



# Curriculum Rationale Department of Music

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

## **Our Vision/Intent**

- **Performing Arts is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As teachers, we encourage active involvement in different forms of amateur music and Drama making, both individual and communal, developing a sense of group identity and togetherness through performance, devising and evaluating.**
- **The purpose of the Performing Arts curriculum is to ensure pupils understand/gain a variety of skills and knowledge within cultural art forms enabling students to become effective communicators and develop an appreciation of art forms progressively building upon accessible styles, practitioners, composers, artists and other cultures.**
- **The intention of the department is to allow pupils to experience a range of performance and gain knowledge on genre and style whilst developing skills within creativity, appraising and communication. Subject knowledge is developed through practice and engagement.**
- **By the end of Key Stage 4, we encourage pupils to develop their creativity in a practical and engaging environment whilst developing performance knowledge and skills as well as transferable skills to prepare students to become thoughtful, responsible and resilient.**
- **Subjects matter has been chosen for study, which encourages debate and opinion along with historical, cultural and contemporary context, which is explored through performance and the process of creating.**
- **For disadvantaged pupils the curriculum enriches experiences, which should broaden cultural experience, British values and beliefs. It encourages collaboration with a range of peers, giving young people the chance to explore and learn from each other and learn about themselves.**
- **Subject teachers are practicing artists within their specialism, and passionate about the Arts. We stay up to date with recent developments and although a small department, we have strong community network, via local primary schools, network meetings, drama and music community hubs, such as Musica Kirklees, and social networking for example Facebook, Twitter and Instagram.**

In Music, pupils perform, listen to, review and evaluate music from a range of historical genres and styles. They learn to sing and have the opportunity to learn a musical instrument to compose on their own and as part of an ensemble. Pupils will also use technology to enhance their learning in order to progress to the next level of musical excellence. Pupils will understand and explore how music is created, produced and communicated through the Inter-related Dimensions: pitch, dynamics, tempo, timbre, texture, structure and musical notation. The foundations laid in KS3 will help pupils to go on to succeed in KS4 and beyond. They will have the knowledge and understanding to enable them to apply their skills and appreciation for music. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as creative citizens living in a dynamic and interdependent world.

### **The Principles, which Underpin our Curriculum**

Pupils are taught mainly through practical exploration to develop theoretical knowledge. Through experience and engagement, we believe this improves memory retention and learning. A significant part of the learning is also through creating and evaluation as well as the final performance as this is key to pupil understanding how to refine ideas, implement and use musical knowledge as well as analyse and evaluate for future development. Pupils also learn through quizzes and written assessments, which ask pupils to verbalise their practical experiences, underpinned by theory.

The Music Curriculum is structured to build upon skills and knowledge gained in each topic taught previously and gradually introduces new skills and knowledge. The revisiting of previous skills is consistent throughout all topics, which allow pupils the opportunity to develop and improve. In year 7, the focus is on the fundamentals of performing, composing and appraising music and in year 8 this is developed further focusing on developing musical ideas and evaluating musical genres in more depth. In year 9 Pupils continue to develop their performing and composing skills but with a bigger emphasis on the theoretical side, looking at form and structure and the great composers and musicians. Within the GCSE, these skills are applied and developed to meet the specification in order to create well-educated musicians and fantastic performers.

Within all topics throughout the 5 years, pupils understand the importance of SMSC- mutual respect, listening to others' ideas and beliefs. This is often taught through presentation of performance and how to be a respectful audience or ensemble member. Socially, pupils engage every lesson with each other often in groups, understanding the way in which they should work as a team and receive feedback on how they rehearse and create together. Opinion and debate is encouraged within music, often encouraged through constructive criticism. Culturally, pupils gain experience of art, drama and music along with the experience of theatre and live performance.

We aim to ensure cultural experience is gained for all pupils by bringing performances to the classroom. Some pupils may not have experienced live performance before and

through others performing, videos and modelling this should close the gap to ensure we are bringing this to pupils within the classroom.

Music focusses on developing pupils' self-awareness as a team worker, communicator and leader and therefore equal focus is put on the rehearsal process, as is the final presentation of performance. The end goal is for pupils to be able to gain transferable skills suited for later life and be able to 'hold their own' in social situations. Group work is key to this and hugely encouraged within our Music curriculum. Pupils should become culturally aware through the schemes of work offered and the reference made to wider context, as often music is a medium in which historical and cultural events or styles are explored.

Along with gaining vital transferable skills for any job or career (communication, leadership, teamwork, problem solving, confidence), music encourages pupils to express themselves confidently. This is vital for all careers. Industry work is often discussed within schemes of work, for example within 'Hip -Hop', Rappers, songwriters, producers and engineers, along with conductors and instrumentalists within 'Instruments of the Orchestra' and 'Musical Forms and Structure'. There are of course careers directly linked to music such as, music therapy, music journalism, radio broadcasting, sound technology, event management, Djing, composing, music production, teaching, performing, audio engineering just to name a few. All of these jobs would need an understanding of audience and therefore this is often the focus of schemes of work, discussing what the audience would expect and how to fulfil those expectations through communication and meaning.

#### **Extra Curriculum:**

**Sally Nook's Got Talent-** This talent show relies on the audition process for all years where solo, or groups can audition for the competition. Since 2019, this was be run as a house competition and will gain points for houses. All acts are auditioned and have ranged from magic, rapping, singing, acting and comedy. After auditions, acts are selected and mentored by the performing arts staff. The evening of 'SNGT' is held in November and the audience vote for a Key Stage 3 and Key Stage 4 winner, a panel of judges (including a pupil judge who will have applied for the job) will choose the overall winners and runner ups. There is also an application process for backstage crew and technicians.

