

Music

‘Music is the universal language of mankind’ Henry Wadsworth Longfellow

Date last reviewed: Spring Term 2023

This document represents a sequenced response to the year 7 and 8 curriculum.

Music Curriculum Intent

We believe that students deserve a broad and ambitious Music curriculum, rich in skills and knowledge which ignites curiosity and prepares them well for future learning, employment and enjoying music for pleasure.

The government document *The Power of Music to Change Lives* states:

“Music education is essential to safeguarding and extending the musical life of our country for generations to come. Excellent music education opens opportunities it gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives. That is why music is an essential part of a broad and ambitious curriculum for all pupils.”

We aim to:

- Give all students, across all key stages, the opportunity to develop their performance, composition and listening skills through the delivery of the national curriculum and additional topics.
- Develop students' appreciation of different styles of music.
- Display creative expression which leads to improved wellbeing which can impact across their studies. The study of other cultures through Music has strong links with Drama, History, Media, Film, Religious Education and MFL.
- Develop knowledge, skills and vocabulary which support students to continue their studies into KS5 and beyond, as well as enjoying music as a hobby in later life.
- Deliver sequenced, ambitious Schemes of Work which help students to develop their skills throughout their learning journey.
- Develop students' resilience and collaboration skills through access to ensemble performances in class and in extracurricular activities.
- Plan and deliver an ambitious, broad and balanced full curriculum for all students and to not offer disadvantaged and vulnerable students or students with SEND a reduced curriculum.

KS3 – KS5 Curriculum

KS 3 - Year 9

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn Term 1a	Keyboard Skills	<ul style="list-style-type: none"> • Pulse • Rhythm • Pitch • Tempo • Dynamics • Timbre • Texture • Structure • Notation <p>Pupils play popular songs on the keyboards which develops their understanding of reading and playing melody line and chords.</p>	<p>Pupils will be able to perform their chosen piece of music.</p> <p>Demonstrating their understanding of melody and chords, their keyboard skills and their ability to read music.</p> <p>Teacher grades performance against criteria and gives verbal feedback on how to develop the performance.</p>
Autumn Term 1b	<p>Ukulele Skills</p> <p>Aim: Students learn chords on the ukulele in order to be able to play along with pop songs.</p>	<p><u>Key knowledge taught:</u></p> <ul style="list-style-type: none"> • Pulse • Rhythm • Pitch • Tempo • Dynamics • Timbre • Texture • Structure • Notation <p><u>Skills developed:</u></p> <p>Playing Ukulele chords along with songs helps pupils develop muscle memory, and to be able to move between the chords effectively.</p>	<p>Pupils will be able to perform a range of pop songs which use ukulele chords.</p> <p>Students will learn six chords on the ukulele which will enable them to perform a range of pop songs.</p> <p>Teacher grades performance against criteria and gives verbal feedback on how to develop the performance.</p>

KS3 – KS5 Curriculum

Spring Term 2a	Composing using a DAW (Digital Audio Workstation)	<ul style="list-style-type: none"> ● Pulse ● Rhythm ● Pitch ● Tempo ● Dynamics ● Timbre ● Texture ● Structure ● Notation <p>Pupils compose their own piece of music which develops their ability to use the software as well as developing their creativity.</p>	<p>Pupils will compose a piece of music in their chosen style.</p> <p>This demonstrates their ability to choose appropriate loops which work well together to construct a coherent piece of music.</p> <p>Students will peer and self-assess their compositions against the mark scheme, develop them further and then the teacher will award them a grade.</p>
Spring Term 2b	Conventions of Pop	<ul style="list-style-type: none"> ● Pulse ● Rhythm ● Pitch ● Tempo ● Dynamics ● Timbre ● Texture ● Structure ● Notation <p>Pupils learn about an influential pop star or band each week, exploring why they were important in the history of pop.</p>	<p>Pupils know facts and understand the importance of several key artists and bands from 1950's to the 2000's.</p> <p>Students will broaden their awareness of the artists influences and cultural impacts at different times throughout the period.</p> <p>They will be able to describe and play an example piece demonstrating the key features of the different styles of music which they have studied.</p>
Summer Term 3a and 3b	Film Music – Composing the soundtrack to a Film trailer.	<ul style="list-style-type: none"> ● Pulse ● Rhythm ● Pitch ● Tempo ● Dynamics ● Timbre ● Texture ● Structure ● Notation <p>Pupils develop their creativity and composition skills through the development of their pieces.</p>	<p>Students demonstrate that they can compose a soundtrack which reflects the mood and themes of the film trailer and uses appropriate samples and effects to create an effective piece of work.</p> <p>Students will peer and self-assess their compositions against the mark scheme, develop them further and then the teacher will award them a grade.</p>

