

MUSIC CURRICULUM INTENT:

In the music department we aim to provide a broad range of experiences for students at all levels from Years 3 to Year 11. Our curriculum is designed to offer challenge through excellent musical experiences via performing, composing and listening. Through our curriculum, we aim to provide our students with experiences that combine highly creative skills with practical skills. We believe that our curriculum, not only will help students to understand the world around them but, also provide valuable transferable skills for future career pathways. We recognise the importance music plays in providing students with a range of cultural experiences and the impact it has on equipping students with cultural capital. We also have a variety of extra-curricular opportunities and one-to-one lessons available for those who want to take music one step further.

CURRICULUM IMPLEMENTATION: MUSIC

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7 Knowledge: What will students know?	Transition Project Baseline listening test, musical autobiography, posture and how to warm up Learning two songs – ‘Something Just Like This’ and ‘The Importance of Being Idle’ Solo performances and practise songs Riffs in rock songs and practise songs Structure in songs and practise songs and ensemble performance assessment Review of progress and rock music features listening tasks	Notation and the Elements of Music Tempo, duration, rhythm, and silence – composing rhythms Pitch, melody, and harmony – adding melody to rhythms Dynamics, timbre, and articulation – add to compositions Texture, structure, tonality (and harmony again) – add to compositions Finish compositions and assessment Notation assessment	Keyboards Keyboards introduction and beginner pieces Developing and secure pieces – adding backing tracks Single finger chords and mini assessment Mastery pieces and exceptional performance pieces – full chords Performance assessment Review of progress and time to work on EBIs in practice	Instruments of the Orchestra What is an orchestra, role of the conductor, Peter and the Wolf listening and string instruments Woodwind and brass instruments Percussion instruments, seating an orchestra and listening assessment Programme music listening and composition Composition assessment Review of progress and time to work on EBIs in practice	Latin American Music Where is Latin America? History of music of the Andes and rhythm Music of Brazil and bossa nova Music of Villa-Lobas and listening/learning Toca Bonito Mini Toca Bonito assessment, learning Tequila Tequila assessment Review of progress and improvisation in Latin American music Improvising in African music Improvising in Chinese Music Improvisation in Indian Classical Music Improvisation in the blues		

<p>Year 7 Skills: What skills will students have developed?</p>	<p>SMSC: Appreciation for history of British rock music</p> <p>Reflection of their own previous music education in musical autobiographies</p> <p>Literacy: Structure of lyrics in song writing and comparison to poetry</p> <p>Subject specific skills:</p> <p>Posture, breath control and diction in singing</p> <p>Solo performance skills</p> <p>Ensemble performance skills</p> <p>Features of rock music and developing listening skills</p>	<p>SMSC: Use of imagination and creativity in composing</p> <p>Literacy: Learning to read music and how it compares to learning other languages</p> <p>Learning of keywords in the elements of music</p> <p>Numeracy: Basic addition, adding 50% and fractions as part of notation reading</p> <p>Subject specific skills: Listening skills through the elements of music</p> <p>Composition skills built through the elements of music</p> <p>Musical literacy through standard Western notation</p>	<p>SMSC: Self reflection of performance skills</p> <p>Numeracy: Using duration in practice with basic maths</p> <p>Subject specific skills: Notation in practice through playing music on keyboards</p> <p>Keyboard technique</p> <p>Ensemble performance skills</p> <p>Practise skills, working on sections to get them accurate over time</p>	<p>SMSC: Use of imagination and creativity in composing</p> <p>Appreciation of Western Classical Traditional Music through listening</p> <p>Self reflection of composing skills</p> <p>Literacy: Written listening questions using the elements of music</p> <p>Further key words</p> <p>Subject specific skills: Listening skills through identification of orchestral instruments and the use of musical elements</p> <p>Further compositional skills</p>	<p>SMSC: Appreciation of Latin American music through listening</p> <p>Use of imagination and creativity in improvising</p> <p>Self reflection of performing and improvising skills</p> <p>Improvising throughout the world and appreciation for world music through listening and improvising</p> <p>Literacy: Further key words</p> <p>Subject specific skills: Features of Latin American music through listening skills</p> <p>Keyboard skills</p> <p>Ensemble performance skills</p> <p>Improvisation</p>	
--	--	---	---	---	--	--

