



## Music Curriculum

### Intent

#### Curriculum Vision

“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato.

Music offers our students a unique and universal language enabling them to communicate and express emotions in way beyond words. All students will learn a musical instrument, either in a solo or ensemble setting, and this is embedded throughout our curriculum programme as well as feeds into our super-curricular model.

At Key Stage 3 and 4 students are immersed in an extensive range of culturally rich and diverse music facilitating the development of both practical skills and theoretical knowledge. Students' understanding of music creation is developed in both the traditional and more technological advanced methods. Students are prepared for careers in the creative industries through the industry standard music making software and hardware, using Apple's cutting-edge Logic software which not only supports our learners in the more technological aspect of music creation, but also improves overall IT skills.

There are strong links with other curriculum areas including science, maths, creative arts and computer science, and coherently sequence our wider curriculum in view of these. As students engage with music participation, they gain a musical skill set and the ability to work with others as a member of a team, as well as the ability to set their own goals through individual reflective practice and performance. Students learn the importance of a cooperative effort, acceptance of leadership, creative differences, and the need for creative self-discipline and responsibility.

#### Concepts and Skills

The music curriculum can be split into three main areas: **performing, composing and listening and appraising.**

Student will be able to:

- Play and **perform** confidently in a range of **solo** and **ensemble** contexts using their **voice**, and /or

playing **instruments musically**, fluently and with accuracy and expression.

- **Improvise** and **compose**, and extend and develop musical ideas by drawing on a **range** of musical **structures, styles, genres** and **traditions**.
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and **traditions**.
- Identify and use the **inter-related** dimensions of music expressively and with increasing sophistication, including use of **tonalities**, different types of scales and other musical devices.
- Listen with increasing discrimination to a **wide range of music** from **great composers** and musicians.
- Develop a deepening understanding of the music that they **perform** and to which they listen, and its **history**.
- Develop a deep understanding of **music technology** from “the first note, to the final CD/MP3”, encompassing recording technology including microphone techniques, **health and safety** in the music studio, mixing and mastering techniques.
- Study of the **history of music technology** and the implications of future music.

## Vocabulary

12 bar Blues	Electronic music	Layering	Question and answer
12-tone system	Expressionism	Libretto	Rag desh
A capella	Falsetto	Major	Raga
Acciaccatura	Ground bass	Mass	Recapitulation
Ballad	Harmonic rhythm	Oratorio	Sequence
Bebop	Harmony	Ornament	Sampler
Cadence	Jhala	Panning	Synthesizer
Cadenza	Jhaptal	Patron	Table
Development	Kaoss	Pentatonic scale	Tambura
Delay	Kora	Polyrhythms	Treble

## Homework

All students in years 7-11 have Knowledge Organisers as part of their homework in Music and Music Technology. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes Do Now's at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'.

Students in years 10 and 11 have one piece of homework per lesson that will build upon the learning taken place within the lesson. Also, it will include the online platforms Seneca and Music First.

Homework helps our students achieve mastery in Music and Music Technology. Students who need extra support to achieve mastery are supported by our 10:10 programme in Music Tech club and a variety of additional Music workshops and clubs. All students will also have access to our daily Homework Club.

## Implementation

### Overview Statement

The curriculum in Music and Music Technology is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding, in particular, strong link are

illustrated with science, computer science, history, the creative arts, English and maths and religious studies. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in Music and Music Technology through the Frayer Model and students are taught to read, write and speak like an analytical musician. Technology is employed through the use of Apple's Logic sequencing and recording software to strengthen learning and deepen understanding of the theoretical application of music making and in order to support learners of all abilities at all levels. Learning character is developed each lesson through the use of the six Learning Applications (LApps), with a particular focus on creativity, resilience and collaboration.

In key stage 3, they will have three chunks of lessons that will build upon prior knowledge and incorporates a half term of practical music making which focusses primarily on instrumental development and fine motor skills. This is followed by a half term succession of lessons using the Apple Mac suite to incorporate technological skills and more modern music exposure to balance the curriculum.

In Year 7, the main focus will be on the elements of music, and they will develop a deep understanding of rhythm and pulse, time signatures, texture, dynamics and pitch. Instruments skills we will focus on the development of vocal skills, Djembe and African Drumming, keyboard and piano skills. They will have access to Great composers such as Beethoven, Mozart and Elgar and begin to learn pieces by understanding how to read traditional notation. Using music Technology, we will develop their understanding and navigation of Mac OS, and the introduction of Logic for music creation. They will understand how to sequence using a DAW and how to convert a traditional score into MIDI language.

In year 8, the main focuses will be genre, focusing on The Blues as a cultural setting and embedding civil rights. They will be introduced to the ukulele, performance and practice skills and develop their understanding of working in a group setting. They will learn how to compose using Music Technology, and learn the importance of Minimalism by looking at Steve Reich and Philip Glass and it's influence on Dance music. They will be introduced to Film music, and how it has developed over time and learn compositional techniques.

In year 9, the main focus will look at popular music genres, beginning with the birth of Rock n Roll through Reggae and modern Popular music. They will understand the importance of working in musical ensembles and refine their instrumental techniques. The main focus of the technological aspect will be variations and ground bass to expand their compositional knowledge. Moreover, advanced Logic skills, such as mastering and industry led modules to equip them with knowledge of the media industry and future career paths. Each module is individually assessed at the end, based upon the grading criteria from both the vocational and academic grading criteria in order to enhance learners understanding of the difference in grading outcomes.

In key stage 4, Year 10 and 11, both Music GCSE and NCFE Music Technology will be offered to students, as this will be the natural progression from key stage 3. In GCSE they will extend the instrumental performance, and gain more insight into notable composers and famous works and master their understanding of advanced compositional techniques. In Music Technology, they will further their understanding of using a DAW for music creation, create their own compositions using Logic, create multi track recordings, and create their own film music projects using foley and sound design.



# Impact

## Key Stage Three

Through studying the Key Stage 3 curriculum, students will be able to demonstrate a thorough musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise utilising technology. They will have developed a deep knowledge of the historical, social and cultural origins of music and the contributions to the diversity of musical styles, and a very good awareness and appreciation of different musical traditions and genres. They will also have the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately. Ultimately, they will be able to apply this knowledge through the practical aspect of musical skill, and be able to confidently perform as part of a group or solo musician. They will have an excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.

Students develop all the Lapps but especially their creativity, resilience and awareness through listening, composing and performing activities though out the key stage. Students have an introduction to the disciplinary literacy required to be able to communicate like a musical performer or producer, and all opportunities to develop numeracy are fully exploited in context, such as note duration, time signatures, compositional devices and harmonic structures to name a few. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load, which will enable them the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.

## Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of both music and music technology. Through developing their knowledge of performance, composition and listening and appraising music, they are able to fully apply musical understanding to all aspects of theoretical and practical skills that will lead to industry standard recordings and performances. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Having a particular focus upon literacy throughout the key stage, students will be able to know how to write more extended musical essays using the correct musical terminologies and have a firm grasp of the etymologies of subject specific terms.

Moreover, due to this focus upon literacy, students will be able to critically analyse most areas and genres of music from the Renaissance up to modernism. Having had exposure to Apple's Logic, they will have a firm understanding of the use technology in the creative process in order to create and mix different genres of music to a high level, and in order to navigate different operating systems. Their progress in music and music technology is recognised through their GCSE/NCFE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment.

Students will have an enriched cultural experience and exposure to musical live performances by in theatre, local and far reaching musical venues. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.