### Key Stage or stage breakdown:

**Stage 1 & 2:** Introduction to basic musical concepts through activities such as singing, listening, and exploring rhythm and simple instruments. Students may begin to learn to play simple percussion instruments or recorders.

**Stage 3 – 6:** Building on the foundation from KS1, students continue to explore musical elements, develop basic music notation skills, and engage in more structured singing. They may also start to learn to play more complex instruments, participate in group performances, and explore different musical genres.

**Stage 7 – 9:** In-depth exploration of musical concepts, history, and genres. Students may learn to play more advanced instruments, study music theory, and engage in more complex compositions. The curriculum may also include music technology, exposing students to the use of software and electronic instruments.

**Stage 10 – 11 (BTEC Music and Sixth Form Enrichment):** The curriculum may include more specialised and advanced music studies, allowing for a deeper exploration of specific musical genres, performance, composition, and music technology. Students complete a module in Music Performance, giving them the opportunity to explore a variety of performance repertoire and instruments. Students develop ensemble skills through performing with others, and also developing their own confidence as individual performers.