

Music

The Intent of our Curriculum in Music

Intent of the curriculum in Music is for students to experience a lesson where they can express themselves, their thoughts and their lives through Music. It is important therefore to enable to students to perform, listen to, review and evaluate music, be taught to sing, create and compose music and understand and explore how music is created, produced and communicated. These three strands, composing, performing and appraising, link directly to the GCSE grading criteria, and are interleaved throughout years 7, 8 and 9. Through the Music curriculum, it is intended that pupils are able to consider the wider impact of Music on their own personal lives, and that of the wider communities. Through a varied and engaging curriculum offer pupils will be able to enjoy the change of pace Music can have in the daily life of the pupils, and learn to grow in a safe, fun and inclusive space.

At Nova Hreed the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may play in any person's life. We aim to ensure students understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as various concerts and performances, the learning of instruments, and the joining of one of our musical ensembles. The elements of music are taught in the classroom lessons so that students are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In doing so, students understand how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Whilst in school, students have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Students are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

The Learning Sequence in Music

Students are taught skills in year 7 which they then recap and expand on throughout all years at Nova Hreod.

Academic Year	Autumn Term	SPR1 Assessments	Spring Term and Summer Term 1	SPR2 Assessments	Summer Term 2
Year 7	<p>Charlie and the Chocolate Factory:</p> <ul style="list-style-type: none"> • Foundation Music skills • Composition • Polyrhythms and ostinatos • Ternary and Rondo form <p>Vocal Skills</p> <ul style="list-style-type: none"> • Christmas Songs • Composing a Christmas Song • Notation of our Christmas Songs 	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p>African Drumming</p> <ul style="list-style-type: none"> • Call and Response • Vocal work • Improvisation • Djembe work <p>Bass Clef</p> <ul style="list-style-type: none"> • Reading bass notation • Bass guitar • Chords on Keyboards • How to write a bass line • Adding bass lines to compositions 	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p>Pentatonic Music</p> <ul style="list-style-type: none"> • Development of keyboard skills • Drone • Ostinato • Playing keyboard with two hands <p>Band Project</p> <ul style="list-style-type: none"> • Playing an instrument of their choice • Ensemble skills • Set up and clear down of equipment • Identifying strengths
Year 8	<p>Developing key skills</p> <ul style="list-style-type: none"> • Drumming • Using Auto chords and backing rhythms • Clefs and Keys • Chord progressions eg the Pop Song Chord Pattern. <p>Waltz Composition</p> <ul style="list-style-type: none"> • Introduction to Sibelius • Structures • Writing a Melody line • Passing notes • Varying the bass line 	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p>Introduction to Game Music</p> <ul style="list-style-type: none"> • Use of Garageband • Designing a game and matching the mood • Online composing software • Structure development <p>Arranging</p> <ul style="list-style-type: none"> • Arranging Music in a different style • How to select instrumentation • Changing the mood of the Music 	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p>Reggae</p> <ul style="list-style-type: none"> • Auto chords and backing tracks • Playing two handed • Performing in front of an Audience <p>Band Project</p> <ul style="list-style-type: none"> • Playing an instrument of their choice • Ensemble skills • Set up and clear down of equipment • Identifying strengths

<p>Year 9</p>	<p>Instrument use and techniques</p> <ul style="list-style-type: none"> • Drumming • Bass Guitar • Keyboard Chords • How to sing correctly • Balance of Sound <p>Film Music</p> <ul style="list-style-type: none"> • Introduction to Film Music • Motifs and John Williams • Garageband Recap • Wallace and Gromit composition 	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p>	<p>Composing to a Brief</p> <ul style="list-style-type: none"> • Mood and Structure • Keys and texture • Appropriate scoring techniques • Composition Logs <p>Blues</p> <ul style="list-style-type: none"> • History of Blues Music • Selection of Blues pieces that will be performed to cement performance skills • How to work on feedback individually 	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing</p>	<p>Minimalism</p> <ul style="list-style-type: none"> • Steve Reich study • How to compose a cell • Stopping Minimalism getting boring • Composition in the Minimalist style <p>Dance Music</p> <ul style="list-style-type: none"> • Cascada and Flip and Fill • Introduction to online software • Lyric setting • Bass Drop • Using loops • Composition
<p>Year 10</p>	<p>2x lessons on theory including the set works, Music for Film, Music for Ensembles, Musical Forms Devices, and Rock and Pop Music</p> <p>1x lesson devoted to composing Music element of the examination, including techniques, log books and scoring their work.</p>	<p>For SPR assessments, students will be given a holistic grade based on the student's work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.</p> <p>Students grades will be taken from homework tasks, in lesson exam questions and practical workshops taking place in exam conditions</p>	<p>1x lesson on theory including the set works, Music for Film, Music for Ensembles, Musical Forms Devices, and Rock and Pop Music</p> <p>1x lesson devoted to composing Music element of the examination, including techniques, log books and scoring their work.</p> <p>1x lesson devoted to the Performance element of their examination. This will be both a solo and an ensemble and regular feedback will aid development of performance skills</p>	<p>Written paper mock exam</p> <p>Performance mock exam</p> <p>Marking of Composition</p>	<p>1x lesson on theory including the set works, Music for Film, Music for Ensembles, Musical Forms Devices, and Rock and Pop Music</p> <p>1x lesson devoted to composing Music element of the examination, including techniques, log books and scoring their work.</p> <p>1x lesson devoted to the Performance element of their examination. This will be both a solo and an ensemble and regular feedback will aid development of performance skills</p>

<p>Year 11</p>	<p>2x lessons on theory including the set works, Music for Film, Music for Ensembles, Musical Forms Devices, and Rock and Pop Music</p> <p>1x lesson devoted to composing Music element of the examination, including techniques, log books and scoring their work.</p>	<p>Written paper mock exam</p> <p>Performance mock exam</p> <p>Marking of Composition</p> <p>Free composition completed December.</p>	<p>1x lesson on theory including the set works, Music for Film, Music for Ensembles, Musical Forms Devices, and Rock and Pop Music</p> <p>1x lesson devoted to composing Music element of the examination, including techniques, log books and scoring their work.</p> <p>1x lesson devoted to the Performance element of their examination. This will be both a solo and an ensemble and regular feedback will aid development of performance skills</p>	<p>Written paper mock exam</p> <p>Performance mock exam</p> <p>Marking of Composition</p> <p>All work sent to Examination Board May.</p>	
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Formal Assessment of our Curriculum

To assess at KS3 we award a holistic grade based on the student’s work in lessons, both practically during creating sessions and theory lessons. It also takes into account prior knowledge, home study tasks and application to performing and rehearsing.

At KS4, students complete mock exam papers and performances, along with compositions. All aspects contribute to the grades awarded.