**Film Club-** Film club is held every week at lunchtime and is open to all year groups, run like a small cinema showing. Films are shown, ranging from musicals to recent family friendly films. Pupils can come on a one off basis or every week and bring their packed lunch.

**Musical Theatre Club-** Musicals club is run throughout the year, aimed at actors, singers and dancers. Back stage crew and prop makers are encouraged to attend and get involved. The club starts as one lunchtime a week and eventually runs to more lunch times and several after school sessions. Material from musicals is rehearsed depending

on the theme for the year. This then produces material to be performed in the annual Cabaret or school production.

**Cabaret/ school show-** Pupils are invited or become part of the show through the musicals club. Pupils work as a small theatre company and experience an ensemble performance. For the Cabaret scenes, instrumentalist and singers perform for an audience. This is run on alternative years, with the whole school production. The department run an audition based process for a role in the school show. Musicians, dancers, technicians, back stage managers and designers are also roles applied for and the show is student focussed and directed by the department as well as experienced Y11 pupils. The show is a huge production and has been successful in the past with over 150 pupils applying and over 100 participants. Disney Junior's Beauty and the Beast is our upcoming production, which will run over two nights.

**Performing Arts London Trip-** This trip is offered to year 10 and offers 50 places, who study arts/drama/music. Names are pulled from a hat if oversubscribed. The trip consists of a visit to an art gallery, a musical show, a play and a back stage tour of the National Theatre, which shows the one site prop and set manufacturing site. Pupils also see theatre makers working on plays and set during the tour. There is also opportunity to watch street theatre, and shop in Covent Garden.

**Choir-** Choir is held on Tuesday Lunchtime and mixes as part of the production rehearsals. The aim is to give the students the opportunity to perform and sing at a number of events throughout the year. It is open to every year group and is a great opportunity for students to build friendships and support each other outside of the classroom.

**Ukulele and Guitar Club-** Aimed at any level, from newcomer to experts. This club runs every Friday lunch time and allows students to play guitar ukulele and bass guitar. They work on material for graded exams, personal performances and GCSE coursework.

**School Band-** A club aimed at instrumentalists within the school. Pupils can work together in a "rock band" setup or as part of the "School Ensemble" primarily preparing for Christmas concerts and other shows throughout the year. The band encourages teamwork, independence, responsibility and friendship as well as challenging students to better their ability through challenging pieces.

**Choir Tour-** The tour runs every academic year in the 1st week of the summer holidays. The trip is aimed at all students in the choir. It is hugely popular with around 50 students attending in the past and the focus is to give the students experience of performing professionally and to large crowds. They build friendships, learn about travel, tourism, responsibility and is a great way for students to gain cultural experience.

**Seasonal/Carol Concert-** These two events are held yearly to celebrate Christmas and bring together the talents of many of the pupils and others within the community.

**Dance Club-** runs after school weekly, exploring choreography and routines. Some of the work leads into the school production and other is to improve fitness, dance skill and offer wider opportunity to the performing arts department.

## The Research behind our Rationale

In order to create an effective curriculum and sequence of teaching for our students, the following research has been consulted for both KS3 and KS4:

### General Curriculum research:

- **What makes good teaching-** Coe et al.
- **Cognitive load theory: Research that teachers really need to understand-** Centre for Education Statistics and Evaluation
- **Strengthening the Student Toolbox: Strategies to Boost Learning-** John Dunlosky
- **Effective Teaching-** Review by James Ko et al.
- **Principles of Instruction: Research-based strategies that all teachers should know-** Barak Rosenshine
- **What makes great pedagogy? Nine claims from research-** Chris Husbands and Jo Pearce:
- **Addressing achievement gaps with psychological interventions-** David Yeager et al.

We believe feedback is vital in order to allow pupils to progress. In all lessons, time for rehearsal and performance is followed by verbal/written feedback, which focuses on the specific goal set for pupils' that lesson. The feedback process follows the model Coe et al share in 'What makes great teaching':

1. The focus is kept clearly on improving student outcomes;
2. Feedback is related to clear, specific and challenging goals for the recipient;
3. Attention is on the learning rather than to the person or to comparisons with others;
4. Teachers encourage continual independent learners;
5. Feedback is mediated by a mentor in an environment of trust and support.

**Coe et al. also state Rosenshine's 'Principles of Instruction' which is a model we use to plan the structure of lessons by:**

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps, with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models for problem solving and worked examples
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review

**In all lessons, learning intentions and success criteria are shared, modelling takes place and understanding is checked. This follows the 'Cognitive load theory: Research that teachers really need to understand' model:**

- The teacher decides the learning intentions and success criteria, makes them transparent to the students, demonstrated them by modelling, evaluates if they understand what they have been told by checking for understanding, and retelling them what they have been told by tying it all together with closure. (Visible Learning by J Hattie 2009)

We follow the Centre for Education Statistics and Evaluation's 'modality effect' model in most lessons 'using more than one mode of communication- both visual and auditory' when teaching through the delivery of the task verbally and example videos or modelling. 'Presenting information both auditory and visual working memory can increase working memory capacity... and facilitates more effective learning.'

All units of work re-visit several skills and areas of knowledge as well as adding chunks of new learning as encouraged in 'Effective Teaching' a review by James Ko et al:

- Plan lessons and units of work to ensure continuity in learning and steady progress for pupils in the required knowledge, skills and understanding by building new work onto what has gone before and balancing new material or ideas with reinforcement.
- Where feasible, look for opportunities for pupils to undertake investigations, solve problems or analyse and evaluate ideas... Encourage pupils to be exploratory and critical, rather than passive recipients of information.
- Give pupils sufficient time for reflection.
- Recognise 'practical' work as integral to learning for pupils of all abilities, but ensure that it is linked to analysis and evaluation.
- Mark and assess pupil's work as helpfully as is practicable, offering informative feedback... Use criteria, marks or grades that are understood by pupils... Provide a clear indication of what has been done well and where improvement is needed.
- Promote class interaction and help students to construct knowledge.
- Stimulate thinking, develop students' potential and foster their learning ability. Appropriate attitudes and values are also fostered in the process.
- Cater for the needs of different learners, offer suitable feedback, and at the same time, enhance their confidence and interest in learning.
- Teachers should extend student learning through providing life-wide learning opportunities.
- Engage in sharing, collaboration and exploration, thus enabling them to enjoy learning, enhance their effectiveness in communication and develop their creativity and sense of commitment.
- Organising students as a whole class (in group work and paired work) for a significant proportion of a lesson helps to maximize their contact with the teacher so every student benefits from teaching and interaction for sustained periods of time.

