



Department: Music

Curriculum Intent Statement

Our Curriculum Vision & Purpose

To feed students' souls by enabling all students to access, understand, appreciate and enjoy music from a variety of sources and genres and different periods of history.

This will be done through the development of listening skills, performing skills and composition skills and by providing a curriculum that engages students in the development of music both historically and personally.

Powerful Knowledge

The skills students MUST develop are: Performing, Listening to and Understanding Music, and Composing Music.

The development of other skills is implicit in lessons. Music, as a performing art is unique, in that it engages a variety of senses at the same time. When students play an instrument, they are combining visual, audio, movement AND emotional skills. Social skills are also developed by group performance and co-operation. These skills are not unique in subjects, but it is only in the Performance Arts that students develop and use all those skills at the same time.

While students develop knowledge rich skills and specialist literacy, they are also developing powerful knowledge, including: resilience (by practising pieces of music); independent learning skills (through composition); and, almost uniquely, emotional literacy (by exploring the intentions of a piece of music).

Curriculum Features

The format of the curriculum is structured to engage and enthuse students with advanced musical knowledge and those with none. Subjects covered can be accessed at a variety of levels. Students are introduced to compositional techniques, which they develop across the years. They are exposed to a large range of Musical genres, where they are taught the musical literacy to be able to identify and name aspects of music. They are shown how to access compositional techniques on a variety of levels and using a variety of recording and performing techniques. At Key Stage 3, the links between listening to and appreciating music, performing music and composing music are revisited repeatedly, because this forms the basis for the GCSE curriculum. At Key Stage 4, students are taught the 4 areas of study, whilst also developing their performance and composition skills (the performing and composition skills also embed knowledge acquired in the areas of study).

The intended impact of delivering the curriculum in that way, is so that all students can develop skills that will enable them to access, understand and appreciate music throughout their lives.



Continuous Development Cycle

Curriculum Knowledge & Assessment Overview 2019-20

Department: Music

Please note: In Year 7, Year 8 & Year 9 all pupils will study Music over a 13-week period, as part of a carousel arrangement with other subjects. The 13-week session could be either at the start, in the middle or near the end of the academic year.

	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 7 (referenced to topic as appropriate)
Year 7 Scheme Overview	Rotation 13 Weeks Max. No. Lessons: 26	<p>Baseline Listening Test. Listen to various pieces of music in various styles and answer questions of various difficulty.</p> <p>TOPIC 1 – Pulse and Rhythm. Learning about key musical words.</p> <p>TOPIC 2 – Using Boomwhackers/ Percussion, create a number of Group Performances. We will develop listening and cooperating skills so we can work together in a team to create a structured piece of music using tuned and non-tuned instruments.</p> <p>TOPIC 3 – Keyboard Skills. Develop keyboard playing skills and learn to identify notes on a stave. Develop finger skills on the keyboards.</p> <p>TOPIC 4 – Composing Film Music. We will listen to a variety of musical scores and identify how they are structured. We will then use Music Technology programmes to develop our own musical score for a film clip, using musical techniques and keyboard skills.</p>	<p>1) Create a baseline to understand students' prior learning experience.</p> <p>2) Learn key words used to describe pulse, rhythm, tempo etc.</p> <p>2) Work as a group to prepare a performance piece. Use pulse to ensure the group performs together. Create a performance piece using limited pitch, focusing on pulse and a variety of rhythms. Assessment via combined score from various group performances.</p> <p>3) Develop strength in fingers by using all 5 fingers on each hand to be able to play a short, simple tune. Identify notes on a keyboard and on a stave. Performance and multiple choice questions for assessment.</p> <p>4) Learn a number of musical textures and timbres. Use Cubase to develop multiple tracks. Create a composition for a film clip.</p>	<p>Baseline listening test establishes a level of prior knowledge.</p> <p>Students develop resilience (from practising pieces), listening and team building skills (from having to work with, share ideas and follow others) and independent learning skills.</p> <p>3) Students develop resilience (from practising pieces) and dexterity skills by strengthening their finger skills on the keyboard.</p> <p>4) Students are tested on their ability to develop independent ideas, develop a knowledge of multi-track recording and emotional literacy (by exploring the intentions behind the music)</p>

Powerful Knowledge includes key 'invaluable' and distinct knowledge concepts linked to this subject; it is distinct from common sense.

