

KS5 Music
Curriculum Intent
The intent of the RSL Level 3 Sub Diploma in Music Practitioners (Performing) is to develop confident, skilled and versatile musicians who are prepared for progression into further study, employment and the wider music industry. The programme provides pupils with opportunities to develop their practical performance skills alongside their understanding of professional music practice. Pupils will develop technical ability, musicality, creativity and stagecraft through regular rehearsal, performance and evaluation. They will be encouraged to explore their own musical identity while developing the discipline, resilience and collaborative skills required to work effectively with other musicians and industry professionals. A key intention of the programme is to enable pupils to understand the expectations of a professional performer. Pupils will develop skills in preparation, rehearsal, communication, live performance, reflection and self-evaluation. They will also gain an awareness of the wider music industry, including professional conduct, audience engagement, promotion and the different opportunities available to performing musicians. The course is designed to be inclusive and aspirational, supporting pupils with different levels of prior experience to make meaningful progress. Through practical, pupil-centred activities, pupils will be encouraged to take ownership of their development, respond constructively to feedback and build confidence as independent practitioners. By the end of the programme, pupils should have developed a portfolio of practical and professional experience that demonstrates their abilities as performing musicians and provides a strong foundation for progression to higher-level study, specialist music training, employment, freelance work or other opportunities within the creative industries.
Assessment, Marking and Feedback
Assessment on the RSL Level 3 Sub Diploma in Music Practitioners (Performing) is designed to monitor pupils' progress, develop practical musicianship and prepare pupils for the expectations of further study and employment within the music industry. Assessment is primarily practical and is supported by written, recorded and reflective evidence where appropriate. Pupils will be assessed through a combination of formative and summative assessment, including rehearsals, live performances, practical tasks, recordings, individual and group projects, research, written work and reflective evaluations. Assessment activities will provide pupils with opportunities to demonstrate their technical ability, musicality, creativity, performance skills, preparation, collaboration and professional conduct. Marking will be based on the relevant RSL assessment criteria and unit requirements. Teachers will use clear assessment criteria and success measures so that pupils understand what is expected and how their work will be judged. Practical performances will be assessed against appropriate criteria, which may include: • Technical control and accuracy • Musicality, interpretation and expression • Performance technique and stagecraft • Rehearsal and preparation • Communication and collaboration

- Creativity and development of musical ideas
- Professionalism and reliability
- Ability to respond to feedback and improve performance

Where appropriate, pupils will receive grades or assessment decisions in accordance with the requirements of the RSL qualification. Internal assessment will be completed consistently, and evidence will be maintained to support assessment decisions and quality assurance processes.

Feedback is an integral part of the learning process and will be provided regularly throughout the course. Pupils will receive timely, specific and constructive feedback that identifies strengths, areas for development and clear next steps.

Feedback may be delivered through verbal discussion, written comments, rehearsal observations, performance reviews, recorded performance analysis and individual tutorials. Pupils will be encouraged to reflect on feedback and apply it to subsequent rehearsals and performances.

Where possible, pupils will be given opportunities to act on feedback, redraft written work, refine musical material, repeat practical tasks or revisit performances in order to demonstrate progress and improvement.

Pupils will be encouraged to take increasing responsibility for evaluating their own musical development. They will regularly reflect on their performances, rehearsal processes and individual targets, identifying what has been successful and what needs further development.

Peer assessment may also be used to develop pupils' ability to give and receive constructive feedback and to develop their understanding of professional rehearsal and performance environments.

Pupil progress will be monitored throughout the programme through ongoing assessment, practical observations, performance evidence and review of completed work. Teachers will use assessment information to identify pupils who require additional support or greater challenge and to inform future teaching and learning.

Assessment will therefore serve not only to measure achievement but also to support continuous improvement, develop pupils' independence and ensure that they are making sustained progress towards their intended outcomes and future progression.

Homework

Students are set weekly homework that supports their learning in the classroom. Pupils are also set independent reading around subjects and topics referred to in class.

Links to National Curriculum / Syllabus Specifications

<https://www.rslawards.com>

Extracurricular and Enrichment Opportunities

The Performing Arts department run an extensive extra-curricular programme, including rock bands, choir, whole school musical. There are multiple performance opportunities for student to showcase their skills and talents in various showcases and concerts throughout the academic year. Working alongside Andrew Parry Music, the department support peripatetic lessons is a wide range of instruments, as well as supporting the annual Andrew Parry Summer Rock School. To enhance learning in professional settings, trips are arranged for students to watch shows in London, as well as invited guests who come in to school to present to the students.

Interested to know more?

To read:

- Concert, gig and album reviews to explore performance styles and audience responses

To watch:

- Live concert performances across a range of genres
- Behind-the-scenes documentaries showing rehearsal and production processes
- Masterclasses focusing on vocal or instrumental performance techniques

To listen:

- A wide range of musical genres and styles (pop, rock, jazz, classical, musical theatre, world music)
- Professional recordings of repertoire studied during the course
- Original compositions created by past students and professional composers for inspiration

To visit:

- Live concerts, festivals or music venues
- Recording studios or rehearsal facilities
- Local theatres or performing arts centres to observe professional music performances