

Curriculum Vision - *Music*

What is the purpose of the curriculum?

- To help students develop as musicians through listening, appraising and analysis of music, performing music and composing music.
- To develop transferable skills: creativity, communication, teamwork, leadership, analysis and problem solving

Why is Music an important subject?

- Music education is a vital part of a broad and balanced curriculum. It enhances cognitive development such as memory and attention, emotional well-being, social skills, cultural understanding, and creativity. Music is scientifically good for one's brain and equips students with skills and experiences that are necessary across the whole curriculum and in an ever-changing world that lasts for a lifetime.



Types of Knowledge - Music

Substantive Knowledge

Pupils develop an understanding of the fundamental elements of music through the framework *MAD T SHIRT*, which encompasses: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instrumentation, Rhythm and Texture. This supports all three themes of **listening, performing and composing**.

Procedural Knowledge.

Students acquire practical musical skills by learning how to:

- Practice effectively and rehearse both independently and collaboratively to be able to get a piece of music ready for **performance**. For example, as well as knowing how to play 'Lean on Me' melody on the keyboard with the correct fingering in Term 1 of Year 7, students can also compose in a similar style using conjunct melodies, antecedent and consequent in Term 6.
- **Improvise and compose.**
- Engage in a range of practical activities designed to support the development and refinement of their musical ability.
- Set up and use a variety of musical instruments, operate acoustic and electronic equipment and use amplification systems, music technology effectively for **performance and composition**.
- Students can identify different instruments playing in a **listening task** as they have got used to identifying timbre.
- Students use motor memory/knowledge when **playing a melody by ear on the keyboard**



Curriculum Themes Overview - *Music*

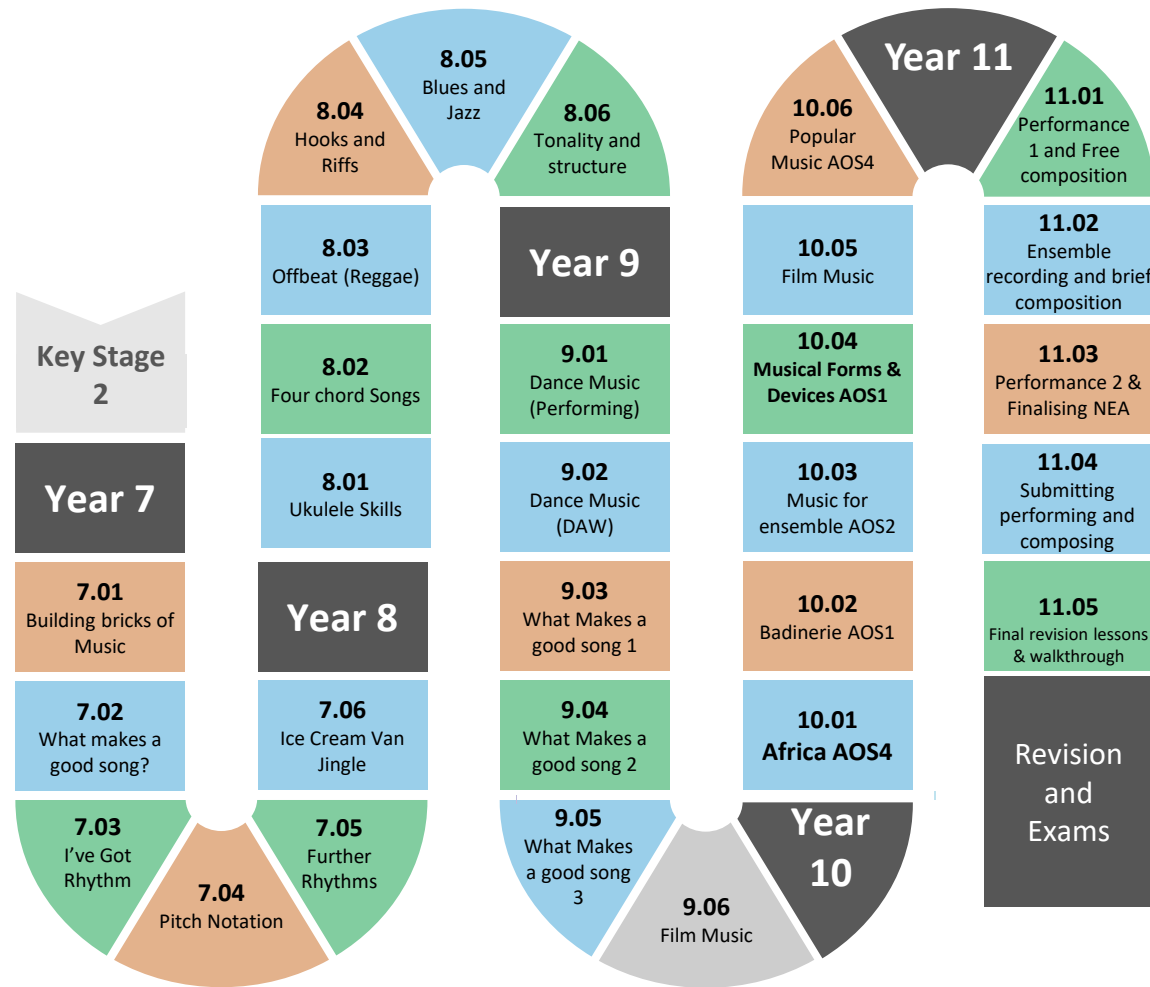
- **Performing:** play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- **Composing:** improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- **Listening and Appraising:** listen with increasing discrimination to a wide range of music from great composers and musicians

