

The Music Curriculum

The Music Department has devised a curriculum that inspires learners to develop creativity, communication, collaboration and a sense of community across five years and beyond into Post-16. Students from Yr 7 through to 6th form learn to perform, compose and listen to music with understanding. There is an expectation that students will use language routinely in lessons to develop fluency in terminology. In addition, students will build on prior knowledge whilst regularly revisiting key skills and applying them to new contexts to ensure learning is secure in the spirit of a 'thematic' curriculum. Throughout THS school life students learn about music from different styles, genres, cultures and times. We have used the National Curriculum and the Model Music Curriculum to inform our Learning Journey. The projects we cover are sequential and challenge students to make progress at GCSE, 6th form and beyond. We also ensure that all students receive opportunities to participate in curriculum enrichment activities at appropriate points, enhancing their musical experiences.

Extra-curricular

We offer a range of extra-curricular opportunities throughout the year. We work with the Drama department to create a whole school production, which we start in September and perform in February. We also work together to create a Summer Showcase for KS3 students in the summer term.

The Music department present a Christmas Concert in December and a Spring Concert in March to showcase performances from soloists and ensembles from every year group. We hold solo recital evenings in October and November for our 6th form Btec students and charity concerts (organised by 6th form Btec students) during the summer term. During July 2022, we held the first Inter House Music competition which we intend to make a regular calendared event. We run a London Theatre Trip for Y8+ in the Summer term and collaborate with Drama for a Post-16 Theatre trip in December. We run workshops with visiting practitioners, where and when possible.

There are Music clubs for different Key Stages; KS3 choir, The Tuptones (Y9+ by invite only), Steel Pan group (KS3), instrumental ensemble (all), Showband (all-by invite only), keyboard club (KS3) and theory club (all). We also have GCSE and A Level rehearsals and coursework tutorials at lunch times and after school throughout the year.

Curriculum Intent

The Music Department curriculum focuses on 3 different main skills-Performing, Composing and Listening & Appraising.

Our Curriculum teaches music from different genres:

- Classical music in the form of Ground Bass, Theme and Variations, instruments of the orchestra, Ode to Joy and minimalism.
- World music in the form of Reggae, steel pans/calypso, djembe drumming, Taiko drumming and Samba.
- Jazz and Blues through 12 bar blues and ragtime.
- Popular music styles including Disco, Pop/Rock, Hip Hop, dance
- Music in context including film music and music for video games

Listening skills are applied in every scheme of work and for homework from a variety of great composers and musicians. Starter activities are also based on listening, using the Model Music Curriculum.

Time is spent on a variety of instruments, we have many singing tasks and music technology is used at KS3 and extensively in KS4 music.

The curriculum is designed to link to the GCSE and A Level/Btec specifications and developing the skills needed to be successful in the exams. We aim to teach and develop communication, co-operation and creativity skills and helps the students to become more confident and resilient learners.

We want to develop learners who can:

- work well with others (through ensemble performing and composing)
- work independently to improve skills and problem solving
- be disciplined through practicing an instrument or voice
- use creative skills and self-expression.
- improvise ideas confidently
- appreciate a wide range of diverse musical styles through listening and playing.
- have a broad understanding of musical styles.
- join higher education or the workforce with creative skills, independence, and the ability to work with and lead others
- appreciate and understand different cultures and how music has evolved
- be resilient and able to work through challenges

Curriculum Implementation

We implement the intent of our curriculum through:

- weekly lessons where we explore the key skills of listening, performing and composing
- giving students a wide range of experiences that cover popular, classical, jazz and world music styles

- a practical-based curriculum, focusing on performing and composing in an ensemble and individually
- having a clear and comprehensive scheme of work in line with the National Curriculum and the Model Music Curriculum
- teaching and learning showing progression across all key stages within the strands of music.
- peripatetic teachers visiting the school and teaching individual instruments to those children who wish to learn.
- A love of playing an instrument is promoted and encouraged as a form of expression.
- Students can access extracurricular musical participation opportunities such as choir and steel pan ensemble
- Musical opportunities are displayed and promoted within school

Subject	Music		Year Group:	7		
Unit/Topic	Baseline	Building Bricks (using the elements)	Exploring Effective Keyboard Performance Technique	4 Chord Trick	Sounds of Africa	Ragtime
Skills	Using the voice as an instrument Developing and enhancing listening skills improvisation	Music technology (Mixcraft) Developing and enhancing listening skills	Keyboard skills Reading notation Resilience through practice Two handed playing	Playing chords on the Ukulele and keyboard Reading notation and tab Performing Using voice as an instrument	Djembe drum performance techniques (bass and tone sounds) Working as an ensemble Improvisation Composition	Keyboard skills Reading notation Resilience through practice Two handed playing Dynamics
Knowledge	<ul style="list-style-type: none"> • How to use the voice • Improvisation • <u>The elements of Music:</u> Dynamics, Rhythm, Context, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony and tonality (DR CAT SMITH) 	<ul style="list-style-type: none"> • <u>The elements of Music:</u> Dynamics, Rhythm, Context, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony and tonality (DR CAT SMITH) 	<ul style="list-style-type: none"> • Layout of a Piano/Keyboard • Treble Clef Staff Notation • Stave, Staff, Lines • Sharps, Flats, Scale, • Left Hand (LH), Right Hand (RH), • Melody-Fingering (1-5) • <u>The Elements of Music</u> melody, dynamics, 	<ul style="list-style-type: none"> • Layout of ukulele-strings etc. • Reading ukulele tab • How to form chords on ukulele and keyboard • <u>The elements of Music:</u> Rhythm, Context, Texture, Structure, Melody, Instrumentation, Tempo, Harmony and tonality 	<ul style="list-style-type: none"> • Improvisation, • Textures: Cyclic and Polyrythms, • Master Drummer, • Ostinato, • Syncopation, • Call and Response • <u>The elements of Music:</u> Rhythm, texture, structure 	<ul style="list-style-type: none"> • Oom cha chords, • <u>The elements of Music:</u> Melody (Q&A), Rhythm (syncopation), texture, structure, harmony

			<i>articulation, structure, tempo</i>			
Recall/review from previous learning	Re-cap knowledge from Primary School and extra curricular.	Re-cap the improvisation, develop into composition	Re-cap the elements of music Keyboard skills	Re-cap the elements of music Keyboard skills	Re-cap the elements of music	Re-cap the elements of music; call and response, ostinato, syncopation
Assessment	Formative teacher assessment at end of unit	Formative teacher assessment at end of unit				
Cultural Capital, Equality, Diversity Inclusion	Creating a sense of identity and expression through different genre of music.	Creating a sense of identity and expression through different genre of music.	Creating a sense of identity and expression through different genre of music.	Creating a sense of identity and expression through different genre of music.	Creating a sense of identity and expression through different genre of music. CC: African	Creating a sense of identity and expression through different genre of music. CC: African, American, slavery.
Literacy/Numeracy	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language

Subject	Music		Year Group:	8		
Unit/Topic	Musicals	Rock n Roll	Ground Bass	Video Games	Bucket Drumming	Band Skills
Skills	Performing as a soloist and in a group Reading notation Listening & Appraising	Performing Listening & Appraising Improvising	Performing Composing Listening & Appraising	Performing Composing Listening & Appraising	Performing/ensemble skills Composing Listening & Appraising Improvising	Performing Composing Listening & