



Curriculum Guide for Music

1. Curriculum Rationale
2. What students will learn in our subject
3. Curriculum Map
4. Assessment Plan
5. Specialist Vocabulary
6. Cultural Capital
7. Homework and Independent Learning



The de Ferrers Trust

1. Curriculum Rationale Music

- The aims of the Music curriculum are to enable students to explore, comprehend and appreciate music from a variety of times and places. Students will learn how to understand how composers and performers work is created and recorded, build on skills, experiment with sounds and ideas and build their knowledge of genres and techniques. Confidence, team collaboration and social skills are developed through the creative process, skills that are hard to measure but are of tremendous value for individuals and society as a whole.
- Through the study of musicians and performers, students build up a knowledge of genres and an awareness of cultural and historical musical styles and instrument groupings. A detailed map of the curriculum is below in sections 2 and 3 of this document, where skills that are to be developed are outlined.
- Students' literacy skills are developed through written peer and self-reviews, verbal analysis of others' work, writing about the music they hear and reading about different musicians and genres. Students' vocabulary is extended through the use of musical vocabulary; especially in regard to technical terms, descriptive language and comparative adjectives.
- From the start of Year 7, students are introduced to the formal elements in music; the basis of all knowledge of music, treble / bass clef note reading, new techniques, new instruments and an element of fun! Students during this time will be required to do a baseline test under test conditions, which will test their ability to recognise pitch changes, similar and different rhythms, vocabulary, notation understanding and knowledge of instruments and musical genres from their sound alone.
- There are three main units in **Year 7** with an optional sixth depending on time,
 - ❖ Unit 1 (Rhythm & Pitch) Learning to read about note values and performing as an ensemble. This unit is based on clapping rhythms and speaking using football teams. Students also compose their own 2-part rhythmic piece and complete a baseline listening assessment.
 - ❖ Unit 2 (Pitch) Introduce pitch, performing and writing a composition based on a pentatonic scale. Performances will start with one hand in a single position moving to adding an ostinato/more movement. Listening will focus on the instruments of the Orchestra.
 - ❖ Unit 3 (Programme Music) Develops keyboard skills further performing melodies, expressing mood and character, creating a composition that tells a story and listening to many extracts identifying the key elements of music.
The next two topics will be used between assessment dates if time prevails.
 - ❖ (Singing Project: The Year 7 show) which gives students the opportunity to develop their singing skills through melodic and harmonic work and enables the experience of performing to a live audience.
 - ❖ (Ukuleles) which builds on note reading and understanding of chords, but presenting it in a different context. The project will develop ensemble skills, such as playing in time and developing rehearsal strategies.

- In all projects, students will experience playing and hearing a variety of instruments (with and without notated music), research and consolidation through homework tasks, use composers and performers' work to help develop and create their own ideas, use new techniques and produce a final performance and/or composition outcome for each unit. The elements needed for future work will be covered at a basic level, which will be revisited and built upon throughout Years 8 and 9. Work in Year 8 and 9 requires knowledge and skills developed in Year 7, which acts as a revision tool, taking their learning to a deeper level.
- In **Year 8** student's skills and learning from Year 7 are built on with further new skills, techniques and a cultural aspect introduced.
 - ❖ Unit 1 (Minuet: solo or duet performance), which introduces students to music from the C18th and the different musical experience from that time. It builds on keyboard work in Year 7 and develops playing in a melody and accompaniment texture. It introduces them to playing in $\frac{3}{4}$ time. GCSE exam style listening questions will be used to assess knowledge of the genre. It introduces composition of 8 bar phrases using written notation and the technique of sequencing.
 - ❖ Unit 2 (Samba) which continues with group performances of Samba de Janerio. The main focus of this topic which includes performing complicated rhythms to a set structure is to learn how to use Garageband and create their own Samba composition.
 - ❖ Unit 3 (Blues) which develops keyboard skills with walking bass line and chord patterns, blues rhythms. Students will get the opportunity to perform using the guitar and bass guitar. Students will learn how to improvise using a blues scale accompanying themselves with a walking bass line. They will also study blues music over time and its origins.

