

CURRICULUM INTENT




MUSIC



Music connects; it is interdisciplinary. Rhythm and notation correspond with numeracy and literacy. It is a universal language, communicating without the need for speaking, reading or writing. Music expresses the voices of society throughout history. It is enjoyed as an art form and requires precise physical skill. Most importantly, music connects us as human beings. It brings our school together to perform, compose or simply listen. It is at the heart of education and central to our school. All students experience being a musician, igniting the fullness of humanity, nurturing the emotional and spiritual, as well as the academic.




CURRICULUM INTENT OVERVIEW

 <p>HEAD KNOWLEDGE-RICH</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Know how to listen to and understand music accurately, perform music fluently and compose music creatively. • Know how interrelated dimensions of music combine to create effect, purpose and intention: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm, Tempo (MAD T SHIRT). • Know how to perform accurately, with control of rhythm and pitch to have a sense of musical fluency. • Know how to perform expressively, with attention to phrasing, dynamics, articulation and awareness of character and style to demonstrate musicality. • Know how to perform with technique, with appropriate tone quality, posture and control for each instrument. • Know components of composition to create idiomatic pieces in a variety of styles. • Know methods of a notation system, including staff notation, tab and chord symbols.
 <p>HEART FAITH, LOVE AND RESPECT</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Develop a sense of unity and feel part of a community through learning a musical instrument and performing in musical ensembles. • Address individual abilities and learn to build upon these collaboratively. • Understand and engage in sensitivity as a critical listener and an audience member. • Develop a strong work ethic and characteristics of resilience through a drive for perfection. An expected standard in music performance is often near perfection, whereas an 80% success rate can be acceptable in other disciplines. • Be enriched with a respect and deep appreciation for faith and cultures which reflect the world we live in. • Demonstrate and articulate a greater of self-expression through creativity. • Have an opportunity to listen to, and participate in, performances for the school and wider community, including events to raise money for charity.
 <p>HANDS APPLICATION OF KNOWLEDGE</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to communicate, show empathy and draw an audience as a musician. • Be able to construct short pieces of music with expressive intent. • Be able to critique music using subject-specific vocabulary. • Be able to use staff notation independently, fluently and with automaticity. • Engage in an inclusive society with a greater appreciation of cultural diversity. • Have a good grounding in collaboration, creativity, discipline and problem-solving that prepares them for further study or employment in various sectors.



CURRICULUM TO CLASSROOM

 HEAD KNOWLEDGE-RICH	KNOWLEDGE FOCUSED	<ul style="list-style-type: none"> • The Music curriculum is knowledge-led, sequenced and accessible. • It is ambitious through meeting the aims of the Model Music Curriculum, with an emphasis on learning how to use staff notation with automaticity. • Knowledge organisers summarise key knowledge for each scheme. • Modelling (through sound) and worked-examples are used to build students' understanding.
	EXPERT TEACHERS (EXPLANATIONS)	<ul style="list-style-type: none"> • Lessons start with either questioning, 'Do Now' activities or other retrieval strategies to help build on what students already know. • Dual coding is used as appropriate in teacher instruction.
	TAUGHT TO BE REMEMBERED	<ul style="list-style-type: none"> • Ratio is carefully thought about when questioning, to ensure that students are being challenged and engaged. • Thumbs up/middle/down questions are planned with a clear routine including a wait time and a synchronised answer reveal. • Cold calling is used to encourage thinking hard. • 'Do Now' activities start each lesson to build in spaced retrieval. • Mini-whiteboards are used as appropriate.
HEART FAITH, LOVE AND RESPECT	ENCOURAGING CLASSROOMS BASED ON FAITH, LOVE & RESPECT	<ul style="list-style-type: none"> • Students are encouraged to take musical risks. Mistakes are important to learning. • Students are encouraged to demonstrate their work and are given regular opportunities to do so both in and beyond the curriculum. • Practical work, including solo and ensemble, has clear task instructions, defined timeframes and students are accountable. • Teachers set the expectation with a firm, fair and consistent manner. This begins with a strong entry routine, meeting students at the door and 'Do Now' activities ready.
HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	<ul style="list-style-type: none"> • Modelling is a core strategy used in Music, demonstrating knowledge and technique through sound. • Step-by-step modelling is scaffolded using the I, We, You approach: o I do it first. o We do it together. o You do it on your own. • Feedback often consists of live modelling by the teacher.
	DELIBERATE PRACTICE	<ul style="list-style-type: none"> • Practice builds automaticity and students will practise to embed new material into long-term memory. • Guided practice (with instruction, explanation and questions) should precede independent practice. • Teachers will circulate strategically during independent practice, both to address misconceptions and to increase student accountability. • Scaffolding for difficult tasks is used to assist students to avoid cognitive overload. For example, in a composition task this might include limitations, a partly completed task or a model of a completed task.



