

YEAR 7

MUSIC

TERM 1

OUTCOMES: ENSEMBLE PERFORMANCE/THEORY OF MUSIC

NC LINK: PERFORM/USE OF VOICE/
UNDERSTAND HOW MUSIC IS CREATED

SKILLS:

SINGING
PLAYING INSTRUMENTS
TEAMWORK
COMMUNICATION
DEVELOP EXISTING SKILLS - ACCURACY,
EXPRESSION, ENSEMBLE SKILLS,
REFLECTION
LEADERSHIP

**EQUIPMENT: VOICE/UKELELE'S/
KEYBOARDS/PERCUSSION**

**CAREERS: BAND MEMBER/CONDUCTOR/
LEADER/MEMBER OF A TEAM**

**CROSS CURRICULAR: LITERACY
(STRUCTURE AND LYRICS). MATHS
(NOTE VALUES/SUBDIVISION). SCIENCE
(PITCH/SONORITY)**

MUSIC

TERM 2

OUTCOMES: DEVELOPING INSTRUMENTAL SKILLS (SOLO PERFORMANCE/SMALL ENSEMBLE) THEORY - INTRODUCTION TO ELEMENTS

NC LINK: PERFORM AND EXPLORE
(ELEMENTS OF MUSIC)

SKILLS:

SINGING/PLAYING INSTRUMENTS
SELF-REFLECTION
SELF-DIRECTION (AUTONOMY)
EXTEND AND DEVELOP
RESILIENCE

EQUIPMENT: SOLO INSTRUMENTS

**CAREERS: MUSICIAN/COMPOSER/
WRITER/MUSIC JOURNALIST/LEADER/
PERFORMER/MUSIC TECHNICIAN/
TEACHER**

**CROSS CURRICULAR: LITERACY
(PROGRESS JOURNAL). MATHS
(NOTATION). SCIENCE (PITCH/
DYNAMICS)**

MUSIC

TERM 3

OUTCOMES: COMPOSING MUSIC

NC LINK: COMPOSING OWN IDEAS

SKILLS:

CREATE ORIGINAL IDEAS
EXTEND AND DEVELOP
REALISE/PRODUCE A COMPLETED
COMPOSITION

**EQUIPMENT: INSTRUMENTS/
COMPUTERS/IPADS**

**CAREERS: FILM/RADIO/ADVERT
COMPOSER/PRODUCER/TEACHER/
COPYRIGHTER/PRESENTER**

**CROSS CURRICULAR: ICT (COMPUTER
SOFTWARE). LITERACY (LYRICS).
SCIENCE - EXPLORING SOUND. HISTORY
(STUDY OF HISTORICAL COMPOSERS).
GEOGRAPHY (WORLD MUSIC
INFLUENCES)**

YEAR 8

MUSIC

TERM 1 - WORLD MUSIC

**OUTCOMES: PERFORMING MUSIC/
THEORY OF MUSIC**

**NC LINK: PERFORM/USE OF VOICE/
UNDERSTAND HOW MUSIC IS CREATED**

SKILLS:

SINGING
PLAYING INSTRUMENTS
TEAMWORK/REFLECTION
COMMUNICATION
DEVELOP EXISTING SKILLS - ACCURACY,
EXPRESSION, ENSEMBLE SKILLS.

**EQUIPMENT: VOICE/UKELELE'S/
KEYBOARDS/PERCUSSION**

**CAREERS: BAND MEMBER/CONDUCTOR/
LEADER/MEMBER OF A TEAM**

**CROSS CURRICULAR:LITERACY
(STRUCTURE AND LYRICS). MATHS
(NOTE VALUES/SUBDIVISION). SCIENCE
(PITCH/SONORITY). GEOGRAPHY
(WORLD CONTEXT-MIGRATION).
HISTORY - WAR AND DISPLACEMENT**

MUSIC

TERM 2 - FILM/ORCHESTRAL MUSIC

**OUTCOMES: COMPOSING MUSIC/
THEORY OF MUSIC**

**NC LINK: COMPOSING/UNDERSTAND
HOW MUSIC IS CREATED**

SKILLS:

