

Music – Aims/Intent Music follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a life-long love and appreciation of music, the skills delivered in this subject such as teamwork, creativity and problem solving will serve our students in their future aspirations and career prospects as well as an appreciation for how Music within the arts can help us to function in the world and better understand and appreciate the tastes and values of those around us.

As students' progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a variety of the best music throughout the world and our history. The music curriculum is designed to be accessed by all students, regardless of musical starting points.

The music curriculum is designed to develop students' creativity, teamwork, self-reliance and technical ability as well as develop young people into confident human beings who can communicate well.

The aims in Music is that student will be taught:

1. Fundamental timing, improvising and composing skills using percussion instruments, voices and keyboard, developing in confidence on instruments of their choice, including any specialism they are encouraged to take.
2. These skills also include extending and developing musical ideas by drawing on a range of structures (for example verses in Rap music, repetition in Blues leading onto popular song structures in year 9 and more complex structures through GCSE set study) used throughout different styles, genres and traditions (E and D and SMSC objectives including historic slave trade and its' impact on popular music.
3. How to layer together different sounds and rhythms, beginning with basic rhythms these are built on with more complex descriptions (See vocabulary below) and examples of rhythm using other keywords to describe them (pitch, dynamics, tempo) leading on from an understanding of the meanings of these words to their application in practice. This application will be applied to building bass lines, chords, riffs and melodies from the rhythmic starting point.
4. To structure sounds and rhythms into a coherent whole
5. To Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
6. To sing and to use their voices, to create and compose music on their own and with others, Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
7. Play and perform confidently in a range of ensemble contexts at KS3 using increasing independence of a discipline of their choice including voice or playing instruments musically, fluently and with accuracy and expression
8. Listen with increasing discrimination to a wide range of music from great composers and musicians
9. Develop a deepening understanding of the music that they perform and to which they listen, and its history.
10. Reading and developing specific technical vocabulary

How cultural Capital enhance through Music:

Personal Development

The lifelong love and appreciation of Music will allow students to find their own confidence and voice in communicating their own vision and values and empower them to use these skills in the workplace. Learning to work in Teams with a variety of music starting points and instruments. Workshops from outside musicians are used. Each topic after year 7 provides students with the opportunity to select which musical instrument or part they might play (bass, chords, riff etc) which can sometimes also link to specific interests. Trips and performance opportunities of set studies also feed into this

Social Development

Students will work in teams with students who possess different strengths and assign each other roles as appropriate (selection of roles also forms part of our SEND strategy) S

Physical Development

Students will learn to play in time and will develop a great understanding of how-to co-ordinate hand, eye and ear communication throughout a variety of topics including reading music, aural discrimination and performing and composing. Throughout the course students will further develop and specialise their coordination on an instrument of their choice.

Spiritual Development

Students will communicate when words have no other way, they will learn to use technical skills to express their thoughts and feelings in compositional topics like Music in the media, learning how to combine the concepts expressed through vocabulary above (including use of rhythm etc within given structures) with their own creative ideas. The historical link between Music and religion is irrefutable. Students' engagement in Music can focus the brain, much time is spent working on counting and multi coordination skills throughout each topic.

Cultural Development

Students will learn the conventions used to layer and structure different pieces in a variety of different cultures, increasing their moral, historical and social awareness. Students will be made aware of political, social, historical and current affairs through our E and D objectives of listening to music from a variety of times and cultures

Moral Development

Students will learn to understand different beliefs and musical starting points and, where words cannot express, they will gain an insight into and understanding of others.

How students' vocabulary is developed through Music:

- Students demonstrate an understanding of key words and vocabulary through their analysis of their work and using key words to describe it.
- Key words and concepts are taught in year 7 before moving on to identifying how different forms of each concept are used (I.e. Rhythm is taught in year 7 and then different types of rhythm are taught and used in year 8 in relation to a specific topic like Reggae, these are expanded throughout ks4 so that students can make stylistic choices in their work
- Key terminology grids, booklets and resource lists are provided to students from Year 7 onwards
- Depending on the choice of instrument(s) and/or voice(s), and the piece of music, students should be able to read and play music using the appropriate musical language. Different types of musical language are listed below:
- Reading and writing of staff notation/major and minor chords and associated chord symbols/recognising and accurately using appropriate musical vocabulary and terminology related to the areas of study.

Implementation

Key stage 3:

During Y7/Y8 students will compose and perform in groups and as soloists. They will learn to use musical terminology to describe what they hear and methods of recording music, both written and audio. They will begin by learning terminology before learning how to play in time and use rhythm and then, with the introduction of keyboards, will use pitch and become familiar with different instruments, they will also learn to read and write music in a variety of ways to communicate creatively. In Year 8 students will learn about styles of Music from different traditions and be able to use the elements of music in different structures and using different layers.

Edexcel Specification

Key stage 4:

In Y9/Y10/Y11 GCSE Music further explores the history of music. Y9 students will learn in more detail about music theory and take the ABRSM Grade 1 Theory examination (or higher) during the year. They will also grow in confidence in both performance and composition before embarking on coursework in Y10. Then in Y10/Y11, students will study eight set works from the areas of study: Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen and Fusions. They will also produce solo and ensemble performances and two compositions as part of the EDEXCEL GCSE course.

[qualifications.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf](https://www.pearson.com/content/dam/pdf/GCSE/Music/2016/specification/Specification_GCSE_L1-L2_in_Music.pdf)

Key stage 5:

In Y12 there are 2 options to choose from: A Level Music or A Level Music Technology. Year 1 of the 2-year course in Music builds on the study begun at GCSE with further set work study and more advanced composition and performance tasks. Music Technology explores the recording, manipulation and production of sound using computers.