Assessment Format to follow whole-school expectations (MCQs for Content Knowledge & Understanding, GCSE-style Qs. for Application of Skills).



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Year 8 Scheme Overview	Rotation 13 Weeks Max. No. Lessons: 26	1) The Blues 2) Variations 3) Keywords and Listening Test	Introduction to historical and social context behind the development of Jazz and Blues Develop keyboard skills, learn about the walking bass, Tonic, Sub-dominant and Dominant chords (I,IV,V). Learn about Call and Response, improvisation, learn Cubase (Music Tech) skills. Develop accuracy when creating multi track performance. Use previously acquired keyboard skills. Develop an understanding of how to extend a piece of music by using improvisation techniques. Identify changes in different versions of music.	Learning historical and social context of Music from the past and how it has influenced music of today. Develop listening skills. Identify timbres of instruments Develop resilience and fine motor skills Identify and name instruments from their sounds. Identify the differences and similarities between two variations of one piece of music. Develop knowledge and understanding of how to use a theme to develop an extended performance of a unique piece of music.

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 9 (referenced to topic as appropriate)
Year 9 Scheme Overview	Rotation 13 Weeks Max. No. Lessons: 26	<p>TOPIC 1 – The History of Popular Music Explore historical, social and political background behind Rock and Roll music. Explore music of the 1950s and the introduction of “teenagers”.</p> <p>TOPIC 1 (cont.) –ASSESSMENT: Performance and written listening and comprehension assessment.</p> <p>Research project on a band or artist from the past compared with a band or artist from the present.</p> <p>TOPIC 2 – Music Technology Introduction to Cubase, Sibelius and Audacity. Students can EITHER: use Sibelius to compose a structured piece of music, use the multi-tracking sequencer on Cubase to create a structured piece of music, or use Audacity to splice together different tracks and add loops to create a structured piece of music.</p>	<p>Learn to identify unfamiliar music from different time periods and Perform a piece from one of the above decades (with degrees of complexity).</p> <p>AO1 – Perform with technical control, expression and interpretation</p> <p>AO3 – Demonstrate and apply musical knowledge</p> <p>AO4 – Use appraising skills to make evaluative and critical judgements about music.</p> <p>Topic 1 assessment Performance</p> <p>AO1 – Perform with technical control, expression and interpretation</p> <p>Music Research project</p> <p>AO3 – Demonstrate and apply musical knowledge</p> <p>AO4 – Use appraising skills to make evaluative and critical judgements about music.</p> <p>Topic 2) Develop an understanding of various Music IT programs. Develop a piece of music using a chosen program</p> <p>AO1 – Perform with technical control, expression and interpretation</p> <p>AO2 – Compose and develop musical ideas with technical control and coherence</p> <p>Self and peer evaluation tasks and final assessment of product.</p> <p>AO3 – Demonstrate and apply musical knowledge</p> <p>AO4 – Use appraising skills to make evaluative and critical judgements about music.</p>	<p>Establish coherence between development of popular music and historical, social and technological contexts.</p> <p>Develop fine motor and muscle memory skills</p> <p>Music reading and keyboard (other instrument of choice) skills</p> <p>Performing skills</p> <p>Develop fine motor and muscle memory skills</p> <p>Music reading and keyboard (other instrument of choice) skills</p> <p>Performing skills</p> <p>Independent learning skills and parental engagement with popular music from the present and popular music from the past.</p> <p>TOPIC 2: learn to use Music notation program, Music multi-track sequencing program and sampling program.</p> <p>Learn how to structure a piece of music effectively. Identify the importance of the use of repetition and creating ‘hooks’ and ‘riffs’</p>