<p>Year 8 Knowledge: What will students know?</p>	<p>Scat and Jazz</p> <p>Listening and improvisation in jazz</p> <p>Swung rhythms and using a graphic score to perform assessment</p> <p>What is scat and start composing own scats</p> <p>Improvising techniques and continue composing scat including graphic scores</p> <p>Composition assessment</p> <p>Review of progress and time to work on EBIs in practice</p>	<p>Blues</p> <p>History of blues and listening</p> <p>Learning to play 12-bar blues and a walking bass line</p> <p>Blues scale and swung rhythms recap, assessment of performance</p> <p>Improvising using the blues scale over 12-bar blues chords and a walking bass line</p> <p>Adding 7ths to 12-bar blues chords and practising with improvisation</p> <p>Assessment of performance and improvisation</p>	<p>Hip Hop</p> <p>What is hip hop and writing lyrics</p> <p>Origins of beatboxing</p> <p>Adding beatbox rhythm to song and hip hop artist homework assessment</p> <p>Adding bass and melody lines</p> <p>Putting it all together</p> <p>Composition assessment</p> <p>Review of progress and time to put EBIs into practice</p>	<p>Binary/Ternary Form and Music for Special Occasions</p> <p>Music for events, fanfares</p> <p>Music for weddings and funerals</p> <p>Form in special occasion music and composition assessment</p> <p>Ternary form funeral march composition</p> <p>Composition assessment</p> <p>Review of progress and time to put EBIs into practice</p>	<p>Haunted House, Film Music and Minimalism</p> <p>Danse Macabre listening, rondo form and learning section A</p> <p>Features of scary film music and adding section B using narrative</p> <p>Additional features of scary film music and assess performing section A</p> <p>Adding section C using narrative and putting it all together</p> <p>Performance and composition assessment</p> <p>Recap of African music with polyrhythm and African drumming</p> <p>Clapping Music, minimalism and how it is used in film music</p> <p>Tubular Bells and minimalism Minimalist composition</p> <p>Finish minimalist composition</p>	
<p>Year 8 Skills: What skills will students have developed?</p>	<p>SMSC: Cultural context on jazz and scat</p> <p>Self reflection of performing and improvising skills</p> <p>Literacy: Learning of keywords for scat and texture</p> <p>Numeracy:</p>	<p>SMSC: Cultural context of blues</p> <p>Self reflection of performing and improvising skills</p> <p>Literacy: Learning of keywords for blues</p> <p>Numeracy:</p> <p>Subject Specific Skills</p>	<p>SMSC: Cultural context of hip hop</p> <p>Self reflection of performing and composing skills</p> <p>Literacy: Lyric writing in verse-chorus form</p> <p>Numeracy:</p> <p>Subject Specific Skills</p>	<p>SMSC: Music in British culture and use in other cultures</p> <p>Self reflection of performing and composing skills</p> <p>Literacy: Learning of keywords for forms</p> <p>Numeracy: Using structure</p>	<p>SMSC: Music in African cultures</p> <p>Self reflection of performing and composing skills</p> <p>Literacy: Learning of keywords for forms</p> <p>Numeracy: Using structure mathematically</p> <p>Subject Specific Skills Listening skills</p> <p>Composition through structure</p>	

	<p>Subject Specific Skills: Improvisation</p> <p>Ensemble performance</p> <p>Composition</p> <p>Use of alternative notation – graphic scores</p> <p>Listening skills</p> <p>Vocal skills</p>	<p>Listening skills</p> <p>Ensemble performance</p> <p>Improvisation</p> <p>Musical literacy in notation</p>	<p>Lyric writing</p> <p>Vocal technique</p> <p>Keyboard technique</p> <p>Ensemble performance</p> <p>Listening skills</p>	<p>mathematically</p> <p>Subject Specific Skills Listening skills</p> <p>Composition through structure</p>	<p>Ensemble performance</p>	
--	--	--	---	--	-----------------------------	--

GCSE Examination Board: AQA

<p>Year 9 Knowledge: What will students know?</p>	<p>Introduction to Music GCSE</p> <p>Expectations of the Music GCSE</p> <p>Minimum of grade 1 theory including: rhythm, duration and time signatures; pitch, treble clef and bass clef; semiquavers, groups of notes and rests; accidentals, semitones and tones</p> <p>Ensemble performance practise</p>	<p>Introduction to Music GCSE</p> <p>Minimum of grade 1 theory including: ties and dotted notes; scales and degrees of the scale; keys and key signatures; intervals; tonic triads, terms and signs</p> <p>Ensemble performance practise</p>	<p>Theory in Practice and AoS1 Overview</p> <p>Music theory in context</p> <p>Composition introduction including: using Musescore; rhythm writing and melody writing</p> <p>Overview of AoS1 including baroque, classical and romantic periods</p>	<p>AoS2 Overview and Solo Performance</p> <p>Overview of AoS2 topics: Musical Theatre, Rock Music, Film and Computer Game Music, 1990s to Present Day</p> <p>Solo Performances</p>	<p align="center">AoS3 and 4 Overviews and Extended Composition Tasks</p> <p>Overview of AoS3 topics: Blues and Jazz, Fusion, Latin and Folk</p> <p>Overview of AoS4 topics: Minimalism, 20th Century British Music, Copland and Kodaly and Bartok</p> <p>Extended Composition Tasks</p>	
<p>Year 9 Skills: What skills will students have developed?</p>	<p>SMSC: Participation in performance activities</p> <p>Literacy: Keywords in theory</p>		<p>SMSC: Music in historical context in western classical and popular music</p> <p>Participation in performance activities</p>		<p>SMSC: Music in historical context in traditional music of different cultures and western classical music</p>	