Extra topic

- ❖ (Guitar skills) which introduces students to the guitar, building on their learning of the ukulele. It develops reading notation and introduces chord charts and TAB. It builds further on their ability to play in an ensemble (trio). It develops their ability to play $\frac{3}{4}$ time and further develops their understanding of minor keys.
- In **Year 9** students select Music and one other creative arts subject dependent upon their strengths and preferences. They study;
 - ❖ Unit 1 (Film Music), continues to develop keyboard and guitar skills using many genres of film music. Students will use their iPads and keyboard to record a sequence of music on Garageband which will be imported to iMovie to create a final overall composition. Listening will focus on many popular composers such as John Williams, Hans Zimmer and many more.
 - ❖ Unit 2 (Baroque Concerto) which allows students to develop their keyboard skills further, using Vivaldi's Lute Concerto, starting with a simplified version developing the left hand in complexity. Students also improvise a final section to complete the piece. They get the opportunity to listen to many pieces in a concerto style.
 - ❖ Unit 3 (Pop Songs) brings together all the skills in composing and performing. Students will create their own songs and either use their iPads to record / create on Garageband or they will perform live using instruments. They will also be given a choice of pieces to perform, these will vary in difficulty.

- In **Years 10 and 11** the OCR GCSE syllabus will be followed in line with the other schools in the Trust. Due to the subject being taught for one single KS4 group after school the entire syllabus will be taught in one year and then repeated the following year with additional stretch and challenge activities built in for the Year 11 students. Here, the students will develop their note reading skills and understanding of the elements of music through performance on their chosen instrument (solo and within a group setting), composition (free choice and from a stimuli) and through targeted listening activities. Students will develop their knowledge of, and ability to identify and write about the elements of music through the study of the genres;
 - ❖ Concerto; Baroque, Classical and Romantic
 - ❖ Film and game music
 - ❖ Music from around the world; Indian Classical, Bhangra, African Drumming, Music from Israel, Greece and Palestine, Calypso and Samba.
 - ❖ Pop music from 1960s to present day
- Assessment is ongoing through the use of formative assessment through observation and questioning. Summative assessment will take place in each unit of work and will be based on two of the following three areas; performance, composition (written using some form of notation) or listening and answering questions.
- Music lessons are inclusive experiences and all students are encouraged to respond at their own level and be stretched according to their starting point. Most able students are identified and then encouraged to help the less able through the use of a “buddy” system. It is recognised that different aspects of music learning will give rise to strengths and weaknesses in all students at different times.
- All of the students in Year 7 take part in a musical show during the spring term. This really helps to consolidate the performance skills they have learned and gives them a fantastic opportunity to perform for an audience of their parents and peers, helping them to understand a little about the pressures and joys in performing live music.
- At GCSE level students experience a live orchestral concert visit as part of their studies. (Dependent upon availability)

SEND

Our curriculum is designed to meet the needs of all students, so they develop their knowledge, skills and abilities to ensure they have access to a broad and balanced education. We intend to engage all students in exciting and relevant lessons to support students with SEND in understanding the content of lessons, we will link to their personal experiences to make it more meaningful for them. Students will access the full curriculum and will have scaffolded support through the use of teaching and learning strategies, such as the Magnificent 7, where needed.

Furthermore, we intend to help students with SEND to overcome barriers to participating and learning, and make any reasonable adjustments, where needed, to include students within the broad areas of need. This includes setting challenging learning goals, responding to students' diverse learning needs through use of individual learning plans (ILPs) and overcoming potential barriers to learning and assessment for particular individuals and groups of students. We understand that some students with SEND will show their understanding in different ways from their peers, so we seek to use a range of opportunities for students to demonstrate what they know they can do. We will celebrate inclusive pedagogy in the department and draw upon context-independent knowledge, as well as develop an inclusive mindset to increase the learning and engagement of all students.