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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 10 (referenced to topic as appropriate)
Year 10 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 21	Baseline tests. Basic Music Theory Performing	Initial Music task AO3 - Demonstrate and apply musical knowledge + AO4 - Use appraising skills to make evaluative and critical judgements about music Perform a solo piece on your chosen instrument AO1 - Perform with technical control, expression and interpretation	Develop a knowledge of musical terms and identify many musical elements within the context of a piece of music. Improve performance skills. Learn self-discipline and the need to work independently on chosen instrument to improve performances.
	Term 2 8 Weeks Max. No. Lessons: 24	AOS 1 – Classical Music 1650-1910 Begin free composition task	Explore The coronation anthems and oratorios of Handel, Orchestral music of Haydn, Mozart and Beethoven, Piano music of Chopin and Schumann, and Requiems of the late Romantic period. Assessment via listening tasks AO3 - Demonstrate and apply musical knowledge + AO4 - Use appraising skills to make evaluative and critical judgements about music Perform as a group (Haydn’s Clock Symphony) AO1 - Perform with technical control, expression and interpretation Interim assessment of composition AO2 - Compose and develop musical ideas with technical control and coherence	Develop group listening and performing skills Specialist language and contextual understanding within Music Discovering Classical composers from 1650 to 1910 Develop composing skills. Understanding how to develop a piece of music from the original concept to completion.
	Term 3 6 Weeks Max. No. Lessons: 18	AOS 2 – Popular Music Performing in a group Continue free composition task	Explore: The music of Broadway 1950s to 1990s, Rock Music of the 1960s and 1970s, Film and computer gaming music from 1990 to the present, Popular music from the 1990s to the present and exploring Sgt. Pepper’s Lonely Hearts Club Band album focusing on Lucy in the Sky With Diamonds, With a little Help From My Friends and Within You, Without You. GCSE listening test questions based on AOS 2 + extended question on Sgt. Pepper’s Lonely Hearts Club Band album	Understand how Sgt. Pepper’s was created by The Beatles, exploring the technical progress in recording techniques, use of equipment, writing techniques for each song etc. learn Lucy in the Sky With Diamonds to perform as a group on chosen instruments.

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			<p>AO3 - Demonstrate and apply musical knowledge + AO4 - Use appraising skills to make evaluative and critical judgements about music</p> <p>Continue development of Free Composition</p> <p>AO2 - Compose and develop musical ideas with technical control and coherence</p> <p>Additional group performance assessment</p> <p>AO1 - Perform with technical control, expression and interpretation</p>	
Term 4 7 Weeks Max. No. Lessons: 21	AOS 3 – Traditional Music	<p>Explore: Blues Music 1920-1950, Fusion Music, incorporating African and Caribbean music Contemporary Latin music, Contemporary Folk music of the British Isles – a study of Supernatural by Santana</p> <p>Assessment via listening tests and performance of rhythms</p> <p>AO3 - Demonstrate and apply musical knowledge</p> <p>AO1 - Perform with technical control, expression and interpretation</p>	<p>Understand the different forms of Blues Music, various rhythms to do with Caribbean and South American Latin music. Identify 'typical' styles, instrumentation and material for all study areas.</p>	
Term 5 4 Weeks Max. No. Lessons: 12	AOS 4 – Western Classical Tradition since 1910 Composing to a Brief (mock)	<p>Explore The orchestral music of Aaron Copland, British music of Arnold, Britten, Maxwell Davies and Tavener, the orchestral music of Zoltan Kodaly and Bela Bartok, Minimalist music of John Adams, Steve Reich and Terry Riley and Copland's 'Rodeo'</p> <p>Assessment through listening tests</p> <p>AO3 - Demonstrate and apply musical knowledge</p> <p>AO4 - Use appraising skills to make evaluative and critical judgements about music</p> <p>Interim Composing assessment</p> <p>AO2 - Compose and develop musical ideas with technical control and coherence</p> <p>AO4 - Use appraising skills to make evaluative and critical judgements about music</p>	<p>Discovery of new composers, genres and an understanding of the commercial possibilities of composition.</p> <p>Understand what to look for in modern classical music</p> <p>Identify different genres</p> <p>Challenge the original concept of music and how/why music has developed over time and for what reasons</p>	