Practical lessons are usually structured in the same way, that they re-cap previous work, introduce new material, show examples/model, and allow practical exploration in rehearsal, performance and appraisal/evaluation. 'Principles of Instruction: Research-based strategies that all teachers should know'- Barak Rosenshine:

- Students efficiently acquired, rehearsed, and connected knowledge. Many went onto hands- on activities, but always *after*, note before, the basic material was learned.
- Many of the skills taught in classrooms can be conveyed by providing prompts, modelling use of prompt, and then guiding students as they develop independence.

All Pupils are expected to take part and be part of the lesson and we encourage a 'team' feeling to the class or group, following 'What makes great pedagogy'- Chris Husbands and Jo Pearce:

- Choosing to plan opportunities for learning that will be part of a shared experience establishes an understanding of achievement through participation in a community, and equity is demonstrated through unity.'

As Feedback is so common in lessons, from both the teacher and peers, particularly through a verbal approach, praise is used to congratulate high quality performance/work/skill, or to acknowledge success/improvement. Often constructive criticism is given which we believe is vital to pupil's progress and should not be taken personally. This is addressed in 'Addressing achievement gaps with psychological interventions'- David Yeager et al:

- They may wonder if critical feedback is a genuine attempt to help them or reflects bias against their group-something understandable...Students were encouraged to see critical feedback as a sign of their teacher's high standards and his/her belief in their potential to reach those standards, they no longer perceived bias.'

### **Music specific research:**

- **Teaching Music in Secondary Schools – Gary Spruce**
- **What's SO Important About Music Education by J.Scott Goble**
- **Music, Education and Diversity: Bridging Cultures and Communities by Patricia Shehan Campbell**
- **British Journal of Music Education: Girls, Boys and Technology in Music Education.**

For subject specific research, the favoured approach used to underpin the structure and content of our Music curriculum choices comes from the above sources, which underline the importance of having two attainment targets, performing and composing, and listening and appraising, with the proportion of time to be spent on each weighted 2:1 in favour of performing and composing. Music teachers' primary obligation is to provide a context in which children engage with a wide range of music as performers, composers and critical listeners but allowing teachers to devise a curriculum that reflects the interests, aspirations and social and cultural backgrounds of the pupils which I believe we do very successfully. This model will benefit our pupil profile as pupils come with a varied experience of music from primary school as well as a broad cultural experiences. Often pupils prefer or perform many different styles and genre, as their ability and/or cultures suits it, however we aim to broaden their musical taste, knowledge and skills. This is then beneficial in GCSE as pupils have experienced a range of musical genres and styles so they use their knowledge of their strengths to excel.

- Amongst other things, Music has the power to make a solid impact on the holistic development of pupils and making music is acknowledged as humanly necessary.
- Music's powerful impact on the intellectual, social and personal development of children and youth is recognized, as is its track record in achieving wellness, social cohesion and community something that we as a department believe is massively important.
- Music offers pupils the chance to move from where they musically are, coming from so many home and family settings, to the rich array of skills, understandings and values that offer them an individual and collective identity.
- All British primary schools now have computers amongst their resources, and many have electronic keyboards. At the secondary level, it is hardly an exaggeration to say that the widespread availability and relatively low cost of highly sophisticated music technology is revolutionising the scope and potential of music teaching research and recent studies have shown that just over 50 % of all pupils agree that music technology helped them to 'do better in music' or made 'learning music easier' which is why we use technology throughout KS3 and KS4.

**Key Stage Three**

- The KS3 curriculum allows pupils to perform, compose and appraise and is based on the Music English National Curriculum. Our Curriculum is designed to follow the aim for pupils to develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They listen with increasing discrimination and awareness to inform their practice as musicians and they use technologies appropriately and appreciate and understand a wide range of musical contexts and styles
- Every scheme of work in Key Stage Three asks student to perform, compose and appraise, perform as part of an ensemble and as an individual. The following skills are developed in all schemes which go beyond the National Curriculum: Leadership, communication, team work, listening skills, confidence, critical awareness of an audience, verbal and written evaluation, praise and constructive criticism, creativity, concentration, responsibility, imagination, flexibility, maturity, self-control, and compromise.
- Year 7- Schemes of work have been chosen so that skills are revisited and developed throughout the year with a large focus on performance and appraising. The emphasis is to support students in performing confidently, fluently and with accuracy and expression.
- Year 8- In year 8 these skills are developed further focusing more on developing musical ideas and evaluating musical genres in more depth. There is a greater emphasis on technology and increasing discrimination to a wide range of music from great composers and musicians.
- Year 9- In year 9, the final year of Key Stage 3, the GCSE specification is used as a guide with a larger focus on appraisal. There is also practical units and coursework style tasks, which offer pupils the experience of music as a process and performing and composing - elements experienced within year 7 and 8. In year 9, pupils have more freedom to choose pieces of music and compose their own pieces. This year is essential to pupils as they find their strengths through a variety of schemes and gives them the knowledge and skills to further pursue music GCSE, should they wish to do so.
- Topics in Key Stage 3 are studied for either a half or full term, to offer a range of styles and genres for pupils to experience. Each lesson within the topic includes a performance and listening aspect with composing included where necessary that develops their knowledge and skill, and most topics result in a final performance displaying all skills and knowledge studied.

