



Intent	Delivery	Impact
<p>Curriculum Intent</p> <p>The Music curriculum follows the National Curriculum and provides students with a high-quality, practical and engaging musical education. Learning is hands-on and reflective of real musical practice and the wider music industry.</p> <p>Students develop skills in performance, composition, listening and music technology while building confidence, creativity and analytical thinking. The curriculum is ambitious for all learners and designed to prepare students for further study, employment and lifelong participation in music.</p> <p>High Quality and Ambitious for All</p> <p>The curriculum challenges all students to develop as confident performers, composers and listeners. Through carefully sequenced learning, students build technical, creative and evaluative skills over time.</p> <p>Adaptive teaching and practical learning ensure all students can access and succeed in music regardless of their starting point.</p>	<p>How is the curriculum delivered?</p> <p>At St Marks, the Music curriculum is delivered through a practical, inclusive and knowledge-rich approach that enables all pupils to develop as confident performers, composers and listeners. The curriculum follows the aims of the National Curriculum for Music and ensures that pupils:</p> <ul style="list-style-type: none"> ● perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions; ● learn to sing and use their voices confidently; ● compose and improvise individually and collaboratively; ● learn and develop instrumental skills; ● use music technology appropriately; ● understand how music is created, produced and communicated through the inter-related dimensions of music. <p>Lessons are structured around the three core strands of performing, composing and listening, which are embedded throughout all units of work. Pupils experience music through practical engagement, discussion, rehearsal, analysis and reflection. Music technology is integrated into learning to support creativity, sequencing, recording and composition.</p> <p>The curriculum is designed to be fully inclusive, allowing all pupils, regardless of prior musical experience or</p>	<p>The Music department achieves strong outcomes at both KS4 and KS5, with student uptake for GCSE and A-Level Music continuing to grow. Students make strong progress through a curriculum that develops practical musicianship, creativity and academic understanding.</p> <p>Students leave St Mark’s with strong musical foundations in performance, composition, listening and music technology. They develop confidence in using musical vocabulary, analysing music critically and performing both independently and collaboratively.</p> <p>The curriculum develops transferable skills including communication, resilience, teamwork, creativity and analytical thinking. These skills support achievement across the wider curriculum and prepare students for further education and future employment.</p> <p>The department promotes high levels of participation through an inclusive and accessible curriculum. Music is taught as a universal language that removes barriers to learning and encourages all students to engage confidently in practical music-making.</p> <p>The impact of personal development is evident through students’ confidence, self-expression, leadership and collaboration. Extra-curricular</p>

Cultural Capital

Students experience a wide range of musical styles, traditions and cultures throughout Key Stage 3. This broadens their understanding of music's role in society and develops appreciation of diversity and global cultures.

Performance and listening opportunities help students develop confidence, collaboration and wider cultural awareness.

Catholic Ethos

The curriculum reflects the Catholic values of respect, community and personal growth. Music encourages reflection, collaboration and celebration through shared musical experiences.

Students are encouraged to develop confidence, compassion and respect for others through performance and creative expression.

National Curriculum

The curriculum is fully aligned with the National Curriculum for Music. Students perform, compose, listen to and evaluate music while developing vocal, instrumental and technological skills.

The inter-related dimensions of music are embedded throughout all learning to develop well-rounded musicianship.

background, to access and succeed in music.

Oracy is embedded throughout the Music curriculum. Pupils regularly:

- discuss and evaluate performances;
- use subject-specific vocabulary accurately;
- justify creative decisions;
- give and respond to peer feedback;
- rehearse collaboratively within ensembles.

Music literacy is developed through exposure to:

- standard notation;
- rhythmic notation;
- chord symbols;
- musical terminology and keywords.

Reading opportunities include the interpretation of notation, lyric analysis, listening tasks, retrieval activities and contextual study of composers, genres and musical traditions. Key vocabulary is explicitly taught and revisited to support literacy development across all key stages.

The curriculum is designed to ensure that all pupils can access and participate successfully in music lessons.

Adaptive teaching strategies include:

- scaffolded practical tasks;
- modelling and demonstration;
- chunked instructions;
- visual supports and notation aids;
- differentiated instrumental parts;
- structured peer support;
- use of technology to remove barriers to participation.

opportunities including performances, ensembles and school events contribute positively to the wider life of the school and strengthen students' cultural awareness and sense of belonging.

The curriculum places a strong emphasis on cultural capital by exposing students to a diverse range of musical genres, traditions and cultures. Students develop appreciation, respect and understanding of music from a variety of historical and global contexts.

Quality assurance is embedded through regular monitoring and evaluation of teaching, learning and outcomes. Curriculum delivery is reviewed through lesson visits, work scrutiny, assessment analysis and student feedback to ensure high standards and consistency across the department.

Student voice plays an important role in shaping the curriculum and wider provision. Pupils are encouraged to reflect on their learning experiences, performance opportunities and curriculum content. Feedback from students helps inform curriculum development, enrichment opportunities and teaching approaches to ensure the curriculum remains engaging, inclusive and ambitious for all learners.

Many students continue their musical education beyond school, progressing to further study and careers within the music and creative industries.

What students will know and achieve

By the end of Key Stage 3, students will perform confidently, compose creatively and listen critically using appropriate musical vocabulary.

Students will understand a broad range of musical styles and cultures while developing transferable skills including communication, teamwork, resilience and creativity. They leave St Mark's prepared for further study and future opportunities within the creative industries and beyond.

SEND, Pupil Premium and EAL students are supported through carefully planned sequencing, repetition of key concepts and opportunities for success through practical learning. Pupils are encouraged to develop confidence, resilience and independence regardless of starting point.

The inclusive nature of ensemble work and practical music-making allows all learners to contribute meaningfully and experience success.

Assessment in Music is ongoing and formative, enabling teachers to monitor progress in performing, composing and listening.

Assessment strategies include:

- live performance assessment;
- teacher observation;
- verbal questioning;
- peer and self-assessment;
- listening evaluations;
- composition projects;
- retrieval activities.

Feedback is responsive and developmental, focusing on specific musical improvements such as timing, technique, expression, accuracy and creativity. Verbal feedback during rehearsal and performance plays a significant role in helping pupils refine and improve their work in real time.

Summative assessment opportunities allow pupils to demonstrate progress across practical, theoretical and creative aspects of the curriculum.