SINGING/PLAYING INSTRUMENTS
CREATING IDEAS
TEAMWORK
RESILIENCE

**EQUIPMENT: VOICE/UKELELE'S/
KEYBOARDS/PERCUSSION**

**CAREERS: COMPOSER/ARRANGER/
PRODUCER/SALESPERSON**

**CROSS CURRICULAR:LITERACY
(STRUCTURE AND LYRICS). MATHS
(NOTE VALUES/SUBDIVISION). SCIENCE
(PITCH/SONORITY)**

MUSIC

**TERM 3 - MUSIC PROJECT - CONFLICT
AND RESOLUTION**

**OUTCOMES: PERFORMANCE OR
COMPOSITION/THEORY OF MUSIC**

**NC LINK: PERFORMING/COMPOSING/
UNDERSTAND HOW MUSIC IS CREATED**

SKILLS:

SINGING/PLAYING INSTRUMENTS
TEAMWORK/COMMUNICATION
DEVELOP EXISTING SKILLS - ACCURACY,
EXPRESSION, ENSEMBLE SKILLS,
REFLECTION/LEADERSHIP

**EQUIPMENT: VOICE/UKELELE'S/
KEYBOARDS/PERCUSSION/
COMPUTERS/IPADS**

**CAREERS: BAND MEMBER/CONDUCTOR/
LEADER/MEMBER OF A TEAM**

**CROSS CURRICULAR:LITERACY
(STRUCTURE AND LYRICS). MATHS
(NOTE VALUES/SUBDIVISION). SCIENCE
(PITCH/SONORITY). HISTORY/
GEOGRAPHICAL LINKS TO THEME.**

YEAR 9

PERFORMING MUSIC

DO NOW BOOKLETS - THEORY OF MUSIC (DRPSMITH)

DEEP STUDY OF ONE ELEMENT PER LESSON AND APPLICATION TO PERFORMANCE

LISTENING TASK LINKED TO DEEP STUDY OF ELEMENT

OWN CHOICE OF PIECE (SE1/IN1) (SOLO PERFORMANCE)

VARIOUS ENSEMBLE SCENARIOS - BATTLE OF THE BANDS/ CLASSROOM INSTRUMENTS/WORLD MUSIC SAMBA/SALSA/ AFRICAN/DRUMLINE ETC/RECYCLING BAND PROJECT

PLAN OF PRACTICE LEADING TO PERFORMANCE OPPORTUNITY

PERFORMANCE EVERY LESSON OF 'WORK IN PROGRESS'

DATED REFLECTION OF PROGRESS MADE (LINK TO SHEET MUSIC) AND PLAN FOR NEXT SESSION (LI1/LI2/LI4)

WAGOLLS USED - TEACHER MODELLING OF HIGH STANDARDS AND CELEBRATION OF SUCCESS (HP1/HP2/HP3/HP4)

LINK SUCCESS TO EXTRA-CURRICULAR OPPORTUNITIES AND SIGNPOST AS APPROPRIATE IN REFLECTIONS (CA1/CC2/IN2/ SM3/SM4)

ASSESSMENT LINKS TO SPECIFICATION GUIDELINES AND HISTORIC GRADE BOUNDARIES (PR4/HP1/HP2/HP3)

COMPOSING MUSIC

DO NOW BOOKLETS - THEORY OF MUSIC (DRPSMITH)

DEEP STUDY OF ONE ELEMENT PER LESSON AND APPLICATION TO COMPOSITION

LISTENING AND COMPOSING TASK LINKED TO DEEP STUDY OF ELEMENT

CREATION OF COMPOSITIONAL IDEAS (SE1/IN1)
A VARIETY OF COMPOSING TASKS/BRIEFS - ART STIMULUS (KAZINSKY) - JINGLE - INVENTIONS - SCIENCE THEMES - HISTORY

EXTEND AND DEVELOP IDEAS CULMINATING IN A COMPOSITION WITH A CLEAR SENSE OF STYLE.

PERFORMANCE EVERY LESSON OF 'WORK IN PROGRESS'

DATED REFLECTION OF PROGRESS MADE AND PLAN FOR NEXT SESSION (LI1/LI2/LI4)

WAGOLLS USED - TEACHER MODELLING OF HIGH STANDARDS AND CELEBRATION OF SUCCESS (HP1/HP2/HP3/HP4)

LINK SUCCESS TO EXTRA-CURRICULAR OPPORTUNITIES AND SIGNPOST AS APPROPRIATE IN REFLECTIONS (CA1/CC2/IN2/ SM3/ SM4)

ASSESSMENT LINKS TO SPECIFICATION GUIDELINES AND HISTORIC GRADE BOUNDARIES (PR4/HP1/HP2/HP3)