	<p>Numeracy: Duration and time, mathematical structure of scales and keys</p> <p>Subject Specific Skills: AO1 Perform with technical control, expression and interpretation Ensemble performance skills</p> <p>AO3 Demonstrate and apply musical knowledge Musical literacy in notation</p>	<p>Literacy: Keywords in theory and AoS1 and 2</p> <p>Numeracy: Mathematical structure of rhythm, melody and form</p> <p>Subject Specific Skills: AO1 Perform with technical control, expression and interpretation Solo performance skills</p> <p>AO2 Compose and develop musical ideas with technical control and coherence Composition skills</p> <p>AO3 Demonstrate and apply musical knowledge Musical literacy in notation in practice Gaining musical knowledge through listening skills</p>	<p>Literacy: Keywords in AoS3 and 4</p> <p>Numeracy: Mathematical structure of rhythm, melody and form. Use of maths in minimalism</p> <p>Subject Specific Skills: AO2 Compose and develop musical ideas with technical control and coherence Composition skills AO3 Demonstrate and apply musical knowledge Gaining musical knowledge through listening skills</p>	
<p>Year 10 Knowledge: What will students know?</p>	<p>AoS1 and Ensemble Performances</p> <p>In depth analysis of AoS1 topics: Coronation Anthems and Oratorios of Handel, the Classical Music of Haydn, Mozart and Beethoven, the piano music of Chopin and Schumann and the Requiem of the late Romantic period</p> <p>Ensembles performances</p>	<p>AoS2, Free Choice Compositions and Solo Performances</p> <p>In depth analysis AoS2 topics: Musical Theatre, Rock Music, Film and Computer Game Music, 1990s to Present Day</p> <p>Begin free choice compositions</p> <p>Solo performances</p>	<p>AoS3, Mozart Clarinet Concerto and Free Choice Compositions</p> <p>In depth analysis of AoS3 topics: Blues and Jazz, Fusion, Latin and Folk</p> <p>In depth analysis of set study piece Mozart's clarinet concerto</p> <p>Free Choice Compositions</p>	
<p>Year 10 Skills: What skills will students have developed?</p>	<p>SMSC: Music used in Christianity in oratorios and coronation anthems. The British values associated with these events Music in historical context in western classical, popular music and traditional music Involvement in ensemble performances Self-evaluation of performances</p> <p>Literacy: Keywords for AoS1, 2 and 3 Writing extended responses for section B of the exam</p> <p>Numeracy: Application of theory and use of structure mathematically</p>			

	<p>Subject Specific Skills:</p> <p>AO1 Perform with technical control, expression and interpretation Solo and ensemble performance skills</p> <p>AO2 Compose and develop musical ideas with technical control and coherence Composition skills</p> <p>AO3 Demonstrate and apply musical knowledge Gaining musical knowledge through listening skills</p> <p>AO4 Use appraising skills to make evaluative and critical judgements about music Listening skills used to analyse music in depth</p>		
<p>Year 11 Knowledge: What will students know?</p>	<p>Paul Simon, AoS4 and Set Brief Compositions</p> <p>In depth analysis of set study pieces from Paul Simon</p> <p>In depth analysis of AoS4 topics: Minimalism, 20th Century British Music, Copland and Kodaly and Bartok</p> <p>Start set brief compositions</p>	<p>Revision and Coursework Hand In</p> <p>Revision of all course content</p> <p>Final recordings and hand ins of both performances and both compositions</p>	
<p>Year 11 Skills: What skills will students have developed?</p>	<p>SMSC: Cultural impact of apartheid as part of study of Paul Simon set work Historical context of 20th Century western classical music Involvement in performance activities</p> <p>Literacy: Learning of keywords for AoS4 and revision of previous material Extended writing for section B of exam</p> <p>Numeracy: Mathematical nature of minimalism Application of theory and structure mathematically</p> <p>Subject Specific Skills:</p> <p>AO1 Perform with technical control, expression and interpretation Solo and ensemble performance skills</p> <p>AO2 Compose and develop musical ideas with technical control and coherence Composition skills</p> <p>AO3 Demonstrate and apply musical knowledge Gaining musical knowledge through listening skills</p>		

	AO4 Use appraising skills to make evaluative and critical judgements about music Listening skills used to analyse music in depth	
--	---	--

IMPACT:

The delivery of the music curriculum at NLGS and NLPS ensures that all students can learn to play instruments, sing, write their own music and use listening skills to analyse music. Students should be aware that the transferable skills they have learned in music lessons will be very valuable to them, such as confidence, resilience, listening, teamwork, and dedication. All students should leave Y8 with good understanding of a breadth of different music from a variety of times and places. Y11 GCSE students should have in depth knowledge and skills set upon completion of the qualification.