KS3 – KS5 Curriculum

KS4 Curriculum

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn Term 1a	<p><u>Delivery of Component 1:</u> To teach the students the features of 5 different styles of music which they will need to understand to be able to complete Component 1</p>	<ul style="list-style-type: none"> • Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. • Texture, e.g. solo, duet, homophonic, polyphonic, unison. • Timbre, e.g. sonic features, electronic sounds, FX. • Tonality, scales and modes, e.g. major scale, minor scales, blues scale, • pentatonic scale, modes, ragas, exotic scales. • Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, • modes, ragas, exotic scales. • Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, • extended chords, suspensions, inversions, chord sequences, arpeggios, • broken chords. • Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, • one drop/skanking, polyrhythms, hemiola, phasing. • Structure/ form, e.g. verse/ chorus, 12-bar blues, through-composed, bridge, • intro, outro, ABACAD 	<p>There will be a mini formative assessment at the end 'style' (after three lessons) which will check student's understanding of the style.</p>
Autumn Term 1b	<p><u>Delivery of Component 1:</u> To teach the students how to develop a performance and composition in 2 of the 5 different styles of music which they will need to</p>	<ul style="list-style-type: none"> • Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. • Texture, e.g. solo, duet, homophonic, polyphonic, unison. • Timbre, e.g. sonic features, electronic sounds, FX. • Tonality, scales and modes, e.g. major scale, minor scales, blues scale, • pentatonic scale, modes, ragas, exotic scales. • Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, • modes, ragas, exotic scales. 	<p>Students will complete 'mock' assessments on their skills in performance, composition and arrangement.</p>

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	understand to be able to complete Component 1	<ul style="list-style-type: none"> • Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, • extended chords, suspensions, inversions, chord sequences, arpeggios, • broken chords. • Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, • one drop/skanking, polyrhythms, hemiola, phasing. • Structure/ form, e.g. verse/ chorus, 12-bar blues, through-composed, bridge, • intro, outro, ABACAD 	
Spring Term 2a and 2b	<u>Completion of Component 1</u>	<ul style="list-style-type: none"> • Instrumentation, e.g. instrumental techniques, type of ensemble, alternative instrumentation, sonic features, electronic sounds. • Texture, e.g. solo, duet, homophonic, polyphonic, unison. • Timbre, e.g. sonic features, electronic sounds, FX. • Tonality, scales and modes, e.g. major scale, minor scales, blues scale, • pentatonic scale, modes, ragas, exotic scales. • Scales and modes, e.g. major scale, minor scales, blues scale, pentatonic scale, • modes, ragas, exotic scales. • Harmony, e.g. major and minor triads, power chords, 7th chords, sus chords, • extended chords, suspensions, inversions, chord sequences, arpeggios, • broken chords. • Rhythmic techniques, e.g. metre, tempo/bpm, syncopation, swing, • one drop/skanking, polyrhythms, hemiola, phasing. • Structure/ form, e.g. verse/ chorus, 12-bar blues, through-composed, bridge, • intro, outro, ABACAD 	Students will complete component 1 which is an activity set by the exam board. Students must perform, compose and/or arrange three 60-second-long pieces of work which are in the styles of music we have studied. This is internally marked and externally moderated.
Summer Term 3a and 3b	<u>Delivery of Component 2:</u> Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their	<p><u>Learning outcome A:</u> Demonstrate professional and commercial skills for the music industry Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development.</p> <p><u>A1 Professional skills for the music industry</u></p>	Student will prepare for Unit 2 by completing 'mock' assessments