Specifically within Music, adaptations would include:

- Chunking of instructions and deliberate recall to ensure understanding
- Differentiated tasks to meet specific learning need
- Smaller groups
- TA support
- Different coloured paper/ larger fonts for script work
- Increased think time during class discussions and peer feedback
- Headphones for those with sensory issues on the keyboards
- Use of the practice room
- Modelling practical examples

2. What students will learn in MUSIC

	By the end of Year 9	By the end of Year 11
Knowledge	<p>Basic notation of treble and bass clef including dotted and tied notes. The elements of music, how they can be identified and how changing them affects the music. The names of the instruments, how they sound, are played and when/where they are likely to be heard.</p> <p>Basic composition skills including chord progression and melodic development.</p> <p>Genres of music including folk, pop and music from around the world.</p> <p>Performance skills including developing techniques</p> <p>A range of specialist vocabulary pertinent to the genres studied evident in answering questions.</p> <p>The social, spiritual and historical context of the music is evident in answering questions.</p> <p>The impact on technology in the production of music and in the manufacture of musical instruments. To know how to compose simple scores using digital platforms.</p>	<p>More complex notational skills including changing time signature and harmony. How certain elements are pertinent to certain styles, genres and periods.</p> <p>The name and sound of all the instruments featured in the studied areas of music, how they are played and why they have been chosen over others Detailed composition skills which shows an understanding of the genre and purpose and demonstrates knowledge of musical notation and a breadth of uses of the musical elements.</p> <p>Genres related to the GCSE specification and an understanding how features have developed and, if appropriate, have changed since the genre was fashionable.</p> <p>Performance skills which show a high level of technical playing/singing and the ability to manipulate their playing in accordance with the specified musical elements.</p> <p>A wide range of specialist vocabulary pertinent to the genres studied which should be clearly evident in their writing.</p>

		The social, spiritual and historical context of the music which should be evident in their writing and emulated in their compositional work. The specialist vocabulary associated with musical technology and the ability to produce complex digital music and to record live music.
Skills	<p>Work independently, as part of a pair and in a group.</p> <p>Rehearse and develop their skills over time</p> <p>Demonstrate different elements of music (i.e. tempo and dynamics) in their playing and to add it to their composition work.</p> <p>Use specialist vocabulary correctly in their descriptions of the music they hear, write and play.</p>	<p>Rehearse independently putting into practice the guidance of a specialist teacher</p> <p>Rehearse over time developing their ability to manipulate their playing/singing in light of tempo, dynamics, articulation, purpose, mood and to fit alongside other performers.</p> <p>Shape each performance and compositional piece with an understanding of the social and historical context, choosing convention and style appropriately.</p> <p>Use specialist vocabulary appropriately in order to describe their work and complete their written assessments, in particular the long answer questions which require students to identify what they are hearing, why they are hearing it and how it is created.</p>
Understanding	Empathise with the social, spiritual and historical influences on the music they hear and play.	<p>Shape their own playing and compose their own music in the light of the social, spiritual and historical context of the genre.</p> <p>Compose their own music pulling together a working knowledge of the elements of music and the complexities of musical notation whilst retaining a sense of style and purpose.</p>

