Curriculum

Technical

- **Small building blocks**: short lesson plans and several quick-break activities
- Consolidation of learning through regular reviews and activities progressively becoming more complex
- Step-by-step introduction to staff and graphic notation
- **Instrument extensions**: students engage with instrumental learning, opening doors for future academic or vocational study

Constructive

Introduces and explores inter-related elements of music and components of composition, using **musical terminology**

- Explore pitch, dynamics, pulse, rhythm, timbre, listening, improvising, composing, and reading music

Circular learning, revisiting key skills in more depth every year within a coherent learning plan

Expressive

Simple call and response songs regularly recapped to improve performance

Structured repetition of activities promotes resilience and improves performance

Opportunities for expressive music-making and **preparing their own performance**

Sequencing

Improvisation, composition, and listening activities provide platforms for **free yet structured creativity**

Flexible 10-week schemes of work designed to progressively **encounter, explore, and develop** music skills and knowledge with in-built scaffolding to accommodate all learners

Structured and in-built repetition: learners continually revisit activities, allowing them to develop resilience and reinforce learning

Culture

Thriving musical culture fostered by **world-class musicians** in the classroom

Activities to encourage **spiritual, moral, social, and cultural development**

Comprehensive resource saves staff time, allowing them to develop a successful co-curricular life building on skills developed in creative thinking and role-play activities

Pedagogy

Rationale behind teaching

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Process- based approach to learning: supporting teachers to facilitate the creative process through modelling, guiding, and offering opportunities to experiment and refine ideas and skills, without necessarily having to lead

Pupils meet creative intentions:

- to understand and explore how music is created, produced and communicated, experimenting with, creating, selecting, and combining sounds using inter-related dimensions of music
- to listen to music with concentration and play untuned and tuned instruments musically in time to a beat
- to use their voices expressively and creatively through singing a call and response song collectively and pitching accurately

Assessment

Progression of skills documents and assessment frameworks provided for each programme

Policy

Timesaving: presented as a sequence of films and recordings which can be displayed in the classroom, these are ready and easy to use with all the **planning and preparation already done**

Systems

'Every teacher a music teacher'

Unique resource provides pathways for teachers who are wanting to explore delivering music themselves for the first time as well as 100s of creative ideas for experienced music teachers

Linked and in-built CPD programmed to encourage teachers' confidence in music teaching throughout the term

Aurora Orchestra