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	<p>progress and planning for further improvement.</p>	<ul style="list-style-type: none">● Learners will explore the expectations and professional skills required to succeed in the industry:<ul style="list-style-type: none">o time managemento self-disciplineo working with otherso correct and safe use of equipmento identifying resources requiredo auditing existing skills and maintaining a development plan. <p><u>A2 Planning and communicating music skills development</u></p> <ul style="list-style-type: none">● Planning development processes.● Strategies for skills development.● Managing equipment and resources.● Methods of capturing musical development, such as:<ul style="list-style-type: none">o digital or traditional portfolios, including studio track sheets, production notes, rehearsal diaries, screenshots, key milestone performances and reviews from otherso recorded auditionso compositional sketcheso raw recordingso draftso application of effectso initial mixes.● Having a clear and organised approach to communicating:<ul style="list-style-type: none">o key points in the process are referenced and in a logical ordero images, videos and recordings are clearo written commentary supports the quality of work.● Sharing and commenting on work:<ul style="list-style-type: none">o social media, e.g. Soundcloud™, Facebook™, YouTube™o jam sessions, improvisation sessions, mixtapes, demos, sharing samples, remixing and reworking, white label, remote collaboration. <p><u>Learning outcome B:</u> Apply development processes for music skills and techniques Learners will participate in workshops and sessions to identify and</p>	
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		<p>develop musical skills and techniques in the following three disciplines:</p> <ol style="list-style-type: none">1. Music performance2. Creating original music3. Music production. <p>They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.</p> <p><u>B1 Development of technical music skills and techniques</u></p> <ul style="list-style-type: none">● Development processes:<ul style="list-style-type: none">o individual development routineso identifies technical exercises for developmento includes setting goalso includes monitoring and tracking of progress. <p><u>B2 Development of music skills and techniques</u></p> <ul style="list-style-type: none">● Developing musical skills appropriate to style and context, such as:<ul style="list-style-type: none">o timing and phrasingo using rhythm and pitch in the creation or recreation of musico using equipment, instrumentation or software appropriatelyo expressiono combining instruments/soundso health and safety in the use of equipment and/or instruments.● Applying skills development to the creation of content/material:<ul style="list-style-type: none">o creative intentionso skills neededo stylistic accuracyo creation of content/material.● Music performance:<ul style="list-style-type: none">o tuning (if appropriate)o learning repertoireo physical preparation and exercises	
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		<ul style="list-style-type: none"> o instrumental or vocal technique o practise routines such as scales, etc. o following accompaniment o stage presence. <ul style="list-style-type: none"> ● Creating original music: <ul style="list-style-type: none"> o exploring and extending ideas o using structure effectively o using rhythmic and melodic patterns o development of harmony. <p>Music production:</p> <ul style="list-style-type: none"> o using software instruments o using audio and software tools o manipulation techniques o inputting and editing audio o using effects o structuring music. 	
Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn 1a and 1b	<p><u>Completion of component 2:</u> In response to the task, learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.</p>	Please see above for the knowledge and skills required for component 2	<p>Students will complete component 2 which is an activity set by the exam board. Students will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.</p> <p>This is internally marked and externally moderated.</p>
Spring Term 1a and 1b.	<p><u>Component 3 External Assessment:</u> Learners will be given the opportunity to develop and present music in response to a given music brief.</p>	<p><u>Assessment objectives</u> AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief</p>	<p>Students will complete component 3 which is an activity set by the exam board.</p> <p>Learners will be given the opportunity to develop and present music in response to a given music brief.</p> <p>This is externally marked</p>

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KS5 Curriculum

Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn Term 1a and 1b	<p><u>351 Music Management</u> and <u>362 Lead Performer</u> <i>These units will be delivered and assessed in parallel as they complement each other.</i></p> <p><u>351 Music Management</u> This unit aims to develop a learner's understanding of the processes involved in music management.</p> <p><u>362 Lead Performer</u> The purpose of this unit is to provide learners with opportunities to explore their own potential to develop in the role of the lead performer.</p>	<p><u>351 Music Management</u></p> <p>1.1 Review the roles and responsibilities of a music manager (this could be artistic, or product based) and identify the skills and knowledge required for each role</p> <p>1.2 Create a job description for the role of the chosen manager that includes relevant, required attributes and skills</p> <p>1.3 Apply the skills highlighted in 1.1 and 1.2 to a management project of their choice, defining the strategy for the project and their use of identified roles, skills and knowledge</p> <p>1.4 Evaluate learning from the unit by assessing their strengths and areas for improvement within the project and creating an action plan for future development of skills and knowledge</p> <p><u>362 Lead Performer</u></p> <p>1.1 Analyse personal aims in their role as a lead performer in relation to a specific musical performance.</p> <p>1.2 Prepare effectively for the role of lead performer in the performance identified in 1.1.</p> <p>1.3</p>	<p><u>351 Music Management</u> The students' work will be assessed formatively and summatively.</p> <p><u>362 Lead Performer</u> The students' written work (Tasks 1, 2 and 4) will be assessed formatively and summative, however they will only have one opportunity to complete the performance.</p>