3. Curriculum Map

Music KS3

	Unit 1	Unit 2	Unit 3
<u>Year 7</u>	<p>Baseline Listening</p> <ul style="list-style-type: none"> Listening skills – rhythm, pitch and instrumental recognition <p>Rhythm</p> <p>Pair Performance</p> <ul style="list-style-type: none"> Performing simple rhythms from written notation Basic ensemble skills <p>Rhythm Composition</p> <ul style="list-style-type: none"> Using simple rhythmic notation to create two-part piece Lining up parts correctly 	<p>Pitch</p> <p>Solo Performance</p> <ul style="list-style-type: none"> Performing simple keyboard pentatonic melody in one position Addition of left-hand ostinato <p>Pitch</p> <p>Written Composition</p> <ul style="list-style-type: none"> Using pitches of pentatonic scale to create melody Lining up ostinato part correctly Adding simple dynamics <p>Instruments of the Orchestra</p> <p>Assessment</p> <p>Listening:</p> <ul style="list-style-type: none"> Students are required to aurally identify instrumental families. Students are required to describe timbre Students will aim to identify the most common individual orchestral instruments. 	<p>Programme Music</p> <p>Solo Performance</p> <ul style="list-style-type: none"> Perform a simple melody from an extract of programme music, attempting to express character or mood. <p>Composition</p> <ul style="list-style-type: none"> Group or solo composition which either tells a story or portrays a mood. Students to consider how they can manipulate the musical elements to create the desired mood/characteristic. <p>Listening</p> <ul style="list-style-type: none"> Identifying how musical elements or instrumental choices create mood/tell a story.
<u>Year 8</u>	<p>Minuet</p> <p>Solo Performance</p> <ul style="list-style-type: none"> More advanced keyboard performance skills – melody hand needs to change position on multiple occasions. Simple chord changes (for more advanced students, a more independent LH part is available) <p>Written Composition</p> <ul style="list-style-type: none"> Using a wider range of pitches and rhythms to create a more complex piece Melody to be based on chosen chords, with addition of passing notes Use of expression marks 	<p>Samba</p> <p>Solo and Group Performance</p> <ul style="list-style-type: none"> Perform Samba De Janeiro (Class and Small ensemble) Advanced keyboard playing reading music above the musical stave Perform keyboard and rhythm performance Performing on keyboard with RH or RH with LH chords <p>iPad Composition</p> <ul style="list-style-type: none"> Create own composition on iPads (garageband) which involves traditional Samba characteristics <p>Listening</p> <ul style="list-style-type: none"> Aural dictation - identify rhythms using notation Listen to rhythms from around the world - focus on Samba rhythms and culture 	<p>Blues</p> <p>Assessment</p> <p>Group/Pair Performance</p> <ul style="list-style-type: none"> Perform with others, considering timing, structure and style. Individuals to select either a walking bassline or chord sequence to perform. More advanced students to integrate Blues-style rhythms into their parts. <p>Improvisation</p> <ul style="list-style-type: none"> Use notes of the Blues scale to improvise over a 12 bar blues chord sequence Techniques could include call and response, or integrating shuffle/blues rhythms.

	<p>Listening Test</p> <ul style="list-style-type: none"> Identify elements from extracts of music Recall information from the period of Musical History 	<p>Listening Test</p> <ul style="list-style-type: none"> identifying Samba elements / rhythms 	<p>Listening Test</p> <ul style="list-style-type: none"> Identifying Blues elements from a range of Blues and closely connected genres.
<u>Year 9</u>	<p>Film and Game Music</p> <p>Perform</p> <ul style="list-style-type: none"> Extracts of Film / Game Music used as examples of Leitmotifs. Using both hands <p>iPad Composition to film clip</p> <ul style="list-style-type: none"> Compose using Garage band and iMovie a piece of video / film footage Compose using a set structure and ensure key compositional features are apparent Motifs are used for characters <p>Listening Test</p> <ul style="list-style-type: none"> identify feature of film and Game Music Identify Elements of Music within film Music in particular Instruments of the orchestra 	<p>Baroque Performance</p> <p>Solo Performance</p> <ul style="list-style-type: none"> Complex performance, independent parts keyboard with Circle of 5ths and sequence <p>Improvisation or written equivalent</p> <ul style="list-style-type: none"> Stylistic improvisation based on circle of 5ths <p>Listening</p> <ul style="list-style-type: none"> Identify elements from extracts of music Recall information from the period of Musical History 	<p>Pop Music</p> <p>Group Performance</p> <ul style="list-style-type: none"> Perform songs using a variety of instruments inc keyboards, guitars drum kit and voice <p>Composing a Song</p> <ul style="list-style-type: none"> Write a song in verse / chorus structure using skills gained throughout the course <p>Listening</p> <ul style="list-style-type: none"> Identify key features in musical examples typical of Pop Music identify the different genres of pop music and place it in history

Key Stage 4

Due to the fact that Year 10 and 11 are taught together, the full GCSE specification is taught in Year 10 and re-visited in Year 11. Only the additional Year 11 plans are listed in the table below.