Students should also be able to do the following which cross-over the above three themes:

- identify and use the interrelated dimensions of music expressively and with increasing sophistication (MAD T SHIRT), including use of tonalities, different types of scales and other musical devices
- develop a deepening understanding of the music that they perform and to which they listen, and its history
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions



Curriculum Five Year Journey - *Music*



Curriculum Five Year Journey - *Music*

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	The building bricks of Music.	Singing Competition	I've Got Rhythm	Pitch notation	Further Rhythms	Ice Cream Van Jingle Project
	Learning 'Lean on Me' by ear through singing and playing the keyboard and identifying the main elements of music. The Woodwind Family	Whole class song project: How to improve a performance by manipulating different elements: melody, articulation, dynamics, structure, harmony, texture and tempo. The Brass Family	Basic rhythmic notation Creating and performing a polyrhythmic piece as a group. The String Family	Learning 'Oh When the Saints' on the Keyboard using pitch notation. The Percussion Family	Learning about triplets, dotted rhythms, off beat through a Samba project. Time signatures and conducting. Accents and syncopation. Using body percussion to create a canonic piece	Compose an ice cream van jingle using Ternary Form and balanced phrases (antecedent and consequent.) and notating ideas (pitch and rhythm). BiE prep: Antecedent and consequent.
Year 8	Ukulele Skills	Four chord songs	Off-beat (Reggae)	Hooks and Riffs	Blues and Improvisation	Tonality and Structure
	Learn to perform 4 chords and perform them in different songs.	Creating an arrangement of a Four chord song using the ukulele and keyboard.	Learning about Reggae and how off-beat is typical of the style. Perform off-beat chords and develop ensemble skills	Learning the different between the two. Sweet Dreams performance, Word Up, Bolero and Habanera.	Blues history. Spirituals, Ragtime, the Blues, the 12 bar blues, Jazz Music	BiE Prep (Blues chords and improvising in an ensemble) Major and Minor, chromatic and pentatonic
Year 9	Dance Music (Performing)	Dance Music (DAW)	What Makes A Good Song 1	What Makes A Good Song 2	What Makes A Good Song 3	Film Music
	Performing an arrangement of 'One Kiss' EDM piece	Composing an EDM piece using Soundtrap	Structure, Harmony and Texture	Band work: Practising a cover song	EDM, Hooks, Intervals, Lyrics and Rhythm (Rap)	BiE Prep (Smoke on the water assessment). Mickey Mousing, Leitmotifs and Heroic themes
Year 10	Africa AOS4	Badinerie AOS1	Music for ensemble AOS2	Musical Forms and Devices AOS1	Film Music AOS3	Popular Music AOS4
	Ensemble Performing 'Africa' set work 1. Intro to composition. Recap of musical elements through listening and studying Africa.	Ensemble performing 'Badinerie'. Composition: Pop song. Listening and studying Badinerie through the elements.	Ensemble performance 'Clocks'. Composition: Waltz Listening and studying Musical Theatre, Blues and Jazz through the elements.	Composition: Baroque/EDM Fusion. Listening and studying Baroque and Classical through the elements.	Ensemble performance 'Easy on Me/similar'. Composition: Viking Brief Listening and studying Film Music through the elements.	Ensemble performance practice for Culture day/Y11. Composition: Free choice – return to a composition and improve it. Listening and studying Pop Music and Fusion through the elements.
Year 11	Performance 1 and Free Composition	Assessment preparation: PPE1, ensemble recording and brief composition	Performance 2, finalising NEA.	Assessment: PPE2. Performing and composing submitted	Final Revision	
	Complete Free composition, record solo performance and prepare for mocks through revision of AOS1, 2,3 and 4.	PPE1 assessments, brief composition and ensemble performance mock recordings UL NEA recording window 1	Ensemble recording day, brief compositions finalised. DROP DOWN DAY UL NEA recording window 2	PPE2 assessments, finalising compositions, logs and performance NEA.	Exit timetable: Revision, past paper walk-throughs	