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		<p>Undertake the role of lead performer in the music performance identified in 1.2, relevant to the personal aims identified in 1.1</p> <p>1.4 Draw conclusions on the success of the performance.</p>	
<p>Spring Term 2a and 2b</p>	<p><i>Auditioning for Music Unit 365</i> This unit aims to develop the skills to participate effectively in the audition process</p>	<p>1.1 Analyse personal goals in relation to effective audition techniques, implementing strategies relating to the following: a. Understanding the purpose of auditioning b. Refinement of personal instrumental and/or vocal skills c. Refinement of verbal communication skills d. Refinement of soft skills (appearance, manner etc.) e. Punctuality</p> <p>1.2 Review the profile of an audition for a specific role in relation to the strategies identified in 1.1, explaining the following: a. The requirements of the audition b. The rationale for their approach to the audition c. Rationale for choice of repertoire performance in the audition d. Functioning effectively in the audition e. Personal equipment needs f. Personal Health & Safety implications</p> <p>1.3 Undertake the audition as identified in 1.2 and in line with personal goals in 1.1</p> <p>1.4 Draw conclusions on the success of the audition process by analysing tutor comments (distinguishing between strengths and areas requiring further development, to inform strategies for effective auditioning in the future) made in relation to: •The outcome of the audition •Musical performance in the audition •Verbal performance in the audition</p>	<p>The students' written work (Tasks 1, 2 and 4) will be assessed formatively and summatively, however they will only have one opportunity to complete the audition.</p>

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		<ul style="list-style-type: none"> •Their understanding of the audition process as a whole 	
Summer Term 3a and 3b	<p><u>349 Planning for a Career in Music</u> Plan effectively to develop a range of knowledge and skills to support future engagement with the music profession</p>	<p>1.1 Carry out a personal knowledge and skills analysis focusing on current, specialist knowledge and skills, employability, and study skills.</p> <p>1.2 Use professional (tutor, mentor, industry specialist etc.) feedback and guidance in relation to 1.1, to create a learning and skills development plan.</p> <p>1.3 Using the information gathered for 1.2 to inform the process, assess the potential for progress into two music industry roles.</p> <p>1.4 Based on the findings in 1.1–1.3, analyse what has been learned from the process and create an aspirational career action plan</p>	The students’ written work will be assessed formatively and summatively.
Term/Length of Unit	Outline	Knowledge and Skills	End points and associated key assessments
Autumn 1a and 1b	<p><u>355 Leading a Music Making Activity</u> Demonstrate the skills to lead a music making activity and evaluate its success. Assess own skills and areas requiring further development</p>	<p>1.1 Evaluate an example of a music making activity.</p> <p>1.2 Take the findings in 1.1 into consideration and plan to lead at least forty-five minutes of music-making activity.</p> <p>1.3 Lead the music making activity developed in 1.2.</p> <p>1.4 Evaluate the success of the music making activity.</p>	The students’ written work (Tasks 1, 2 and 4) will be assessed formatively and summatively, however they will only have one opportunity to lead the music making activity.

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<p>Spring Term 1a and 1b.</p>	<p><u>387 Rehearsal Skills and Live Music Performance</u> You have been invited to perform a 15-to-20-minute set at a local festival which is exploring the theme of: <i>(set by exam board in November)</i></p>	<p>1.1 Rehearsal plan 1.2 Description of the purpose and benefits of the rehearsal process 1.3 Rationale for the choice of repertoire 1.4 Description of health and safety requirements</p> <p>2.1 Rehearse your set 2.2 Maintain a record of developments and ideas arising during rehearsal 2.3 Make use of feedback from peers/tutors 2.4 Evaluate your rehearsal skills</p> <p>3.1 Live performance 15-20 minutes</p> <p>4.1 Evaluate your performance</p>	<p>This task is externally marked.</p>
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