	Year 10	Year 11
Term 1	<p>Unit 1</p> <p>Film Music and composition skills Understanding the emotional impact on music on visual images and the impact of C20th technology a mood or emotion being conveyed on the screen a significant character(s) or place specific actions or dramatic effects how music can develop and/or evolve during the course of a film or video game the resources that are used to create and perform film and video soundtracks, including the use of technology the names of composers of music for film and/or video games. ● Composition skills: Melody (question and answer phrasing, sequencing, theme and variation) Initial solo performance skills (tone, dynamics, articulation, confidence, practice skills) Initial group performance skills: prepare a piece from a film within the group.</p> <p>Unit 2</p> <p>Conventions of Pop and performance skills How music reflects popular culture and the development of technology vocal and instrumental techniques within popular music how voices and instruments interact within popular music the development of instruments in popular music over time the development and impact of technology over time the variety and development of styles within popular music over time</p>	<p>Embark upon the set exam board brief composition exploring all stimuli through the year 10 learning objectives and additional techniques.</p> <p>Develop richer answers for the prose answer questions focussing on what they are hearing, how the sound is being accomplished and why the composer has chosen to use this.</p> <p>A solo performance portfolio will be developed and recorded during this unit. Students will be asked to work toward a portfolio with a minimum of one piece and a minimum of 3 mins. Composition will focus on the set brief and students will be encouraged to work towards a 2-minute piece either composed on Sibelius or at their instrument. The students will need to make a recording and a written score in some form of their composition.</p>

	<p>the origins and cultural context of the named genres of popular music</p>	
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	<ul style="list-style-type: none">● the typical musical characteristics, conventions and features of the specified genres.● Performance skills solo: prepare and perform 2 contrasting pieces on their own instrument.● Performance skills group: prepare a pop performance with a group of their choice.● Composition skills: Homophonic accompaniment.	
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Term 3	<p>Unit 5</p> <p>Revision and retention all areas</p> <p>Personal development</p> <ul style="list-style-type: none"> Group revision activities and past papers to support retention of all areas. <p>Unit 6</p> <p>Composition and performance skills</p> <p>Developing their own creative skills</p> <ul style="list-style-type: none"> Work on the first of the compositions - the open brief. Using the compositional skills explored so far, create a piece of their own choice using Sibelius or on their own instrument. Prepare and record two draft recorded performances. 1 solo (or a combination of more than one piece that makes a minimum of 4 mins) and a group performance where their part is unique and significant which lasts for at least 1 min. 	
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4. Assessment Plan

	Unit 1	Unit 2	Unit 3
Year 7	<p>Rhythm</p> <ul style="list-style-type: none"> Solo and Group performance Formative & Summative assessment Observations / Q&A WCF Peer observations Socratic quizzes 	<p>Pitch</p> <ul style="list-style-type: none"> Solo performance Composition writing on pentatonic scale Observations / Q&A WCF Peer assessment Formative assessment Socratic quizzes 	<p>Programme Music</p> <ul style="list-style-type: none"> Summative Solo performance on keyboard Formative assessment – Listening and feedback Observations / Q&A WCF Socratic quizzes
Year 8	<p>Minuet</p> <ul style="list-style-type: none"> Solo performance on keyboards Composition – formative assessment Observations / Q&A 	<p>Samba</p> <ul style="list-style-type: none"> Solo and group performance performing Samba de Janerio 	<p>Blues</p> <ul style="list-style-type: none"> Solo and Pairs performance Summative assessment Observations / Q& WCF

	<ul style="list-style-type: none"> ● WCF ● Listening tests ● Socratic quizzes 	<ul style="list-style-type: none"> ● Composition on Garageband ● Observations / Q&A ● Summative assessment ● WCF ● Socratic quizzes 	<ul style="list-style-type: none"> ● Socratic quizzes
Year 9	Concerto <ul style="list-style-type: none"> ● Solo performance on keyboards ● Composition / Improvisation – formative assessment ● Observations / Q&A ● WCF ● Listening tests ● Socratic quizzes 	Film Music <ul style="list-style-type: none"> ● Solo and group performance on keyboards and guitars ● Composition – formative assessment on Garageband /iMovie ● Observations / Q&A ● WCF ● Listening tests ● Socratic quizzes 	Pop Music <ul style="list-style-type: none"> ● Group performance on keyboards / guitars and drums ● Composition – formative assessment on Garageband ● Observations / Q&A ● WCF ● Listening tests ● Socratic quizzes

Key Stage 4 assessments

Each half term will have an assessed **performance**, an assessed recorded OR written **composition** and a **listening test** created from past papers or Rhingold published sample tests. All will be marked in line with the previous year's GCSE boundaries.