**Year 7**

The order of Music in ks3 is sequenced in a way that allows use of resources but also to build on skills and knowledge. Within year 7, it is essential that communication and confidence are encouraged and developed, and skills gained from KS2 are assessed so we are aware of their prior learning. This is done through a simple 'Baseline' assessment to evaluate their understanding of basic music theory. Class and large group performances focus within 'African Drumming' so pupils understand basic rhythm creating and quality of performance. Composing, performing and appraising are developed throughout which are continued to be revisited throughout each topic in KS3. The inter-related dimensions of music are also introduced such as dynamics, rhythm and tempo. Leadership and teamwork are also an important factor in this topic and allows pupils to show confidence. After this 'Instruments of the Orchestra' is taught as pupils are aware of some of the inter-related dimensions of music from the previous topic and this is built upon when looking at the instruments. Pupils are introduced to instrument families and where they sit within the harmonic series and are introduced to more inter-related dimensions of music such as timbre, pitch and duration and are able to listen to and play many different orchestral instruments. Pupils are challenged to create a presentation demonstrating their understanding of the orchestra identifying instruments typical genres and pieces of music. 'Music for Film' is taught after this unit to contrast the theoretical side of the previous topic and to further develop their understanding of the inter-related dimensions of music as well as having greater focus on performance and composing. Pupils will have the chance to develop their composing skills with more sophistication and meaning. Pupils will develop more theoretical knowledge that was only briefly covered in the 1<sup>st</sup> two topics and this will allow them to read different forms of notation, enabling them to progress further within KS3. Pupils are then introduced to Popular music and learn to play the Ukulele focusing on chord charts and diagrams and tab forms of notation. Their previous knowledge of the inter-related dimensions of music are developed further and used to help them perform and compose. They will again perform individually and as part of an ensemble. Pupils will also develop their keyboard skills further looking at both treble (right hand) and bass clef (left hand). By the end of year 7 pupils should be able to compose, perform and appraise music from several genres and styles, use multiple forms of notation and be generally more confident.

### **Autumn Term 1**

**Topic: Introduction to Music and African Music** - This topic allows pupils to demonstrate their prior learning in KS2 and focuses on basic, fundamental skills needed for performing in time and with accuracy.

**Knowledge:** This unit provides an opportunity for pupils new to the school to demonstrate and develop an understanding of African music traditions and cultures and perform using African Music techniques as well as the basics of music notation and note values.

**Skills:** Developing rhythm techniques and composition skills and working as part of an ensemble as well as solo performance and appraising skills through listening activities.

**Assessment:** Pupils undertake a practical assessment, where they are assessed on performing a group composition. There is also a written assessment which asks pupils to display knowledge of African Music and evaluation of their own and other's work.

### **Autumn Term 2**

**Topic: Instruments of the Orchestra** – During this topic pupils develop a clear understanding of the instruments of an orchestra looking specifically at the instrument families and using their previous gained knowledge to highlight the different timbres. They will enhance their appraising skills by listening with increased discrimination and develop a deeper understanding of the music from many genres and composers.

**Knowledge:** Pupils will build on their prior knowledge of instruments of the orchestra and learn about the history of the orchestra and its beginnings targeting the classical genres. They will develop a greater understanding of how the different instruments sound and how they produced their individual timbre and harmonic series.

**Skills:** Pupils develop their presenting and research skills. There is a large emphasis on appraising in this topic with pupils assessed through listening activities. Teamwork and team management developed also.

### **Spring Term 1 and 2**

**Topic: Music for Film** - This topic builds on the knowledge of performing in time and with accuracy. Pupils explore and evaluate musical devices and techniques used within Film Music with a large focus on the Inter-related Dimensions of Music. This is taught over a longer period due to the nature of the topic and many different sectors to cover in terms of genre and musical devices and techniques.

**Knowledge:** In this unit, students work creatively with the interrelated dimensions of music to compose descriptive music for different genres of film. They will develop an understanding of how music shapes film and how the Inter-related Dimensions of Music and Musical devices are handled. They will also identify and evaluate instrument choice and how timbre can shape Music for Film

**Skills:** introduced to the concept of Major and Minor tonality and reading graphic scores. Keyboard skills are refreshed and learnt. Ensemble skills are developed further through regular performances in groups.

### **Summer Term 1 and 2**

**Topic: Popular Music** – This topic again over a term develops the pupils understanding of Popular Music. Using their previous knowledge of the Inter-related Dimensions of Music, performance and composing skills featured in the previous topics the pupils will perform as part of a group but also individually to show their understanding of structure, notation and the selection of appropriate Inter-related Dimensions of Music. This will be done over numerous instruments and using their voice.

**Knowledge:** This unit builds on and develops pupil's experiences and understanding of Popular music through playing chords and melodies on Ukuleles and using their voices to

perform individually and as part of an ensemble. Pupils also develop a deeper understanding of music notation through chord charts, TAB and chord diagrams.

**Skills:** Reinforces the concept of ensemble playing and composing and reading Chord charts and TAB and appraising skills through listening activities.

