



Head of Department Welcome

Thank you for your interest in Glebelands School and the Music department. I am pleased that you are considering applying for the advertised position and hope that the department brochure will provide you with the information you require to give you an insight into the department.

I currently work independently, delivering all music lessons and extra-curricular activities to all key stage 3 and 4 students. I care very deeply about providing enjoyable musical opportunities for all students, in and outside of lessons. I am open to trying new ideas in my teaching, but also acknowledge student feedback on their learning experiences in order that I can adapt future provision.

I work closely with the head of drama, using fortnightly teaching and learning meetings to develop pedagogical thinking and subject knowledge. We also work together on school concerts and productions.

As a new music teacher, either ECT or experienced, you would be encouraged to contribute ideas and skills to help the department grow, in order that our students foster a life-long love for music, musical learning and its appreciation.

We are very fortunate to have a well-resourced music department with a wide range of instruments including contemporary rock and pop instruments, djembes, steel pans, p-brass and woodwind and strings. We use MacBook Pros, GarageBand and Sibelius to record and notate music, with a mixture of dynamic and condenser microphones and audio interfaces. We utilise Apple technology to record and replay to students for formative assessment to help them reflect and make progress. We also utilise Amazon tablets to support learning of music in classrooms and practice rooms. We listen regularly to a wide range of musical styles, supported by a powerful speaker system and HD Amazon Music Unlimited.

This is an exceptional opportunity for a dynamic teacher to become part of the team. The successful candidate will align to both the school's and the department strategic vision, have a drive and energy to help shape the curriculum and ensure the learning environment is one in which all of our students will thrive.

Mr Liam Forrester

Lead Teacher of Music



Glebelands
Respect and Achieve



Music Curriculum Intent Statement

It is our purpose in teaching music to ensure students leave Glebelands being able to utilise effectively their skills and knowledge of musical elements, language and context to:

- Comment critically on a wide range of familiar and unfamiliar music
- Perform and compose music for a variety of contexts and occasions
- Regularly engage in domestic and foreign musical culture and industry opportunities

The music department at Glebelands is founded on the premise that music should be accessible to all, to **challenge student aspirations**. To that end, it is important that opportunities for aesthetic experience are available in and outside of lesson time. Curriculum is designed to promote practical opportunities in performance, singing and composition, with the remaining time devoted to appraising self and others work. We work to ensure disadvantaged learners have equity in their access to music education outside of lessons, by working with Surrey Arts to provide discounted or free musical instrument tuition. Students also have the option to join choir or orchestra taking place at lunchtimes, but also use practice rooms for their own practice at both break and lunchtimes.

In order to **open minds**, topics in lessons have been sequenced according to a whole-school approach to knowledge and skill development, with several opportunities for cross-curricular learning and revision. They are based around different contexts including geographic locations, contemporary ensembles and multi-disciplinary settings. The progress of students follows a spiral curriculum, whereby students cover specific musical elements and language related to each topic. Retention of musical language is supported through music theory homework. Through a breadth of aesthetic, tactile experiences, students will be exposed to the plethora of opportunities that exist in an essential music industry and economy.

Students will also have the **opportunity** to thrive and hone many transferable skills, including organisation, self-regulation, communication, problem solving and negotiating. The curriculum encourages students to make choices about the music they wish to appraise (e.g. year 8), but also acknowledges the particular strengths and interests of students (e.g. year 9 pathways). In addition to being offered level 2 courses in key stage 4, students should know how to access music locally and nationally, in order that they continue to foster a life-long love of musical engagement. Provision will also include short-term internal and external projects with events, where we invite primary schools to collaborate with our own students to perform together.





About the Music Department

The music department is well-resourced, managed and growing contingent in the school community. The main teaching room is adjacent to 5 purpose-built practice rooms, each containing a piano and a drum kit, to provide students with opportunities to develop social and musical skills in groups. Students are encouraged to use practice rooms during break and lunchtimes under nearby supervision, in order that they explore their own musical curiosities.

Key stage 3 topics are selected in accordance with department resources, staff expertise and student voice. They complete ABRSM music theory for homework from grades one in year 7, grade two in year 8 and grade 3 in year 9, which is self-assessed with teacher input on a regular basis. Year 7 and 8 tutor groups are split in half for performing arts lessons, where they attend 3 out of 6 half-terms in music. In year 9, students complete 12 lessons in one half-term for music, before moving on in a carousel of creative subjects. Key Stage 4 students will take a level 2 qualification, based on the cohort's knowledge and skills. Currently, this will be either Edexcel GCSE Music or RSL Music Production. Both courses offer students the opportunity to develop their creative knowledge and skills, demonstrating their output with performances, compositions, listening, appraising, recording and production. All students complete regular retrieval practice with recap quizzes at the start of lessons, as well as using progress trackers during and at the end of modules or milestones for assessment.

We have established a small chamber orchestra, choir and percussion ensemble, with a view to increasing participation and establishing more groups as the profile of music improves in both the school and local community. To facilitate for the future, we have initiated a community orchestra project, involving local primary and special schools in music tuition provided by Surrey Arts, to teach students how to play woodwind, brass and percussion instruments, to inspire them to take individual lessons, but also to participate in a large orchestra performance once every two years.

Facilities

- 1 large classroom with upright electric piano; smartboard and projector; 4 MacBook Pro laptops, audio interfaces and microphones for recording; passive monitors and amplifier; 65" smart TV with access to streaming platforms
- 5 practice rooms with upright pianos (acoustic and electric); drum kits (acoustic and electric) and amplifiers for electric instruments
- Instruments including: contemporary pop & rock instruments (e.g. guitars, keyboards and drum kits); orchestral instruments (woodwind, brass, strings and percussion); world music.