5. Specialist Vocabulary

	Year 7	Year 8	Year 9	Year 10	Year11
1	Tempo	Time Signature	Concerto	Diatonic	Binary
2	Pitch	Minuet	Grosso	Cadence	Ternary
3	Dynamics	Orchestra	Concertante	Interval	Rondo
4	Structure	Syncopation	Ripiano	Arpeggio	Variation
5	Timbre	Quantise	Cadenza	Harmonic progression	Cadenza
6	Texture	Metronome	Genre	Chromatic	Polyphonic

7	Rest	Loop	Leitmotif	Glissando	Homophonic
10	Crotchet	Walking Bass	Sequence	Baroque	Syllabic
11	Quaver	Improvisation	Ostinato	Classical	Melismatic
12	Minim	12 Bar Blues	Lyrics	Romantic	Repetition
13	Melody	Chords	Perfect Cadence	Modern	Ostinato
14	Beat	Tracks	Imperfect	Flat	Charl
15	Call & Response	Edit	Modulation	Sharp	Son Clave

6. Cultural Capital

	Experiences within Music that students may have the opportunity to participate in to enrich their learning
Year 7	<p>The Year 7 show / Singing - performing to the public British, European and American traditional and popular songs which reflect the culture. Working confidently as part of a group. Experiencing a wide variety of instruments - drums / ukuleles / keyboards / pitched and unpitched percussion and their speaking and singing voice; concentrating on the pleasure of enjoying playing instruments and singing.</p>
Year 8	<p>Music from different times and places, recognising the cultural influences on the music. The development of the instruments over time - requirement / availability of materials / technological developments. Working collaboratively in pairs concentrating on developing skills over time and learning from failures. Experiencing music styles that were influenced by slavery, racial oppression and immigration in C20th music of America and South America.</p>
Year 9	<p>Understanding the impact of technology on modern music. Understanding the rapid changes in C20th music styles. Experiencing folk music which has shaped European culture.</p>
Year 10 & 11	<p>Experiencing and understanding music from unfamiliar cultures; India, Africa, Palestine, Israel, Greece, Brazil and the Caribbean. Understanding how Western Classical music and musical invention changed over the early musical eras from 1600 to 1850. Experience how music has influenced popular culture while also reflecting society and demonstrating the rapid development of music technology through pop music 1050 to present day and film and game music 1930 to present day. Understanding the career opportunities that are open to young people in the music world.</p>

7. Homework and Independent Learning

Homework is set in KS3 once each fortnight, where the homework is expected to be handed in, or demonstrated the following week either using knowledge organiser books or via Socrative quiz. Homework will alternate between knowledge organiser and other forms which may contain written work; writing song lyrics, researching periods of time, specific instruments, set composers or evaluating their own work.

It may take the form of practice or preparation for the lesson which could be undertaken at home or in the classroom at social time. Finally, it may take the form of learning specific information for a test.

There is not always a set requirement for the homework to be presented in written form. The homework will be peer marked, group evaluated or teacher marked. There will be an expectation that the homework will take between 15 and 30 mins to complete, depending on the task and the year group.

At GCSE level, students will be expected to do at least 15 mins practise on their instrument/voice each day, although it is recommended that students who are Grade 5 or above should be doing between 30 and 60 mins practise each day. Other homework will take the form of revision, creating revision guides/tools, listening to specific pieces and making notes from the lesson. Composition practice and time for coursework will be supervised and undertaken one lunch time a week, although composition and improvisation will be encouraged as part of the daily practice. Time spent in homework will vary from week to week but will not be less than 2hrs in total.