Curriculum Themes Map – Music – Performing and Composing

Theme/Big Idea/...	Year 7	Year 8	Year 9	Year 10	Year 11
Theme 1 Performing: Singing and playing	T1: Singing Lean on Me and playing it by ear on the keyboard with correct 5 finger position . T2: Singing Competition – applying musical elements through singing.	T1 Ukulele Skills: Playing chords C, G, Am and F. Singing songs and playing 4 chords. T2 Four chord songs: Singing and playing the ukulele.	T1 Dance Music: Perform on the keyboard using two hands reading from treble and bass clef notation.	T1: Ensemble performance of 'Africa' set work 2. T2: Ensemble performance of 'Badinerie' set work 1.	T1: Record Solo performance T2: Mock recording of Ensemble performance T3: Ensemble recording day T1-5: Singing Africa and Badinerie solo sections to recap understanding of the elements.
Theme 1 continued	T3: Playing percussion in a group. Saying rhythms rhythmically. T4: Singing the pitches for Oh When the Saints & playing it on the keyboard. T5: Samba ensemble. Clapping and performing on Samba style instruments T6: Playing the keyboard. Singing famous melodies	T3 Reggae (Off-beat): Singing and playing the keyboard, playing chords. T4 Hooks and Riffs: Vocal activities when learning Sweet Dreams and Word Up. Singing and clapping before playing. T5 Blues: Singing work songs , performing the 12 BB on the keyboard in pairs (chords and improvisation then swapping) T6: Playing Major and Minor melodies, chromaticism and pentatonic scales on keyboards or xylophones	T3 What makes a good song 1: Singing opportunities through learning Structure, Harmony and Texture. T4 What makes a good song 2: Practising a cover song as a band T5 What makes a good song 3: singing intervals and performing a rap	T3: Ensemble performance of 'Clocks'. T5: Ensemble performance 'Easy on Me' or similar. T6: Ensemble performance practice for Culture Day.	
Theme 2 Composing and Improvising Music	T2: Arranging a piece T3: Composing a polyrhythmic piece T5: Samba – Improvising rhythms in call and response. T6: Composing an Ice Cream Van Jingle	T1 Ukulele skills: improvising strumming rhythms . T2 Four chord song: Writing an arrangement of a 4 chord song. T5: Improvising a melody over a 12 bar blues chord sequence T6: Improvising using chromatic notes and pentatonic scales .	T2 Dance Music (DAW): Composing using Soundtrap. T4: Arranging a cover song T5: Creating a rap and performing. T6 Film Music: composing using Foley (mickey mousing), composing leitmotifs and heroic themes	T2: Composing exercise – writing a pop song . T3: Composing exercise – writing a waltz . T4: Composition exercise – EDM/Baroque fusion . T5: Composing – using the Viking Brief T6: Improving a composition that has been worked on this year.	T1: Complete Free composition T2: Work on brief composition T3: Finish brief composition T4: Finalise both compositions and logs

Curriculum Themes Map – Music – Listening and Appraising

Theme/Big Idea/...	Year 7	Year 8	Year 9	Year 10	Year 11
Theme 3 Listening and Appraising Music Critical Engagement	T1: Woodwind Family T2: Brass Family T3: Percussion Family T4: String Family T6: BiE2 Summer exam -Students can listen to and identify a wide range of instruments and families - Identify and comment on a range of musical devices in a range of topics. - Recognise various symbols and staff notation and use these in performance.	T1: Ukulele chord peer assessments T2: Listening to different arrangements of 4 chord songs T4: Listening to various hooks and riffs T5: History of the blues – listening to work songs blues, ragtime and jazz styles T6: Structure and tonality: Listening to various pieces in different structures and keys. Students identify and comment on a range of musical devices in a range of topics.	T1: Reading treble and bass clef notation. T2: Listening to examples of EDM T3-5: Listening to a wide range of pieces to identify and comment on structure, harmony, texture, hooks, intervals and rap. T6: Listening to music for the screen and commenting on the use of foley, leitmotifs and heroic themes.	T1: Recap of Elements through listening to and studying 'Africa'. T2: Listening and studying 'Badinerie' through the elements. T3: Listening and studying musical theatre through the elements T4: Listening and studying baroque and classical styles through the elements. T5: Listening and studying Film Music through the elements. T6: Listening and studying pop music and fusions through the elements.	T1-3: Revision of AOS1-4 T5: Final revision of AOS1-4 using walking talking mocks, using Elemental listening platform, work on the long answer.



Careers opportunities - *Music*

Year	Specific opportunities for teaching about careers linked to Music
7	• Building blocks of Music, Singing competition: A choir master, lead roles in musical theatre, an artist manager, a festival PR Director, a music news reporter and music photographer • Ice Cream Van Jingle Project: Composer, marketing and advertising specialist
8	• Ukulele skills, Blues performance: Musician, Singer-songwriter, Music Teacher, Music Producer, composer, radio presenter, actor, musical theatre performer.
9	• Dance Music, What Makes a good song, Film Music: Film or game music composer, Video game sound designer, media and entertainment, Musician, Songwriter, Music producer, entertainment organizer, marketing and advertising specialist, sound engineer, record label manager, music therapist
10	• Musician and Performer, singer, composer, songwriter, music producer, sound engineer, session musician, music teacher, musical theatre performer, video game music composer, film and TV music composer, Music Therapist, TV or Media Producer, Music Journalist, Events coordinator, Arts administration • Studying Music to GCSE helps develop transferable skills which employers value such as: Teaching, Business, Marketing, Public Relations, Law, Project Management
11	• As above (Year 10)