## Year 8

Within year 8 topics have been chosen to allow pupils to build on the fundamentals of performance taught in year 7 and perform and analyse music with more sophistication, whilst understanding the historical and cultural context of the genre. Resources are a key factor in the order in which we teach the topics in year 8. With this in mind there is no set order to the topics however, each topic introduces new skills required for the genre/end performance. For example, in 'Reggae' pupils focus is on timing and using 'off beat' syncopated rhythms and in 'Blues and Rock n Roll', there is a large emphasis on improvisation and lyric writing. With every topic, there are renewable skills that are taught throughout all of the schemes which are vital skills such as composing, performing, appraising and playing many different instruments and using their voices, skills that are required for GCSE Music. One of the key topics of the year is 'Band Skills which enables the pupils to take more responsibility and leadership as they work as part of a 'band' using skills learnt through year 7 and learning a new skill, This is suited to year 8 as maturity and a sympathetic approach is essential. Pupils will rely on independent research and rehearsal to ensure accuracy of performance. The 'Hip-Hop and Music Sequencing' topic is used at the end of the year and has a big focus on Music Technology and allows pupils to engage in the technological side of music again, which is essential for the GCSE course. This topic once again develops the three main skills of composing, performing and appraising but using technology allows pupils to create in a different way. Careers are discussed in detail through all of the topics linked to professional songwriters, producers, engineers, composers, performers, session musicians etc. Maturity is key and therefore effective at the end of the year and also hooks pupils who may have started to consider options, and may decide not to study music further as GCSE.

### Autumn Term 1 & 2

**Topic: Reggae** – This topic allows pupils to learn and explore the traditions of Reggae music, with a large focus on offbeat rhythms. Pupils will work in groups to use the skills learnt to perform a Reggae song and adapt other songs in to a reggae feel. Understanding of musical notation is advanced within this topic.

**Knowledge:** Pupils will learn about the background to Reggae music, the cultural importance of Reggae and what influenced the style of music looking at Ska and African influences. They will develop a greater understanding of the key features and artists from Reggae Music.

**Skills:** They will learn to play popular reggae songs using a range of instruments and playing techniques to enhance performance and ensemble skills. Pupils will also develop their music reading skills developing treble and bass clef reading.

### **Spring Term 1**

**Topic: Band Project 1** – This topic enables pupils to take on more responsibility. They are required to learn about the role of a musician. Team work, communication and leadership are key aspects and will allow pupils to create a successful performance. They will be assessed on their individual success performing on different instruments throughout.

**Knowledge:** Pupils gain an understanding of different instruments and how to play them. They will gain/develop their understanding of the Stave, tab and other musical notation forms.

**Skills:** Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills.

### **Spring Term 2**

**Topic: Band Project 2** – Pupils continue to develop their performing skills as well as listening to well-known popular artists and performances from across many different genres. This part of the topic gives pupils a chance to advance on their instrument of choice and develop their skills further. Pupils work towards a final performance of their chosen song.

**Knowledge:** Pupils continue to develop their understanding of “band” instruments but focusing on one in particular. They will gain/develop their understanding of the Stave, tab and other musical notation forms suitable to their instrument. They will identify how relationships work within a band setting and how showmanship is a key factor. Pupils will identify key techniques within Popular Music performances throughout time evaluating the effectiveness of the performance.

**Skills:** Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills.

### **Summer Term 1**

**Topic: Rock n Roll and Blues** – Learning how to improvise and write lyrics is the key skills learnt in this topic, as well as performing as a group and playing different instruments. Pupils also learn about the historical context of Blues Music and where it originated. Pupils are assessed individually and as part of a group.

**Knowledge:** Understanding of the cultural and spiritual content of blues looking at the slave trade. Pupils will use musical vocabulary to identify key features of Blues music including the 12 bar Blues chord sequence, the Blues Scale, Improvisation, sharps and flats and dotted notes.

**Skills:** Keyboard skills including chords and melodies syncopation and dotted rhythms. Ensemble and solo performance skills and lyric writing. Pupils will also develop their music reading skills through use of travel and bass clef and using dotted notes.

## **Summer Term 2**

**Topic: RAP/Hip-Hop and Music Sequencing** – Music technology plays a big part in this topic allowing pupils to create in a different way. Music software is used to help pupils compose their own Hip-Hop track using the key features and skills learnt throughout the topic.

**Knowledge:** Pupils learn about the history of Hip-Hop with emphasis on the musical structure and elements of the genre. They will look at how the lyrics are an integral aspect and create their own Hip-Hop compositions. Pupils also gain an understanding of Music Technology and sequencing and how this plays an integral part in Hip-Hop Music.

**Skills:** Music technology and production skills developed through use of Cubase, pupils record and produce their own Hip-Hop compositions. Ensemble skills also developed through class performances of their lyrics and developing parts/sections. Time management, Team work and Leadership are also developed to hit a deadline.

## **Year 9**

Within year 9 there are opportunities for pupils to gain experience of performance through visits to concerts, experience of workshops, and showcases, often these are not directly linked to the GCSE specification but allow pupils to enrich their experience and develop an awareness of performance and creative jobs within the industry. Pupils are encouraged throughout year 9 to perform and compose to a higher standard using the skills they have developed throughout year 7 and 8. This year allows pupils to showcase their skills on specific instruments of their choice and introduces even more music technology. Pupils will have the chance to perform both individually and as part of small groups with greater sophistication with assessments in line with the GCSE specification. Appraisal of many genres of music will develop further enabling pupils to demonstrate their understanding of the inter-related dimensions of music with more emphasis on evaluating how the music makes you feel a certain way and comparing pieces of music critically and in depth. Pupils will also be assessed using sections of the GCSE specification. For their performances, compositions and theoretical knowledge.

We also offer an alternative Performing Arts course for pupils who lack confidence in performing to focus on their spoken language skills and develop confidence. There is a focus on appreciation of music and drama and this is run throughout Year 9. Skills developed are similar to those in the topics above and the work produced builds on creating blogs and podcasts to share opinion, debate and creative interests

## **Autumn Term 1 & 2**

**Topic: Musical Futures** - This topic allows students to compose their own pieces of music on their selected instrument. It pulls on skills that have been learnt throughout year 7 and 8 to create with sophistication individually and as part of a group.

