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Oxjam: The Big School Gig Cross Curricular Links

Oxjam: The Big School Gig provides schools with exciting opportunities for combining curricular and out-of-hours learning and make links between different subject areas.

These guidelines outline possibilities suggested for work within the formal curriculum. They are not exhaustive and are intended as an indicator of some of the strategies schools may wish to use. We encourage you to be creative and to encourage learners from different subject areas to learn by working together.

The National Curriculum aims for all young people to be enabled to become responsible citizens. This forms the foundation for work in all subject areas. Therefore *Oxjam: The Big School Gig* may be integrated into one particular subject area or, more powerfully, form the basis of a cross-curricular project.

For exemplification purposes reference is made here to EDEXCEL exam specifications. AQA and OCR specifications follow a similar structure.

Music – The [KS3 curriculum](#) places stress on both performance and a critical understanding of the place of music in relation to culture and personal identity. The [KS4 curriculum](#) continues to emphasise performance and composing within styles such as popular and world music.

A performance for *Oxjam: The Big School Gig* could form part of a student's KS3 or KS4 portfolio. The use of music technology is encouraged at both key stages.

Citizenship – Planning and presenting an *Oxjam: The Big School Gig* event could form the basis for the 'Participating in Society' coursework portfolio required by [GCSE Citizenship Studies](#). Learners not sitting the exam could plan an *Oxjam: The Big School Gig* event through following the QCA scheme of work '[Planning a Community Event](#)'.

English – [KS3](#) and [KS4](#) English emphasise creativity and a cultural understanding of the role of language in different contexts. Work could cover song lyrics or spoken word set to music.

Business Studies – [GCSE Business Studies](#) and the [enterprise curriculum](#) encourage the development of participation and responsible action through activities such as running mini-enterprises for charities.

BTEC First Certificate and Diploma in Media, Music and Performing Arts

– This basket of [BTEC courses](#) requires learners to work together to organise and participate in performances. One example of many is the Music core unit on ‘Planning and Creating A Music Product’. *Oxjam: The Big School Gig* provides a meaningful context for this work.

Diploma in Creative and Media – the new [diploma](#) programme embeds the integration of planning and performance across all three levels. With specific reference to *Oxjam: The Big School Gig* Unit 6 Level 2 on ‘Festivals’ could be used to encourage learners to research the background to festivals such as *Oxjam* before organising and performing in their own event.

Global Citizenship – Music has galvanised social action and plays a role in prompting social change in many societies. Oxfam has [online resources](#) that encourage learners to study music from this social perspective. The units on [Songs of Fela Kuti](#) and [Songs of Slavery](#) may be particularly useful.