

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 final pieces 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**
Bringing together knowledge of different music styles, ability to plan and develop a musical product and musical realisation techniques in response to a given brief.

CYCLE 3
Submission of Component 3 work.

**CYCLE 1
Component 2**
Creating two musical products: Performance and Composition with focus on specific target areas of development and planning to meet these successfully.

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**CYCLE 2
Exploring: Music Technology**
Introducing industry standard music technology and exploring how to arrange, remix and produce music using this software.

CYCLE 3
Exploring: My Musical Styles
Evaluating, developing and demonstrating individual skills and techniques linked to different musical styles throughout the decades.

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CYCLE 3
Reviewing: My Instrument and Original Ideas
Revisiting and evaluating existing performance and compositional skills. Target setting based on identified areas of development.

CYCLE 2
Component 1
Completion of styles portfolio and three musical products, linked to a theme in response to a given brief.

Cycle 1
Exploring: My Instrument.
Evaluating, developing and demonstrating individual instrumental performance skills and technique.

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CYCLE 3
Popular Music
Development of Keyboard, Ukulele and Vocal performance skills in a small ensemble setting. Development of compositional skills and responding to a given musical brief.

CYCLE 2
Jazz Music
Developing instrumental techniques through key features linked to various instruments used in Jazz music. Developing large ensemble performance skills.

CYCLE 2
Blues Music
Introducing and developing Keyboard technique, ensemble performance skills. Introducing composition and arrangement through the use of music technology.

CYCLE 3
Rhythms of the World
Introducing rhythms, instruments and performance technique from Brazil and Africa. Developing Vocal Technique, Ensemble performance skills and deepening understanding of key musical elements.

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CYCLE 1
Music for Media
Developing Performance and Composition skills by exploring Music from across different Media sources. Introducing responding to a musical brief and planning a musical product successfully.

CYCLE 1
Finding My Voice
Exploring vocal technique, basic performance skills and Ukulele Chords while introducing the key musical elements.

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Key concepts



Practical skills



Collaboration



Discussion



Creativity



Reflection



Diversity and culture



Research and discovery

Potential Future careers in Music

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