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	<p>Term 6 7 Weeks Max. No. Lessons: 21</p>	<p>Preparation for Mock Exam Optional solo performance Complete composition tasks</p>	<p>Recap on all the areas of study and specialist musical terms</p> <p>AO4 - Use appraising skills to make evaluative and critical judgements about music</p> <p>Option to re-present solo performance to be included in end of year assessment</p> <p>AO1 - Perform with technical control, expression and interpretation</p> <p>Finish off composition tasks and write-ups</p> <p>AO2 - Compose and develop musical ideas with technical control and coherence</p> <p>AO4 - Use appraising skills to make evaluative and critical judgements about music</p>	<p>Establish and understanding of technical music terms</p> <p>Performing on chosen instrument</p> <p>Development of composing skills</p> <p>An ability to 'borrow' from areas of music we have already studied to develop own compositional skills</p>
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	Term / Duration	Topic & Main Content Overview	Assessment Task/Focus & Objectives	Powerful Knowledge for Year 11 (referenced to topic as appropriate)
Year 11 Scheme Overview	Term 1 7 Weeks Max. No. Lessons: 21	1) Composing to a brief 2) Solo Performance	1) Using AQA Examination Question Paper, create a performance for a specific audience/event AO2 - Compose and develop musical ideas with technical control and coherence AO4 - Use appraising skills to make evaluative and critical judgements about music 2) Perform a prepared solo performance piece AO1 - Perform with technical control, expression and interpretation	Understand the constraints and opportunities when writing for a specific brief Develop performance skills on chosen instrument Independent practise skills Pride in own performance work
	Term 2 8 Weeks Max. No. Lessons: 24	1) Composing to a brief 2) Ensemble Performance 3) AOS 1 (see Yr 10) + Haydn's Clock Symphony	1) Using AQA Examination Question Paper, create a performance for a specific audience/event – interim review AO2 - Compose and develop musical ideas with technical control and coherence AO4 - Use appraising skills to make evaluative and critical judgements about music 2) Perform a prepared ensemble performance piece AO1 - Perform with technical control, expression and interpretation Answer exam style questions based on Haydn's Clock Symphony AO3 - Demonstrate and apply musical knowledge	Effective use and understanding of Musical Terms and using those terms in the context of listening to music Performing in a group, where you have to develop listening and cooperation skills as well as independent preparation and team skills
	Term 3 6 Weeks Max. No. Lessons: 18	1) Review Free Composition 2) Review AOS 2 + Sgt Pepper's	1) Free composition interim review AO2 - Compose and develop musical ideas with technical control and coherence AO4 - Use appraising skills to make evaluative and critical judgements about music Answer exam style questions based on Sgt Pepper's AO3 - Demonstrate and apply musical knowledge	Develop composition skills. Learn to analyse own work critically Learn Music Technology techniques specifically for own composition Personal preparation for AOS 2 questions

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Term 4 7 Weeks Max. No. Lessons: 21	1) Complete Free Composition and write-up 2) Review AOS 3 3) Review AOS 4	Final assessment of Free Composition and Composition to a brief AO2 - Compose and develop musical ideas with technical control and coherence AO4 - Use appraising skills to make evaluative and critical judgements about music 2) Answer exam style questions based on AOS 3 and AOS 4 AO3 - Demonstrate and apply musical knowledge	Working to deadlines Learning critical analysis of own work Using specialist musical terms in the context of describing the music of others.
Term 5 4 Weeks Max. No. Lessons: 12	1) Opportunity to redo performances 2) Review of areas of study and Listening Exam techniques	Revision and exam style questions AO3 - Demonstrate and apply musical knowledge	Independent learning skills Key work skills
Term 6 7 Weeks Max. No. Lessons: 21	GCSE Exams		

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