

MUSIC – CURRICULUM INTENT

ASPIRE - CHALLENGE - ACHIEVE

Our purpose and objective in music is to nurture passionate, imaginative and inquisitive individuals who see the world from an artistic perspective, enjoying and celebrating past and present musical styles and genres generated from an array of different cultures and historic traditions. The music curriculum prepares students to become competent musicians equipped with an ability to perform, compose and listen to music analytically. A range of topics allow students to develop an understanding and appreciation of the musical styles, genres and historic traditions in a contemporary society and throughout the world. These themes are explored through a range of different creative styles, composers and mediums. Furthermore, the music curriculum promotes a sense of pride, encourages confidence, resilience and develops relationships. The music curriculum allows learners to develop transferable skills including, but not limited to, communication, listening, teamwork and leadership.

Our Key Stage 3 curriculum is built upon three key aims “**An introduction to, developing and applying**” and targets all areas of the National Curriculum.

Year 7 An introduction to - In year 7 learners are introduced to the key concepts of music within singing, composing, performing and listening. This lays the foundations for well rounded musicianship.

Year 8 Developing - In year 8 learners are required to build upon the prior learning, developing an appreciation of the stylistic features of a range of musical styles. Learners continue to develop techniques for performing, composing and listening.

Year 9 Applying - In year 9 learners independently apply their skills and knowledge to a range of vocational scenarios. This prepares them to pursue further musical education and careers within the music industry.

Students are introduced to a range of opportunities to develop their expertise through extra-curricular activities including the school musical, concerts and events (inside and outside of school), celebrating the student’s talents within the local community, allowing them to develop their professionalism within the music industry.

MUSIC – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

Key = **Performing** **Composing** **Listening and Theory**

Year 7 An introduction to	Exploring Vocal Skills	Exploring the Elements of Music	Exploring Rhythmic Notation	Exploring Musical Notation	Exploring Chord Progressions	Exploring Band Skills
Year 8 Developing	Developing Instrument Technique	Developing Understanding of DAWs	Developing Musical Elements - Blues Music	Developing Musical Elements - Reggae Music	Developing Live Performance Skills	Developing Compositional Skills
Year 9 Applying	Applying Ensemble Techniques	Applying DAW Techniques	Applying Instrumental Techniques	Applying Compositional Techniques	Applying Musical Elements – Arranging and Producing	Applying Musical Elements – Arranging and Performing

Singing plenaries facilitating the continuous recall and development of singing skills

By the end of Key Stage 3, students should play confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. They will have developed a solid understanding of theory, composition and have the tools to develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Learners will have developed skills that allow them to listen with increasing discrimination to a wide range of music from great composers and musicians, developing a deepening understanding of the music that they perform and to which they listen. As well as developing themselves as musicians, students will also hone their transferable skills, such team work, leadership, communication, dependability, adaptability and resilience.

Year 10	Core	Component 1 Musical Styles and Musical Elements, stylistic features and characteristics L1 Draft work L2 Draft work	Component 1 Musical Styles and Musical Elements, stylistic features and characteristics + Music Industry Products L1 Draft work L2 Draft work	Component 1 Music Industry products and realisation techniques L1 Draft work L2 Draft work	Component 1 Controlled assessment	Component 2 Professional skills for the music industry + planning and communicating music skills development L1 Draft work	Component 2 Development of technical music skills and techniques and none technical skills and techniques L1 Draft work
	Comp	Component 3 Features of a music brief L1 Draft work	Component 3 Planning to meet the demands of the music brief + considering constraints and intentions L2 Draft work	Component 3 Develop and produce a response to a brief + Refining musical skills for a musical product		Component 3 Refining musical material + personal management	Component 3 Reviewing work based on client needs + quality of outcome L2 Draft work
Year 11	Core	Component 2 Development of music skills and techniques L1 Draft work	Component 2 Controlled assessment	Component 3 Commentary on the creative process + reflect on the outcome of the musical product L2 Draft work	Component 3 Learning aim A, B and C L2 Draft work	Component 3 Mock Controlled assessment	REVISION
	Comp	Component 3 Presenting own work to a client + relation of final product to the brief					

