

Key Stage 3&4 Music Curriculum



Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS) we aim to provide all pupils with the skills and knowledge to harbour a lifelong love of music. All our pupils are entitled to high quality and engaging music lessons in which we promote positive attitudes towards music making through a rich, bespoke, pupil-centred approach. Classroom work is based on composition, performance, improvisation, music appreciation and rhythm making, linked to half termly themes. Through these themes we aim to promote pupils' appreciation and understanding of music from a variety of different cultures and styles. The music curriculum is taught following the 2013 National Curriculum, with reference to Model Music Guidance KS 1-3.

While music is not taught as a standalone GCSE subject, KS4 students can participate in the offer provided for KS3 students. If students study GCSE music or other accredited course at their home school, support will be offered for them to continue their music studies while they are with us in hospital.

Students across all sites have had the opportunity to work with musicians from Wigmore Hall in extended collaborative projects linked to work from our curriculum. We are currently working with the City of London Sinfonia on a series of similar projects with students at our in patient mental health unit, Lavender Walk. We also collaborate with MiSST (The Music in Secondary Schools Trust) who provide instrumental violin lessons to our community students at Bayswater.

At CCHS we recognise that learners in a hospital school setting might have missed significant periods of school and may join us with gaps in their learning. We tailor teaching and learning in music to the level and pace specific to each learner.

Intent

To develop learners who can:

- Create music together with other pupils
- Work independently to improve their musical skills
- Appreciate a wide range of diverse musical styles

Implementation

- The music curriculum is planned with half termly themes which implement the key skills of listening, performing and composing.
- Delivery of the music curriculum can also include work from pupil's enrolled schools as well as exploring the interests of individual pupils.
- Every effort is made to give pupil's a sense of where their current learning fits with previous music learning.
- The music curriculum gives pupils a wide range of musical experiences and is a practical based curriculum, focusing on group and individual skills.

Impact

- Pupils who are able to join higher education or the workforce with creative skills, independence, and the ability to work with, and lead others

- Pupils who can appreciate and understand different cultures and how music has evolved
- Confident pupils who are resilient and able to break through challenges
- Pupils are engaged, curious and resilient in music lessons and relish the challenge and opportunities that the subject offers
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned and achieved

English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

In Music we strive to include information related to the racial and cultural background of the diverse range of pupils who attend the hospital school.

Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities. In Music, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).