LEARNING SEQUENCE – YEAR 7

TOPIC	OUTCOMES				
	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments. • Compose by drawing on a limited range of musical structures, styles, genres and traditions • Use staff and other relevant notations appropriately • Identify and use the interrelated dimensions of music including use of different types of scales • Listen to a wide range of music from great composers and musicians • Develop an understanding of the music that they perform and to which they listen, and its history 				
EXPLANATION	Find Your Voice	Elements of Music	Melody 1	Timbre	Form
	Promote the importance of singing and rhythm for musicians and learning to work as an ensemble.	Lay a foundation of musical vocabulary and learn how to decode staff notation.	Learn which notes sound good together and how to create music with intention. Practice decoding staff notation.	Learn how and why composers choose different sounds. Practice decoding staff notation.	Learn to construct music, exploring how to use a balance of repetition and contrast. Learn how to write in staff notation.



LEARNING SEQUENCE – YEAR 8

OUTCOMES	<ul style="list-style-type: none">• Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically• Improvise and compose; and extend and develop musical ideas by drawing on a given 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 interrelated dimensions of music expressively and with increasing sophistication using different types of scales and other musical devices• Listen with increasing accuracy to a wide range of music from great composers and musicians• Develop an understanding of the music that they perform and to which they listen, and its history				
	Blues	Baroque	Melody 2	Indian	Classical
EXPLANATION	Learn about primary chords and chord progression, and how to improvise using a scale.	Develop knowledge of chords and melody-writing in the context of Baroque music. Practise writing in staff notation.	Broaden knowledge of scales and compose using these with intention.	Practise using new scales and other compositional devices to create authentic sounding North Indian Classical music. Practise writing in staff notation.	Learn how to use chords and melodies in new and varied ways using compositional devices. Practise writing in staff notation.



LEARNING SEQUENCE – YEAR 9

OUTCOMES	<ul style="list-style-type: none"> • Play and perform confidently in a range of solo and ensemble contexts using their voice, 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 interrelated 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 				
TOPIC	Romantic	Film	Stormzy vs Mozart	Songwriting	MOBO
EXPLANATION	<p>Deepen knowledge of scales, chords and tonalities in the context of programme music. Practise primary chords and melody writing in staff notation.</p>	<p>Deepen knowledge of the elements of music and their expressive uses. Create music for a brief using compositional techniques.</p>	<p>Deepen knowledge of harmony/chords, melody, texture and articulation in the context of pop music. Practise appraising music with detailed listening.</p>	<p>Practise using chords, melody and structure to compose a song with a 'free' brief through the lens of a pop musician. Explore word-setting.</p>	<p>Practise performing in an ensemble context using a range of instruments and using staff notation.</p>



LEARNING SEQUENCE – YEAR 10

TOPIC	OUTCOMES		
	<ul style="list-style-type: none"> Develop awareness of performing skills individually and in groups to communicate musically with fluency and control Develop composing skills to organise musical ideas and make use of appropriate resources Develop awareness of links between the integrated activities of performing, composing and appraising and how this informs the development of music Broaden musical experience and interests, develop imagination and foster creativity Develop knowledge, understanding and skills needed to communicate effectively as musicians Develop awareness of a variety of instruments, technologies, styles and approaches to performing and composing Develop awareness of contrasting genres, styles and traditions of music, and develop some awareness of musical chronology Develop as effective and independent learners with enquiring minds Reflect upon and evaluate their own and others' music Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. 		
EXPLANATION	Advent	Lent	Pentecost
	<p>AoS 1 Developing awareness of your own instrument's capabilities. Students prepare group presentations in instrumental families, including specific techniques. Students prepare a simple piece to perform together to the class.</p> <p>Composition: Developing initial ideas: - Three note composition - Primary chords and cadences - Analysis - Word setting - Chord sequences (last two can tie in with example briefs from OCR and AoS 5)</p> <p>AoS 3: Rhythms of the World Exploration of the different styles through workshops, listening exercises, group performances and compositions.</p>	<p>AoS 1 Performance 'master classes'. Students select potential pieces to practise and improve over the term. Record for self-assessment against criteria.</p> <p>Composition: Short compositions tasks based on AoS 3. Short group composition tasks based on the rhythm and note patterns in the style of one of the Rhythms of the World.</p> <p>AoS 5: Conventions of Pop Exploration of the different styles through class/group performances, composition tasks and listening exercises.</p>	<p>AoS 1 and Practical Component Students use lesson and home learning time to finalise their choice for their AoS 1 performance. Students prepare (or are given by the teacher) group performances to be rehearsed and then workshopped during lessons in preparation for their Ensemble Performance.</p> <p>Composition: Controlled tasks (composition for the Integrated portfolio). Students spend the first part of the term defining their brief and then the main part of the term writing their composition. Completion of composition for Integrated Portfolio and submission.</p> <p>AoS 4: Film Music Exploration of how music can create a mood/emotion, significant characters or actions. This can be done through workshops, short performance and composition tasks</p>



