**SCHOOL VISION**

We believe that all young people should be as independent as they can be, irrespective of starting point.  We will develop the essential skills of communication, employability skills as well as emotional wellbeing.  We want our pupils to be global citizens and contribute and be part of their community (local/national & international).  We want our pupils to be happy, confident, healthy, safe and have their voices heard.  We aim to prepare our pupils for life beyond Hill Top School.

**INTENT**

At Hill Top we believe that a Music curriculum can bring people together, improve health and wellbeing, improve confidence and resilience, it’s a creative outlet and it should be fun! Students at Hill Top therefore undertake a programme of Music to access all of these benefits, as well as a way of nurturing a lifelong affection and relationship with Music, which will then be a source of inspiration, consolation and connection to others, beyond school. We intend to give pupils a way and means to connect to the world and others and express themselves, their identity and administer life-long self-care.

Through the music curriculum, we aim to give pupils opportunities to experience and appreciate a wide range of music, including those from different genres and periods of time and communicate their likes and dislikes. Have opportunities to develop their skills using different instruments and performance skills, as well as composition where appropriate.

**IMPLEMENTATION**

The music curriculum is delivered through 5 key themes;

*Experiential and active listening*

*Instrument instruction*

*Composition*

*Performance opportunities*

*Music socialisation*

All students will listen to the broadest possible variety of music through time and cultures, as well as a variety of live performances and social experiences. They will be encouraged to give views and feelings on the pieces.

Students will take part in collective musical instrument instruction, learning to play a variety of instruments to a basic level, with opportunity to specialise as they advance.

The formal curriculum pathway will introduce students to ukulele, keyboards, drums and either guitar or doumbek group-drumming. Pupils on the semi-formal and informal pathway will have opportunities to explore a range of instruments and how to produce sounds

Students will be encouraged to compose and express themselves individually, as well as having access to group playing practice and performance opportunities, as appropriate.

For pupils on the informal and semi-formal curriculum pathway, music is an integral part of daily lessons. A lot of the pupils on this pathway need repetition through rhyme and rhythm, to help them respond and react to learning, so music can be used throughout lessons, such as English and phonics. Pupils on this pathway also use the Charanga programme, and other online resources to explore and compose music.

**IMPACT**

The music curriculum is designed to allow pupils to gain, generalise and retain their knowledge and also skills, of the different components of music. Teacher assessments allow for pupils’ next step of learning to be identified to develop these skills. It is also measured through pupils’ voice, including how many pupils take part in performances. Evidence is collected through videos, photos and written teacher assessment.