**Knowledge:** Pupils gain an understanding of different instruments and how to play them. They will gain/develop their understanding of the Stave, tab and other musical notation forms. They will identify how relationships work within a band setting and how showmanship is a key factor. Pupils will identify key techniques within Popular Music performances throughout time evaluating the effectiveness of the performance.

**Skills:** Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Leadership and time management skills.

**Assessment:** Pupils undertake a number of practical assessments individually, in small groups and as a class on different instruments. There is also on going appraisal tasks asking pupils to show their understanding of Popular Music and Ensemble skills.

## **Spring Term 1 & 2**

**Topic: Music in the Media** – This topic focuses on the meaning behind music and its relationship with on screen activity. Pupils listen with discrimination to many varieties and genres of music and evaluate its success. Pupils will perform on varying instruments creating music for different briefs and media forms such as film, stage, gaming etc.

**Knowledge:** Pupils develop an understanding of how music is adapted and composed for the media including: films, tv shows and gaming. They will identify and explore the interrelated Dimensions of Music within these areas and identify the musical devices and techniques used.

**Skills:** Ensemble skills, instrumental skills, listening and appraising skills. Performing skills. Aural learning. Composing skills developed to portray a certain atmosphere/feeling.

**Assessment:** Pupils undertake a number of performance based assessments on numerous instruments and using their voice. There is also a written assessment, which asks pupils to display knowledge of music within the media, as well as evaluation of their own and other's work

## **Summer Term 1**

**Topic: Musical Form and Structures** – This topic develops the pupil's knowledge of structures in music, which has developed throughout KS3. More emphasis is placed on classical structures and forms and is linked to the GCSE set works. Pupils will read music and learn famous pieces of music in binary, ternary and ground bass structures.

**Knowledge:** This unit develops pupils' ability to recognise, explore and use different musical structures and understand how they can create different effects. They will learn about the importance of contrast and variety in musical structures. They will learn how to sing a variety of songs and play pieces that demonstrate the various musical structures. They will also develop and greater understanding of when particular forms and structures were used throughout time in various genres.

**Skills:** They create and develop pieces in ternary, rondo, Ground bass and Verse Chorus form, making connections between the structure and its impact to the listener. They will develop their performance and composing skills.

**Assessment:** Pupils will be assessed on a number of performance on instruments and their voice and will undergo a written appraisal assessment.

## **Summer Term 2**

**Topic: Composing and Music Technology** – Like all of the topics in year 9 this SOL requires the pupils to take more responsibility for their work/ compositions. They will compose their own individual compositions pulling on skills and techniques used by the great composers and musicians. They will use genre specific techniques and ideas within their composition and use music technology to record them. This topic allows students to gain an understanding of the GCSE specification and explore the career of a songwriter/composer.

**Knowledge:** Pupils Further develop their knowledge of Music Technology looking at the main benefits and disadvantages. They also learn how to compose to a set Brief and looking at different genres/styles of Music

**Skills:** Music technology and production skills developed through use of Cubase and Sibelius, pupil's record and produce their own compositions. Time management and planning skills.

**Assessment:** Pupils compose their own compositions in pairs to 1 of 4 set briefs (based on the GCSE spec). There is also a written assessment which assesses pupils on their musical theory knowledge.

## **Key Stage Four**

Key Stage 4 Music Option follows the Edexcel Music GCSE course. It has been chosen as it allows pupils to study music practically and theoretically. It has modules that include performance, composing and exam to suit all learners. The pupils are required to complete two performances, one solo and one ensemble, two compositions one free and one from a set brief and sit a written exam that focuses on 8 pieces of music selected by the board. This course allows all pupils to excel and show their skill and knowledge of music in different ways.

**Key Stage 4 Order and Priority rationale:**

At GCSE, pupils are taken through a selection of areas of study (AOS) which are; Instrumental Music, Vocal Music, Music for Stage and Screen and Fusion. KS3 has provided the foundation for success at it has allowed pupils to complete composing units, performance units and analysis of music and music theory, which is what the Edexcel GCSE course asks pupils to complete. In KS3, pupils have explored a range of genres, and musical techniques and devices, as it is essential for them to experience music from varying cultures. In year 9 the three areas that are explored in the exam have already been covered which are composing, performing and appraising.

The course provides a real music focus – the key content of musical elements, musical contexts and musical language are taught through the areas of study and set works to show real examples of how these are used within different types of music. Pupils investigate, analyse and evaluate music and its features. Building on this, and by using practical methods, students are encouraged to take a more holistic view of their knowledge, performance and compositional skills.

The set works enable pupils to conduct in-depth studies into different musical styles and genres, and put them in a wider context. Pupils will learn to perform, compose and appreciate different types of music, developing critical and creative thinking, cultural, aesthetic and emotional awareness, and the ability to make music individually and as part of a group.

The course content builds on the understanding developed at Key Stage 3, avoiding unnecessary repetition while also ensuring that pupils new to the subject are appropriately supported. The content allows students to develop their knowledge and skills of music, enabling them to progress into the AS and A Level qualifications in Music.

## Year 10

Pupils are introduced to the course, consolidation of basic musical vocabulary and knowledge is assessed and studying of exemplar material is undergone. Pupils then work throughout the year looking at the 6 of the Set work exploring them practically and theoretically. Performance assessments take place throughout the year to highlight where the pupils are up to and composition is ongoing in lessons and in after school revision. Pupils will complete a mock solo performance and exam at Christmas and at the end of the academic year.

### Autumn Term 1:

**Topic: Introduction to the GCSE course (3 weeks)** - Assesses the pupils prior knowledge and introduces them to the specification looking at exemplar material and route plan.

**Knowledge:** Build on knowledge and experience at KS3. Consolidate basic musical vocabulary and Knowledge. Study exemplar performances and compositions. Look at the assessment criteria for the coursework tasks.

