

What do we do?

In Music students explore different styles and aspects of music through musical performance, composition and music production. Students will be exposed to a wide range of instruments and a glimpse into the world of music technology, using both to develop their performance and creative skills.

How does Music equip students with powerful knowledge?

Music equips students with powerful knowledge by building on their practical knowledge of how to navigate different genres and styles while building their musical skills across three areas; performance, composition and production. This enables students to build resilience and confidence which can be carried through to all of their subjects.

What skills and cultural capital do students gain in Music?

Students learn about the diversity of Music by exploring styles from all walks of life whilst also learning to reflect and improve their own musical skills. Students are taught about communication through listening, performing and creating music from all around the world. Students are given the opportunity to discuss and analyse musical examples from all styles either through actively listening to existing musical examples or applying what they learn to create and perform their own. By increasing their exposure to musical styles in a practical manner, this allows our students to build on their own musical skills giving them a better understanding of how to reflect and improve on their own areas of weakness whilst building resilience and making them better thinkers. This enables students to build on those key skills required to be successful across all aspects of their learning journey through year 7 – 11.

How do we support literacy in Music?

In KS3 students will be introduced to a wide variety of key musical terms, increasing their musical literacy which can be carried through to KS4 and beyond. In KS4, students will also research, analyse and reflect on musical styles and their own work. Students are also encouraged to be reflective upon outcomes that they and their peers create during each cycle. Evaluating outcomes and targets is built into all year groups to encourage critical thinking about how to improve.

How is the Music curriculum designed?

The curriculum is designed to build on all aspects of students musical skills to enable them to be better musicians and to begin developing the skills required into KS4 and beyond. The curriculum builds on fundamental skills in KS3 looking at and making our students confident in understanding how to perform, create their own music and use basic music technology. This is done through the exploration of different musical styles whilst carrying forward the common themes of musical literacy, resilience and self reflection that will continue to develop over time. KS4 then builds upon the musical foundations our students have gained through KS3 to deepen their knowledge and understanding of how to perform, compose and produce their own music. This journey from KS3 through to KS4 will teach them the skills that they can take with them beyond KS4.

How do you use spaced practice / retrieval practice?

Key themes are revisited across the curriculum, whether that be through active listening, performing or demonstrating knowledge. Our students learn through sound and therefore the retrieval of key knowledge is also tested through sound. This may include reflecting on skills and techniques learnt on instruments through performing them or by listening to musical examples and using their knowledge and active listening skills to analyse them.

What content do you cover and how is this delivered over time?

In Music we cover musical styles from not only all over the world but also from the different decades. Singing is also interwoven into the curriculum to ensure this skill is continually developing. Our curriculum is written in a way to ensure performance, composition and production is as the forefront.

What content do you not cover (that others might) and why?

Retrieval testing at the end of each cycle is not implemented in the same way in Music as students are not asked to remember knowledge but create a final piece that demonstrate the key skills that they have developed. Students are assessed at the end of cycles through musical products they have created either through performance or compositions. In KS3 we do not apply grades as this time is spent on developing the fundamental skills required for KS4. Alternatively, we provide regular live feedback in lessons as well as feedback to improve the musical products they create at the end of each topic.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

Our curriculum is sequenced in a way that teaches students the fundamental skills and musical literacy required to enable them to perform and create their own music. These skills are introduced in year 7 and revisited across all years to enable students to build a greater depth and understanding as they move through the curriculum. In order for students to become better musicians they need to revisit, reflect and build on these skills over time which is what our curriculum does.

CYCLE 2

Component 3

Students will complete the Externally set Assignment by responding to a commercial music brief. Students will prepare resources before creating a suitable product be either performing, composing or producing.

CYCLE 3

Completion and Submission of Component 3 (Externally Set Assignment.)
Course completed by May half term.

Potential Future careers in SUBJECT

Performing, Recording, Sound Engineering, Media, Entertainment, Teaching, Music Therapy



11

CYCLE 1

Component 2.
Student will complete their Component 2 coursework.
Developing targeted areas and producing two musical products.

CYCLE 3

Component 2 – Performance, Production & Composition.
Students will develop their target setting and reflection skills alongside creating different musical products.

CYCLE 2

Component 1 and Component 2 Preparation: Students will complete their Component 1 coursework by May They will then move on and revisit their own performance, production and compositional skills.

10

CYCLE 2

Music through the decades

Students will journey through different styles starting from 1950's – modern day with a focus on key features for each style in preparation for component 1 in year 10.

CYCLE 3

3a World Music 3b Music Production
Students will explore music from around the world before using Cubase to Produce their own piece of music.

CYCLE 1

Component 1: Students will revisit genres and musical styles, preparing for component 1, applying performance and composition skills.

9

CYCLE 1

Skill Development
Students will set targets to develop their instrumental skills and work to compose a group song to perform as an ensemble.

CYCLE 3

3a Dance music – 3b Fusion Music:
Students will explore styles of dance music, Structures to then use a DAW to create your own followed by exploring World Music

CYCLE 2

2a Music for media – 2b Samba:
Students will explore how to compose Music for Video Games followed by learning about and performing Samba Music.

8

CYCLE 2

2a African Drumming – 2b Vocal and Ensemble skills.

Students will explore playing and creating rhythms using West African instruments and will then move on to continuing to develop Vocal and Instrumental skills in an ensemble by playing chords and performing songs in groups.

CYCLE 3

3a Blues – 3b Film Music:
Students will explore features of Blues music & apply their instrumental skills to perform Blues music. Students will then learn to compose their own sound tracks to a film clip.

CYCLE 1

1a 4 Chords – 1b Pop ensemble:
Students will develop their instrumental and ensemble skills from Year 7 followed by using features of pop music to write their own pop song.

7

CYCLE 1

1a Junk Orchestra – 1b Developing your Voice.

Students will explore Rhythm, Ensemble and Instrumental skills whilst becoming Composers and creating their own music with singing at the heart of both topics.



Key concepts



Practical skills



Collaboration



Discussion



Creativity



Reflection



Diversity and culture



Research and discovery