MUSIC: SKILLS / KNOWLEDGE PROGRESSION

	Performing	Composing	Listening and Theory
<p>Year 7 An introduction to</p>	<p>In year 7 learners show progress in performance by: Warming up appropriately for singing. Singing a range of songs in time and in tune. Considering the use of techniques such as breath control, posture and vocal projection. Signing in two part harmony. Considering various approaches to adding expression within a performance.</p> <p>Demonstrating an understanding of the musical elements within performance.</p> <p>Reading basic rhythmic and full musical notation (with and without note support).</p> <p>Understanding how to read and perform chord progressions.</p> <p>Understanding and following various structures within music.</p> <p>Performing within an ensemble in time and in tune.</p>	<p>Demonstrating an understanding of the musical elements and to control them appropriately to create music for film.</p> <p>Demonstrating an understanding of how to use the musical elements to create certain atmospheres within composition.</p> <p>Demonstrating an understanding of the compositional process through experimentation.</p> <p>Composing rhythmic patterns and polyrhythms in the exploration of world music.</p> <p>Creating arrangements of songs by manipulating approaches to expression.</p>	<p>Reading and performing from rhythmic notation.</p> <p>Reading and performing from full musical notation (with and without note support).</p> <p>Understanding and performing music with accidentals and naturals.</p> <p>Demonstrating an understanding of the layout of the keyboard.</p> <p>Identifying the use of the musical elements through listening activities.</p> <p>Explaining and understanding the choices of a composer's use of the musical elements.</p>
<p>Year 8 Developing</p>	<p>Demonstrating an understanding of the importance of instrument technique and carrying out developmental activities.</p> <p>Understanding and accurately performing music from different styles and genres, with consideration for the key features of each style.</p>	<p>Understanding and working out the triad chords within keys.</p> <p>Creating original chord progressions in a range of keys.</p> <p>Composing successful melodies that are simple and contain repetition.</p>	<p>Identifying the key stylistic features of a range of musical styles and genres through analytical listening.</p> <p>Using the musical elements to analyse a range of musical styles and genres.</p>

	<p>Performing from more complex musical notation and other forms of notation (chord charts, lead sheets) Performing in an ensemble with consideration for stylistic and expressive functions.</p> <p>Performing to an audience with confidence and stage presence.</p>	<p>Developing original ideas with expression.</p> <p>Harmonising melodies with harmonic accompaniment.</p> <p>Composing bass lines and drum beats.</p> <p>Composing music in a range of forms.</p> <p>Composing stylistic structural features such a breakdown and drops.</p> <p>Creating stylistic arrangements by manipulating the use of the musical elements.</p>	<p>Developing an understanding of the use of tonality, harmony, melody and structure within original composition.</p>
<p>Year 9 Applying</p>	<p>Demonstrating a deeper understanding of the use of musical elements in a range of musical styles and genres. Linking cultural and historical contexts to the stylistic features of genres and styles.</p> <p>Developing and implementing stylistic playing techniques used for specific styles and genres.</p> <p>Independently selecting appropriate material and preparing a solo or ensemble performance in response to a music industry brief.</p>	<p>Composing in response to commercial music briefs. Including any stylistic, instrumental or other requirements.</p> <p>Harmonic progression and direction including the use of cadences and key changes.</p> <p>Rhythmic functions such as staccato and slur.</p> <p>Creating full scale reinterpretations of already existing music in both performance and production.</p>	<p>Demonstrating a clear and systematic analytical approach to understanding a range of musical styles and genres.</p> <p>Demonstrating an understanding of harmonic progression and direction to develop a sense of fluency and within original composition.</p> <p>Applying a vast knowledge of a range of musical styles and genres to create full scale reinterpretations of existing music.</p>
<p>Year 10 + 11 BTEC</p>	<p>Creating a range of music industry products.</p> <p>Demonstrating and understanding the appropriate material selection for a certain audience.</p>	<p>Creating full scale original pieces for stylistic requirements and for film in response to commercial music briefs.</p>	<p>Demonstrating an understanding of a range of music styles and products through the creation of portfolios and music products.</p>

	<p>Demonstrating ownership of the development of instrumental and stylistic techniques and skills.</p> <p>Carrying out independent research and development practices for the development of musical skills and techniques.</p> <p>Creating development plans with appropriate exercises and SMART targets for the development and refinement of music skills and techniques.</p> <p>Communication the development of music skills and techniques.</p>	<p>Composing music using techniques specific to musical genres and styles.</p>	<p>Creating original music products in response to the requirements of a commercial music brief.</p> <p>Creating plans detailing how the musical elements will be used to create full scale reinterpretations of existing music in response to commercial music briefs.</p>
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MUSIC: WIDER CURRICULUM

Visits	EVOLVE project, Workshops, Visiting professionals in the industry, live performances within the community, Live music venues
Competitions	Annual house music competition
In House	School Musical / Visiting professionals in the industry / Alumni in the industry visits / Arts Award / Peripatetic lessons / Local performances/ End of term concerts
Other	Discussion of current related news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention & SMSC Audits for contributions from Performing Arts too detailed to list here</i>