**Skills:** Composing skills through set brief. Pupils develop and grow on their composing skills built in KS3 but with a more in depth focus on the Interrelated Dimensions of Music. Ensemble skills developed further in preparation for end of topic Ensemble performance.

**Topic: Instrumental Music 1700–1820 set works (4 weeks)** J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major,

L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique'

– This AOS is looked at first as it introduces many of the Inter-related dimension of music and techniques that can be explored in future set works. Pupils complete practical and written tasks in order to fully understand the music and its context.

**Knowledge:** Explore the piece by using the pupils' knowledge and understanding of the Interrelated Dimensions of Music, musical contexts and musical language to make critical judgements about the music.

**Skills:** Analysing skills developed as well as theoretical understanding. Solo performance skills developed through regular performances to the class.

**Assessment:** Exam style questions on the set work and 1<sup>st</sup> Ensemble performance at the end of the topic. Pupils are assessed using the Edexcel GCSE Specification

## **Autumn Term 2**

**Topic: Instrumental Music 1700–1820 wider listening (4 weeks)** - Allows pupils to critically evaluate the music and understand the composing techniques and devices used. This will benefit the pupils understanding Section B of the written Exam.

**Knowledge:** Pupils Explore pieces in genres related to the two set works, including:

- concerti by Vivaldi
- concerto grosso by Handel
- Piano sonata movements by Haydn and Mozart.

In each case, relating the music to the set works studied through their use of musical elements, musical contexts and musical language.

The works studied here give a background to the set works already studied. The concerto movements give a context for the Bach set work and the piano sonata movements should show a progression in the writing for piano and in the development of sonata form.

**Skills:** Analysing and listening, comparing pieces of music, Identifying music techniques and devices.

**Topic: Vocal Music set work (2 weeks):**

**H. Purcell: 'Music for a While'**

**Knowledge:** Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. This area of study is diverse but coverage at this stage reflects Baroque approaches to songwriting, including ground bass structures.

**Skills:** Analysing of the musical techniques and Interrelated-dimensions of Music within the piece, performance skills developed through playing of key riffs, melodies within the piece. Listening and appraising.

**Assessment:** 1<sup>st</sup> solo performance and Exam style questions on 'Music for a While'.

### **Spring Term 1**

**Topic: Vocal Music set work (2 weeks):**

Queen: 'Killer Queen' (from the album *Sheer Heart Attack*)

**Knowledge:** Explore this piece by using the students' knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about the music. This area of study is diverse but coverage at this stage should reflect 20th-century popular approaches to song writing, including ground bass and verse and chorus structures

**Skills:** Now both pieces have been studied comparative and evaluative skills can be practiced between the two.

**Topic: Vocal Music wider listening (4 weeks)** – The pupils develop an understanding of the genre related to the two set works and identify key similarities and differences developing essay style answers that critically analyse and evaluate music.

**Knowledge:** Exploring other settings of words to music for soloist and accompaniment, which may include:

- arias by G.F. Handel and J.S. Bach
- songs by Beach Boys and Alicia Keys
- if time, songs by Schubert, Faure and/or Britten

In each case looking at the relationship of the words and music, and the use of musical elements, musical contexts and musical language. There is coverage of the full chronological period from 1600s to 1900s, including a range of structures (strophic, through-composed, verse and chorus, da capo aria, etc.) and styles.

**Skills:** Pupils are also developing their performance skills through regular homework focusing on solo and ensemble and are assessed on their solo performance on a termly basis.

**Assessment:** Pupils will be assessed on their Ensemble performance using the GCSE specification through regular class performances and an end of topic final performances.

### **Spring Term 2**

**Topic: Free composition (2 week)** - Discuss possible routes into free composition, based on KS3 experiences, and providing examples and guidance towards inspirations.

**Knowledge:** Pupils learn about what is needed to access full marks for the composition element of the course. They will learn how to use music technology appropriately and study the specification to fully understand what is included.

**Skills:** composing skills, time management skills, music technology skills, appraising skills, evaluating skills

**Thereafter free composition is ongoing.**

**Topic: Music for Stage and Screen set work (2 weeks):**

**S. Schwartz: 'Defying Gravity' (from the album of the cast recording of *Wicked*)**

**Knowledge:** Explore this piece by using the pupils' knowledge and understanding of inter-related dimensions of music, musical contexts and musical language to make critical judgements about the music. The study of this set work also includes studying and analyzing popular contemporary musical theatre styles.

**Skills:** Analyzing of the musical techniques and Interrelated-dimensions of Music within the piece, performance skills developed through playing of key riffs, melodies within the piece. Listening and appraising.

**Assessment:** Pupils will be regularly assessed on their theoretical knowledge of the set work through exam style questions and through practical based performances. Pupils will also complete a mock Composition.

### **Summer Term 1**

**Topic: Music for Stage and Screen set work (2 weeks)**

**J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to *Star Wars Episode IV: A New Hope*)**

**Knowledge:** Explore this piece by using the Pupils' knowledge and understanding of the inter-related dimensions of music, musical contexts and musical language to make critical judgements about the music. The study of this set work examines composing sound to match pictures.

**Skills:** Now that each piece has been studied, comparative and evaluative skills can be practiced between the two.

**Topic: Music for Stage and Screen wider listening (2 weeks) - Explore pieces in genres related to the first set work, which may include:**

– songs from musicals like *Matilda* and *Hairspray*.

- In each case relating the music to the set work studied through their use of inter-related dimensions of music, musical contexts and musical language.
- The wider listening enhances the study of contemporary musical theatre.