Music Key Stage 3 Curriculum

We follow the national curriculum for music, and have taken inspiration from the recently published Model Music Curriculum (2021) to ensure that students make adequate progress from key stages 1 through to key stage 4.

Schemes of work are separated into 3 modules for years 7 and 8. Year 9 engage in drumming to grade 1 standard throughout the year, in order that they all have knowledge and skills required for GCSE Music, no matter their background and familiarity.

The curriculum has been designed to include a variety of topics that expand the musical awareness of students, whilst preparing them for higher level study of music. Students are given verbal feedback on a regular basis, with summative assessments taking place at the end of modules or key milestones for progress.

We follow a Teach Boost Teach cycle. We use Boost activities in lessons to correct misunderstandings in order that students can identify and address gaps in their knowledge and skill sets.

All students in key stage 3 are expected to complete ABRSM graded music theory for homework. This helps to improve their musical literacy, access and understand concepts in classroom settings, and in turn, encourage development of their problem-solving, communicative, artistic and creative skills.

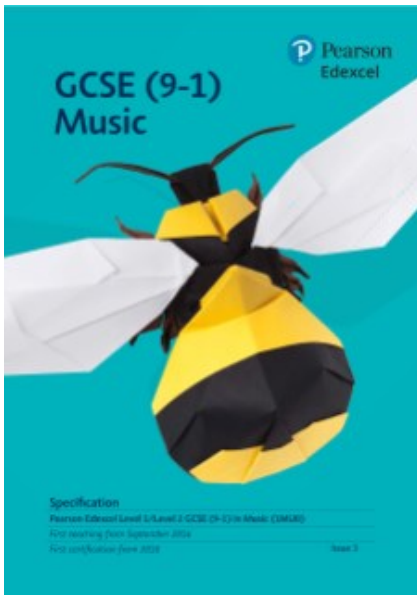
Students are taught in mixed ability groups throughout key stages 3 and 4. The mixture of abilities helps to raise the profile of music, from competent or developing musicians acting as role models and assisting others in lessons, to complete beginners being able to access activities in performing, composing, singing and listening (developing interpersonal skills, and gross and fine motor skills). It also helps students to improve their respect for and support of others learning to make music. Learning tasks are differentiated to acknowledge a wide range of musical familiarity and interests.

During year 9, students may opt for GCSE music. The year 9 scheme of work draws together the study of multiple genres of music, that connects with their practical learning of drumming. After options choices, students are tasked with research their preferred career in the music industry and their favourite musician, based on their own musical experiences. This helps to ensure that they've the necessary knowledge and skills to study music at college or university, or so that they can access the music industry for other learning or leisure, according to their tastes in music.



Curriculum Map





Music Key Stage 4 Curriculum

Students will study Pearson Edexcel GCSE Music, completing assessments in three units: performing, composing and appraising.

Eight set works are studied from areas including: Instrumental Music 1700-1820; vocal music; music for stage and screen, and fusions. Students will study these with consideration of musical elements, musical contexts and musical language.

Students perform for a combined total of 4 minutes. They must perform at least one solo and one ensemble piece, both of which must last for at least 1 minute. Students may perform from a score or improvise on traditional instruments, music technology or voice (either singing or rapping). They will have an opportunity to perform pieces at a variety of internal and external music events throughout the 2-year course.

Students must compose two compositions of a combined total of 3 minutes duration. One composition brief is set by Pearson and the other is free, set by the student. Each composition must last at least 1 minute. To complete these, students will record and produce their compositions using music technology, notating their scores traditionally, or by producing a written account of no more than 500 words.

Each performance and composition is marked out of 30 and is internally assessed and externally moderated.

Students must also complete a 1hr 45minute listening and written exam. Section A features: six questions related to six of eight set works; one short melody/rhythm completion exercise, and a question on an unfamiliar piece, its musical elements, context and language (68 marks). Section B features an extended response comparison between a set work and one unfamiliar piece (12 marks).

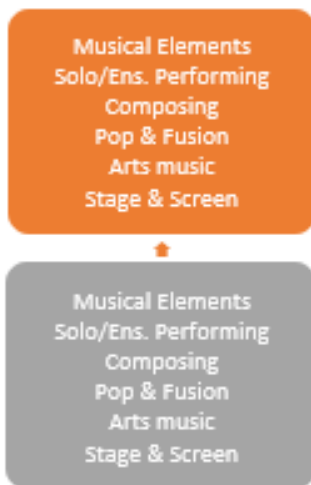
Our students proudly take part ensembles such as orchestra and choir, but also contribute to our annual school production. They also compose music for local primary schools as part of composition and outreach projects.

Key Stage 4 2021 Results:

To be confirmed.



Curriculum Map





What our students said when asked to finish the sentence 'I like Music because.'

'You help and support me in music.'

'I like learning about how to read and understand music.'

'I know how to listen to music critically.'

'Mr Holcombe makes lessons fun, so I remember lots.'

'The music lessons you do are really fun and enjoyable!'

'Our teacher links the music we enjoy to our lessons.'

'I learn how to play different instrument'.

'We have useful homework'.

'It helps to improve my confidence.'

'My teacher is an amazing drummer!'

'We get to work in groups to make our own music.'

'I get to show others that I can achieve'.





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