

Music

Curriculum intent:

For all pupils to have the opportunity to perform, listen and evaluate a wide, diverse range of music and to be taught how to compose music in a variety of styles. They will be able to identify their areas of strength and the skills that they need to develop. The curriculum allows pupils to develop a clear understanding of the world's rich musical culture and history. Alongside this, it offers them the chance to experience achievement, independence, self-confidence, resilience, self-reflection, in addition to social interaction and an awareness of others.

Literacy/Reading/Oracy opportunities:

Class discussions, peer feedback and teacher assessment provide oracy opportunities. Use of keywords and music vocabulary is key for musical literacy. Reading of musical notation is helpful in performance and arranging.

Curriculum rationale Year 7 - 11	Autumn	Spring	Summer
Year 7	Rhythm & Beat Introduction to Music Technology	Keyboard Skills Mood Music	Riff Composition Arranging Music
Why?	Baseline listening assessment, rhythms, rests, note names, djembe skills, dynamics, texture, tempo, ostinato Software, sounds, riff, rhythms, structure, scales, Musical elements & instrument families	Keyboard notes, sharps/flats, mnemonics, chords and musical elements. Scales, tonality, chords, developing ideas, common devices and using elements for effect.	Key, scales, chords, notation, harmony, development, riff & ostinato and chords recognition. Notation, mnemonics, rhythms & rests and registers.
How parents / carers can support	Expose pupils to a wide range of music from around the world and from different periods of time Provide access to free online software such as band lab and muse score Provide access to instruments or instrument apps for exploring sound and performance	Expose pupils to a wide range of music from around the world and from different periods of time Provide access to free online software such as band lab and muse score Provide access to instruments or instrument apps for exploring sound and performance	Expose pupils to a wide range of music from around the world and from different periods of time Provide access to free online software such as band lab and muse score Provide access to instruments or instrument apps for exploring sound and performance

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Year 8	Theme & Variations Minimalism	African Drumming World Music	Blues Music Descriptive Music
Why?	Use of musical elements to change riffs, developing ideas, performing skills, notation, elements, periods of music and describe rhythm. Change riffs, developing ideas, scales, rhythms, editing, recording, listening features, elements and use of technology.	Rhythms, polyrhythms, ensemble, pitched/unpitched, balancing, listening GCSE questions and musical features of African drumming. Syncopation, chords, riffs, melodies, polyrhythms, listening GCSE questions and features of world styles.	Improvising, chord sequences, bass lines, structure, elements, history, features of the style, time signatures and scales. Film, game and short story, elements, descriptive questions, listening GCSE questions and features of music styles.
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Year 9	4 Chords Composing a song using Technology	Latin Arrangement Classical Music	Pop Performance Remixing
Why?	Chords, melodies, performance, expression, notation, structure, harmony, listening melody shapes, tonality, describing rhythm and Italian terms. Chords, riffs, rhythms, structure, elements, listening GCSE examples, and professional examples using software.	Rhythm, notation, features of styles, listening GCSE questions, features of styles and periods of music. Bass and treble clef notation, 3 periods, score dictation questions, listening GCSE questions, and features of styles and periods.	Chords, melodies, performance, expression, notation, structure, harmony and clefs. Scores, elements, editing, sequencing, expression and use of software.

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	Autumn	Spring	Summer
Year 10	Solo Performance Study of Areas of Study & Music Theory	Free Composition Study of Areas of Study & Music Theory	Mock Listening Exam Study of Areas of Study & Music Theory
Why?	Solo performance is worth 15% of the total GCSE grade The Areas of Study and Music Theory form the basis of the listening exam	This composition is worth 15% of the total GCSE grade The Areas of Study and Music Theory form the basis of the listening exam	The Listening Exam is worth 40% of the total GCSE grade
How parents / carers can support	Ensure pupils attend their instrumental lessons and practise regularly at home	Expose pupils to a wide range of music from around the world and from different periods of time	Help to create a revision timetable and test their knowledge using flash cards on the musical styles covered
	Autumn	Spring	Summer
Year 11	Ensemble Performance Study of Areas of Study & Music Theory	Composition based on set stimuli Study of Areas of Study & Music Theory	Listening Exam
Why?	Ensemble performance is worth 15% of the total GCSE grade The Areas of Study and Music Theory form the basis of the listening exam	This composition is worth 15% of the total GCSE grade The Areas of Study and Music Theory form the basis of the listening exam	The Listening Exam is worth 40% of the total GCSE grade
How parents / carers can support	Ensure pupils attend their instrumental lessons and practise regularly at home	Expose pupils to a wide range of music from around the world and from different periods of time	Help to create a revision timetable and test their knowledge using flash cards on the musical styles covered