**Free composition is ongoing.**

**Preparation for the performance component is ongoing.**

### **Summer Term 2**

**Topic: Music for Stage and Screen wider listening**

**Knowledge:** Explore pieces in genres related to the second set work, which include Excerpts from other film scores by Deborah Lurie and composers like Howard Shore. In each case relating the music to the set works studied through their use of the inter-related dimensions of music, musical contexts and musical language. The wider listening enhances the study of matching music with images undertaken in the set work.

**Skills:** composition skills, analyzing and evaluating music critically and with sophistication.

**Free composition is submitted before the end of term.**

**Preparation for the performance component is ongoing.**

**End-of-year examination (1 week).**

**Final end of year mock exam and solo performance (Last two weeks)**

## **Year 11**

Year 11 mainly looks at the remaining set works and revisits work studied in Year 10 to help with memory retention and to revise for the final exam. To begin with, their set brief composition is completed before February half term, ready for marking. As well as this their Ensemble performance which has been the main focus of homework and private lessons is completed before Christmas and recorded ready to be sent to the board. This is done so there is time for focused revision sessions for their final exam. Throughout year 11, study of the written exam is a key focus, developing and working on skills and knowledge that have already been taught in previous years, in particular year 10, but also in year 7, 8 and 9.

### **Autumn Term 1**

**Topic: Recap of Year One areas of study (3 weeks) – Pupils revisit the set works studied in Year 10 to recap their learning. This is done by using simple recap and revisiting exercises and exam style questions.**

**Topic: Fusions set work and composition (4 weeks):**

**Afro Celt Sound System: 'Release' (from the album *Volume 2: Release*)**

**Esperanza Spalding: 'Samba em Preludio' (from the album *Esperanza*)**

**Knowledge:** Explore these pieces by using the pupils' knowledge and understanding of the inter-related dimensions of music, musical contexts and musical language to make critical judgements about the music.

**Skills:** Once each piece has been studied comparative and evaluative skills can be practiced between the two. The individual cultures that have been 'fused' are isolated and the resulting fusion evaluated as a work of popular culture. Perform with technical control, expression and interpretation. Compose and develop musical ideas with technical control and coherence. Demonstrate and apply musical knowledge. Use appraising skills to make evaluative and critical judgements about music

**Preparation for the ensemble performance component is ongoing through regular meetings/ discussions with teacher with time limits and targets to work on.**

**Discussion of composition briefs - Use the guidelines in the specification as a basis for discussion as to how briefs might be tackled.**

Composition is also worked on in this term with students using after school sessions to work on their set brief composition.

**Assessment:** On going exam style questions related to each set work.

## **Autumn Term 2**

### **Topic: Fusions wider listening**

**Knowledge:** Explore pieces in which two or more styles are combined to create a fusion, which should include music from African, Turkish, Afro-Cuban Jazz and Latin traditions. In each case relating the music to the set works studied through their use of the inter-related dimensions of music, musical contexts and musical language. The stylistic characteristics of each individual style is isolated and then the fusion of the styles evaluated for its effectiveness.

**Skills:** Demonstrate and apply musical knowledge. Use appraising skills to make evaluative and critical judgements about music

**composing to a brief is ongoing.**

**Preparation for the ensemble performance component is ongoing.**

**Assessment:** On going exam style questions related to each set work. Ensemble performance is complete by Christmas ready for moderation.

**Topic - Written exam mock prep** - In the run up to the year 11 mocks in December, revision takes place on the 8 set works studied. These set works have already been explored in year 10 and 11, so revision can take place. The new skills gained will be focusing on how to apply their knowledge to exam questions.

**Knowledge:** Section A: how to answer GCSE style questions, using examples and practice papers. Section B – How to write a top mark 12 mark answer using examples and analyzing the content.

**Skills:** Demonstrate and apply musical knowledge. Use appraising skills to make evaluative and critical judgements about music

### **Spring Term 1**

**Topic: Composition and Performance** – Pupils complete and submit all performance and composition work which makes up 60% of the course.

**Knowledge:** Pupils understand the specification and perform and compose in line with the spec. after school revision is focused on the 8 set works and Assessments are also ongoing in the form of exam style questions/ past papers.

**Skills:** Perform with technical control, expression and interpretation. Compose and develop musical ideas with technical control and coherence.

### **Spring Term 2 & Summer Term 1**

**Topic- Written exam prep (40% of GCSE Course)** - With 60% of the course completed this is the final 40% of assessment, so revision takes place.

**Knowledge:** Section A of the paper requires pupils to answer questions based on 6 of the set works and are picked at random. They are questions related to the musical devices and inter-related dimensions of music within the set work. Pupils will therefore recap the set works and complete regular test papers/ questions.

Section B -Pupils will be asked to compare one of the set works with an unheard piece. With this in mind during this period pupils will continue to develop this skill of how to evaluate and compare two pieces and draw conclusions. They will be marked on their use of musical vocabulary and how well they can evaluative and critically judge music.

**Skills:** Section A - How to listen effectively to the piece of music and identify the inter-related dimension of music/musical device that they have been questioned on. Be able to explain and identify the dynamics, tempo, structure, melody, harmony, instrumentation, metre, key signature, musical devices and historical context of each set work.

**Skills:** Section B - Demonstrate and apply musical knowledge. Use appraising skills to make evaluative and critical judgements about music.

**Summer Term 2** - All aspects of the GCSE are complete.

To prepare Year 11 for further study pupils have experienced and studied many different musical genres and styles, composed, performed and appraised music which are all included in Performing Arts/Music, Music Technology courses. For pupils who do not go on to study Performing Arts or Music at higher education they have gained vital transferable skills, such as confidence, communication, teamwork and leadership as well as explored themes and topics which will develop them into responsible and social citizens and an appreciation for culture, and the Arts. It is often opted for by pupils who want a career linked with the arts, but equally those who understand how vital the transferable skills are in everyday life, which can be applied to any career in all aspects of life.