LEARNING SEQUENCE – YEAR 11

TOPIC	OUTCOMES		
	<ul style="list-style-type: none"> Refine performing skills individually and in groups to communicate musically with fluency and control Refine composing skills to organise musical ideas and make use of appropriate resources Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music Broaden musical experience and interests, develop imagination and foster creativity Develop knowledge, understanding and skills needed to communicate effectively as musicians Recognise a variety of instruments, technologies, styles and approaches to performing and composing Recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology Develop as effective and independent learners with enquiring minds Reflect upon and evaluate their own and others' music Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development. 		
EXPLANATION	Advent	Lent	Pentecost
	<p>AoS 1 Students record their AoS 1 performance during this term, in a context chosen by the teacher. Students choose and finalise their Ensemble Performance choice. Lesson time for preparation will depend on the type of students in the class.</p> <p>Composition: Release of Composition Briefs. Workshop through the briefs with students, linking this (where appropriate) to the relevant areas of study.</p> <p>AoS 2: The Concerto through Time Exploration of the concerto through class/group performances, composition tasks and listening exercises.</p>	<p>Prepare and record ensemble performances. Composition: Students select most appropriate composition brief and controlled time is given for the OCR set brief composition. Revisit AoS 3, AoS 4 and AoS 5 through practical workshops and listening tests.</p>	<p>Revision of AoS 2, 3, 4 and 5. Students recap vocabulary and do practice questions. Submission of Integrated portfolio and Practical component. Listening Exam</p>



LEARNING SEQUENCE – YEAR 12

TOPIC	OUTCOMES		
	<ul style="list-style-type: none"> Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions Recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening Broaden musical experience and interests, develop imagination and foster creativity Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians Develop knowledge and understanding of a variety of instruments, technologies and styles, and of relevant approaches to both performing and composing Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology Develop as effective, independent learners and as critical and reflective thinkers with enquiring minds 		
EXPLANATION	Advent	Lent	Pentecost
	<p>AoS 1a: Introduction to Baroque Concerto</p> <p>AoS 1a: Purcell Sonata for Trumpet in D Major</p> <p>AoS 4: Introduction to Music for Theatre - Oklahoma (Rodgers)</p> <p>AoS 1b: Introduction to Mozart Opera (Marriage of Figaro)</p> <p>AoS 1c: Introduction to Romantic Piano Music</p>	<p>AoS 1a: Vivaldi Flute Concerto in D Major – Il Gardellino</p> <p>AoS 3: Introduction to Music for Media - Gladiator (Zimmer)</p> <p>AoS 4: Sweeney Todd (Sondheim)</p> <p>4-part harmony/composing techniques</p> <p>AoS 1b: Mozart Opera (Marriage of Figaro Act 1, Nos 1, 3, 4 & 5)</p> <p>AoS 1c: Chopin Nocturne in E Minor</p> <p>AoS 1c: Grieg Lyric Pieces Notturmo</p>	<p>AoS 1a: Vivaldi Flute Concerto in D major – Il Gardellino</p> <p>AoS 3: Psycho (Herrmann)</p> <p>AoS 4: Miss Saigon (Schonberg)</p> <p>4-part harmony/composing techniques</p> <p>AoS 1b: Mozart Opera (Marriage of Figaro Act 1, Nos 6 & 7)</p> <p>AoS 1c: Grieg Lyric Pieces Norwegian March</p> <p>AoS 1c: Chopin Ballade in F Major</p>



LEARNING SEQUENCE – YEAR 13

OUTCOMES	<ul style="list-style-type: none"> • Develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression • Develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions • Recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening • Broaden musical experience and interests, develop imagination and foster creativity • Develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians • Develop knowledge and understanding of a variety of instruments, technologies and styles, and of relevant approaches to both performing and composing • Appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology • Develop as effective, independent learners and as critical and reflective thinkers with enquiring minds 		
	Advent	Lent	Pentecost
EXPLANATION	<p>AoS 1a: Bach Violn Concerto in A minor</p> <p>AoS 3/4: Other names composers for Music for Theatre and Music for Media</p> <p>Brief Composition</p> <p>AoS 1b: Mozart Opera (Marriage of Figaro Act 1 Nos 9 and Overture)</p>	<p>Recap of all set works, performance and composition coursework.</p>	<p>Revision, performance and composition coursework.</p>



ENRICHMENT, SUPPORT, EXTRA-CURRICULAR

- A full calendar of opportunities to participate in music, including an annual Prize Giving event with a full Year 7 choir, school show, Primary School Music Festival and termly concerts.
- Extra-curricular ensembles such as orchestra, choirs, swing band and music production club.
- Open department at break and lunchtimes facilitated by department staff, allowing opportunities to practice and seek support and guidance.
- Engagement with external providers, including Nottingham Music Service, to enter local competitions and workshops. Recent collaborations with Orchestras For All, Villiers Quartet and NUSIC.
- Regular trips to concerts of diverse music. Recent trips include 'Making Tracks' and Classical concerts at Nottingham Theatre Royal to watch ex-students.