In Y13 Music allows students to focus on their strengths, as students can choose whether to compose or to work on technical exercises, alongside their performance and analysis skills. A Level Music Technology also builds on the skills acquired in year 1.

Impact

Through the study of music, our students will show that they have made good progress from their starting points and become well-rounded individuals. Work in students' folders and compositions show they understand how to perform, compose and read music. Discussions with students illustrate that they can explain and explore their own personal beliefs and feelings towards various musical genres.

Music lessons give students the opportunity to explore the sound world through listening, appraising, composition and performance. Students will have the opportunity to play a range of instruments and learn about music from different cultures and time periods. They will also explore the use of music technology and its place in the modern world. Students are aware of what it means to be a musician and the career pathways open to them in music.

Students participate in many musical events across the school calendar including Christmas Carol Concert, Open Mic night, Spring and Summer concerts, End of year assemblies, reflection assemblies. Trips and visits to Covent Garden and the Theatre. A wide range of additional extra-curricular ensembles.

This table outlines the key topic areas covered in **music** across KS3-5. They are divided into performing/composing/listening and analysing. Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students' progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Curriculum map - Subject: Music

AGE-STAGE						
Year 7	Building Bricks of music, using musical words	Graphic and rhythmic notation, writing down and reading/interpreting/performing from these	Keyboards, reading rhythmic and pitch notation (Grade 1 theory prep for GCSE)	Instruments of the Orchestra and reading advanced rhythms	Learning rhythmically simple bass lines and moving to more complex ideas such as chords	Samba Music, playing rhythmically complex parts in preparation for Rap/Reggae and Blues in year 8
	Composing own rhythms and developing through elements of music. Performing in time	Rhythm and Metre		Playing Mars from the planets.	Variations on a ground bass using own rhythms as learnt earlier in year and preparing for year 8 units using more complex ideas and describing variation in music elements	

Year 8	Scat/Rap/Vocal/Hip Hop and application of keywords	Links with Popular Music history and building on concepts of riffs, chords and bass lines	12 Bar Blues.		Tubular Bells and variation continuation, 20 th century minimalist techniques	James Bond	Fun computer-based composition work with any remaining lessons
	Rap Music	Reggae					
	(Performance at end of topic)	(Performance at end of topic)	12 Bar Blues	12 Bar Blues	Music In The Media		
GCSE Y9	Ensemble Performance , 12 Bar Blues and Beatles history including looking at historic chord patterns and structures.		PC2 Theory exam followed by Grade 2 theory and composition techniques.			Billy Jean and Killer Queen Performances	
	Introduction to Music Theory, Rhythms followed by PC1/Grade 1 assessment, learning scales and keys including chords up to 1 sharp or flat, writing out Triads, prep for PC2 grade 1 test including pitch/scales/triads		Introduction to GCSE Composition, applying chords, triads and melodies.			Billy Jean and Killer Queen Performances, begin Killer Queen Set Study	
GCSE Y10	Baroque Set Works – Bach and Purcell		Beethoven and Schwartz Set Works			Williams and Queen Set Works	
	Ensemble Performance		Solo Performance			Composition Coursework	
GCSE Y11	Fusion Set Works – Afro Celt Sound System and Spalding		Revision of Set Works, Comparison Questions and Aural Skills			Revision	



KS3 National Curriculum coverage – Colour code for ease

Performing
Composing
Listening and Analysing

SEND

Modelling – I do, we do, you do students guided through performance examples and activities before reading/interpreting activities for themselves

Scaffolding – Students will be provided with several steps to check on the construction of bass line/chord/rhythm/melody and additional check points and one to one model will be provided

Groupings – Mixed ability groups used with increasing independence in instruments and parts chosen. Group leaders continue to provide support

Adaptive teaching – Teacher can further break down tasks while circulating during 10-minute practice times.

Literacy – Students will be provided with key word lists and criteria that use key words.

RATIONALE

Music s sequencing has been planned out to enable pupils to develop skills and acquire knowledge in performing, composing and appraising through a variety of contexts, cultures and topics with underlying threads in each unit building on students understanding of Rhythm and pitch, as set out in Grade 1 theory ABRSM, leading on to using theory as an application in year 9, increasing to grade 2 ABRSM before specialising in compositional styles at GCSE.

For example, students will touch on an element of rhythm at the following points

Year term 1, basic timing skills, notating rhythms and putting them together, using different rhythms in ground bass using bass, chord and melody, learning complex rhythms in Samba → Year 8 Reggae develops rhythms while using chords and riffs (learnt in Rap Music) to use more complex rhythms appropriate to the style → Year 9: learning to spot the notation of rhythm in different set studies and apply to GCSE work using mark scheme indicative content sheet

Equality and Diversity in the Curriculum

The Music department is committed to improving the equality and diversity within the curriculum. Therefore, we have incorporated cultural musical styles throughout the curriculum, particularly in our Samba, Rap, Reggae and Blues units which track the contribution cultural diversity has made to musical styles enjoyed today.

Assessment

These will be worked towards throughout each topic, there are 3 Progress checks and 5 topics. Each topic has its' own assessment grid of skills that link to the use of keywords for each topic, which are provided in student booklets. There will be summative assessment at the end of each topic which will feed into our progress check data every 6-7 lessons. Throughout the unit Do Now Tasks will recap both practical and keyword work in line with our teaching strategies (engaging activities to start followed by high quality questioning), understanding of keywords will be periodically tested using this. Feedback will be provided to students throughout lessons and during mini performances which will be recorded in their workbooks.