CROSS CURRICULAR LINKS - THEME OF PIECE RELATED TO HISTORY/WORLD CULTURES/SCIENCE THEMES/MATHS

KS4 - GCSE

TERM ONE

HALF TERM ONE

ENSEMBLE PERFORMANCE

SAMBA PROJECT AND/OR OWN ESTABLISHED BAND. ALSO SET WORK ENSEMBLE PERFORMANCE

OUTCOME - FINAL ENSEMBLE PERFORMANCE

HALF TERM TWO

COMPOSING TO A BRIEF

ANALYSIS OF BRIEF - ELEMENTS OF MUSIC

PLAN OF COMPOSITION (SENSE OF STYLE)

INITIAL IDEAS

EXTEND AND DEVELOP - COMPOSITIONAL TECHNIQUES

APPLY ELEMENTS

FINAL REALISATION

OUTCOME - COMPLETED COMPOSITION

DO NOW - ELEMENTS REVISION AND SET WORK STUDY

TERM TWO

HALF TERM ONE

SOLO PERFORMANCE

APPROPRIATE CHOICE OF FINAL SOLO PIECE (LIASE WITH PERI STAFF)

PLAN OF LEARNING/PRACTICE SCHEDULE

REGULAR PERFORMANCES AND FEEDBACK/REFLECTIONS

FINAL RECORDINGS/PERFORMANCES

HALF TERM TWO

FREE COMPOSITION

PLAN OF COMPOSITION

INITIAL IDEAS

EXTEND AND DEVELOP - APPLY ELEMENTS AND TECHNIQUES

FINAL REALISATION

OUTCOME - COMPLETED COMPOSITION

MUSIC CURRICULUM SUMMARY

KS3

STUDENTS WILL LEARN A VARIETY OF MUSICAL GENRES TO ENGAGE/INSPIRE/DEVELOP A LOVE OF LEARNING

OUTCOMES:

ALL STUDENTS WILL: READ MUSIC/UNDERSTAND NOTATION/HAVE A KNOWLEDGE OF MUSICAL ELEMENTS.

ALL STUDENTS WILL: USE THEIR VOICES AND LEARN TO SING - HOLD A MELODY AND/OR HARMONY LINE WITHIN AN ENSEMBLE WITH ACCURACY AND DEVELOPING EXPRESSION.

ALL STUDENTS WILL: BE ABLE TO PLAY A STRING AND A KEYBOARD INSTRUMENT AND BE ABLE TO PLAY RHYTHMICALLY ON A PERCUSSION INSTRUMENT.

A FLEXIBLE BUT ROBUST CURRICULUM OUTLINE THAT ALLOWS FOR A VARIETY OF MUSICAL GENRES AND A VARIETY OF MUSICAL STRENGTHS AND AREAS FOR DEVELOPMENT

A COMPREHENSIVE PROGRAMME OF EXTRA-CURRICULAR AND PERFORMING MUSIC OPPORTUNITIES TO SUPPORT THE LEARNING IN THE CLASSROOM AND THE STUDENTS OWN PRACTICE.

STRONG CROSS-CURRICULAR LINKS THAT HAVE THE POTENTIAL TO BE DEVELOPED AND EMBEDDED.

KS4

A ROBUST BUT FLEXIBLE KS4 CURRICULUM THAT CATERS FOR THE STRENGTHS OF STUDENTS THAT HAVE BEEN DEVELOPED AND REFINED IN KS3.

OUTCOMES:

A STRUCTURED APPROACH THAT ENABLES STUDENTS TO PRODUCE TWO PIECES OF PERFORMED MUSIC AND TWO COMPOSED PIECES.

A VARIETY OF COMPOSITIONAL METHODS TAUGHT IN KS3 AND YEAR 9 WILL BE VITAL IN GIVING STUDENTS THE 'COMPOSITIONAL TOOLKITS' TO BE ABLE TO COMPOSE FREELY AND ALSO TO A BRIEF/STIMULUS.

THEORY OF MUSIC WILL BE EMBEDDED INTO THE DO NOW AND IN THE REFLECTION PROCESS DURING BOTH PERFORMANCE AND COMPOSITION.

SET WORKS WILL BE FILTERED INTO THE LEARNING VIA THE ENSEMBLE ROUTE AND COMPOSITIONAL TECHNIQUES.

CAREERS AND OPPORTUNITIES POST KS4 WILL BE SIGNPOSTED ALONG THE WAY AND PROVIDE MOTIVATION IN TERMS OF 'BIG PICTURE' AT ALL STAGES OF PERFORMING AND COMPOSING MUSIC.

CROSS-CURRICULAR LINKS WILL POTENTIALLY HELP STUDENTS REVISE (OTHER SUBJECT SONGS, LANGUAGES)