



CURRICULUM INTENT

ORCHESTRA



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

HEAD KNOWLEDGE-RICH	<p>Students will:</p> <ul style="list-style-type: none"> • Know how to listen to and understand music accurately and perform music fluently. • 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 methods of a notation system, including staff notation, tab and chord symbols. • Know how to perform as part of an ensemble, with a focus on timing, balance, intonation and community.
HEART FAITH, LOVE AND RESPECT	<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.
HANDS APPLICATION OF KNOWLEDGE	<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 perform short pieces of music with expressive intent. • Be able to critique music using subject-specific vocabulary. • Be able to use notation (staff or tab) 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 Orchestra 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. Focus on knowledge linked to sense of ensemble, technical competence, interpretation and performing qualities. Careful sequencing of bespoke arrangements allows all learners to engage and make meaningful progress. Modelling (through sound) is used to build students' understanding.
	EXPERT TEACHERS (EXPLANATIONS)	<ul style="list-style-type: none"> The Orchestra curriculum is ran as a professional music rehearsal with teacher as conductor. This encourages high participation and the teacher, as expert, breaks down their 'expert' thinking. Appropriately chosen repertoire links to the Music curriculum, promoting recall, developing mental models and flexible knowledge.
	TAUGHT TO BE REMEMBERED	<ul style="list-style-type: none"> Spaced retrieval allows students to revisit material from both Orchestra and Music over a long period of time. Ratio is carefully thought about when questioning, to ensure that students are being challenged and engaged. Cold calling is used to encourage thinking hard.
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 repeatedly 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 and students are accountable. Teachers set the expectation with a firm, fair and consistent manner. This begins with a strong entry routine, where students learn instrument care and organisation of resources (e.g. sheet music and music stands). High expectations with a 'right is right' approach to accuracy (rhythm, pitch and fluency) and a high success rate. An expected standard in music performance is often near perfection, whereas an 80% success rate can be acceptable in other disciplines.
HANDS APPLICATION OF KNOWLEDGE	EXPERT TEACHERS (MODELLING)	<ul style="list-style-type: none"> Modelling is a core strategy used in Orchestra, demonstrating knowledge and technique through sound. Step-by-step modelling is scaffolded using the I, We, You approach: <ul style="list-style-type: none"> <u>I</u> do it first. <u>We</u> do it together. <u>You</u> 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) precedes independent practice, when students recall knowledge (e.g. notation, performance technique) with greater automaticity. Teachers will support strategically during independent practice, both to address misconceptions and to increase student accountability, for example when formatively assessing an ensemble performance. Scaffolding for difficult tasks is used to assist students to avoid cognitive overload. For example, arrangements may include supporting annotations or simpler parts.



LEARNING SEQUENCE – YEAR 7

OUTCOMES	<ul style="list-style-type: none">• Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments.• 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		
TOPIC	Violin	Recorder	Ukulele
EXPLANATION	Learning posture, instrumental technique (pizzicato and arco) and how to follow staff notation with a sense of accuracy (rhythm, pitch, fluency).	Learning hand position, instrumental technique (control, tone quality) and how to follow staff notation with a sense of accuracy (rhythm, pitch, fluency).	Learning posture, instrumental techniques (strumming patterns) and how to follow tab notation with a sense of accuracy (rhythm, pitch, fluency).



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 instrument• 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 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		
TOPIC	Violin	Recorder	Ukulele
EXPLANATION	Developing technical facility (e.g. intonation and string crossing) and broadening knowledge of how to perform as an ensemble (with balance and timing), following staff notation with a sense of accuracy (rhythm, pitch, fluency). Performing with expression through dynamics, articulation and stylistic understanding.	Developing technical facility (e.g. breath control and quality of articulation), and broadening knowledge of how to perform as an ensemble (with balance and timing), following staff notation with a sense of accuracy (rhythm, pitch, fluency). Performing with expression through dynamics, articulation and stylistic understanding.	Developing technical facility (e.g. clarity of note production, chord transitions), and broadening knowledge of how to perform as an ensemble (with balance and timing), following tab notation with a sense of accuracy (rhythm, pitch, fluency). Performing with expression through dynamics, articulation and stylistic understanding.