



Longridge High School

Curriculum Intent Music



THE BAY
LEARNING TRUST

1. Vision & Purpose

- We nurture pupils so they can confidently express through the language of music, discovering their voice or connecting with others with musical creativity, self-expression and cultural understanding.
- Music enriches pupils' lives, fosters teamwork, and supports wellbeing while also preparing those who wish to pursue further study or careers in the arts.
- Through performing, composing, and listening, pupils gain confidence, resilience, and an appreciation of music as a powerful form of communication and identity.

2. Ambition for All Learners

- All pupils, regardless of prior musical experience, are encouraged to participate and succeed in Music.
- Inclusive approaches ensure that SEND and disadvantaged pupils can access performing and composing activities.
- Stretch and challenge are provided for more experienced musicians through extended composition tasks, advanced performance opportunities, and leadership in lessons or peripatetic music access.

3. Knowledge & Skills Development

Pupils will:

- Develop practical skills in performance (voice, instruments, ensemble work).
- Learn composition techniques across a range of styles and genres, including use of notation and digital music technology.
- Listen to and analyse music from different cultures, historical periods, and traditions, understanding structure, style, and context.
- Build transferable skills such as confidence, collaboration, creativity, and discipline.

4. Sequencing & Progression

- **KS3:** foundations in performing, composing, and listening through a broad exposure to musical genres, instruments, and techniques.
- **KS4:** deeper study aligned with GCSE specifications, developing technical accuracy, composition projects, and critical listening skills.
- Learning builds year by year, revisiting key concepts (rhythm, harmony, structure, timbre) with greater complexity and independence.

5. Literacy, Oracy & Vocabulary

- Explicit teaching of musical vocabulary (e.g. dynamics, tempo, melody, harmony, texture, genre).
 - Tier 1: Everyday words (e.g. loud, fast, soft)
 - Tier 2: Descriptive terms (e.g. crescendo, harmony, rhythm)
 - Tier 3: Technical terms (e.g. sonata form, modulation, syncopation)
- Extended writing in KS4 will deepen through, comparing genres, evaluating performances, exploring historical context.
- Pupils articulate ideas through discussion, rehearsal, and performance feedback.

Our Vision

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- Pupils are encouraged to form their own opinions on songs and genre from lessons to develop their critical thinking skills.
- Written tasks include annotations, evaluations of performances, and analysis of set works or listening tasks.

6. Enrichment & Cultural Capital

- Enrichment opportunities include choir, instrumental lessons, ensembles, school productions and concerts.
- Exposure to live music through trips to the Halle Orchestra and musical theatre trips.
- Celebration of pupil performances at school events, and community outreach activities building civic pride.
- Cross-curricular productions: Collaborations with Drama, Dance, and Art to stage musicals or interdisciplinary showcases.
- Peripatetic lessons: Access to specialist tutors for a range of instruments and voice types.
- Ensembles and choirs: Opportunities to join keyboard club, Rock School Club, Choir and Musical Theatre club, Concert Band, KS4 Band.
- Every June the school works with the Modern Foreign Languages Department to celebrate 'Fete de la musique'. This involves pupils performing in locations across the school to celebrate the festival.

7. Cross-Curricular Links & Real-World Relevance

- Strong links with Drama (performance), English (lyrics, narrative), History (musical eras, social context), and Technology (digital composition).
- Real-world applications: careers in music performance, production, teaching, event management, and creative industries.
- Builds confidence and resilience transferable to all areas of life and work.

8. Safeguarding & Online Safety

- Music is often deeply personal, and pupils are supported to express emotions safely.
- Safe use of instruments, equipment, and digital platforms for music production is taught explicitly.
- Online safety covered with 'classroom.cloud' and this monitors pupils internet use.
- Safeguarding protocols are followed for all performances, recordings, and public events, including parental consent, supervision, and risk assessments.

9. Assessment & Impact

- Formative assessment through rehearsal, peer/teacher feedback, iPad performance recordings and feedback.
- Summative assessment through performance, composition portfolios, and listening/analysis tasks (in line with GCSE specifications).
- Impact measured through pupil outcomes, participation in enrichment and classroom activities, and the confidence gained in performance.

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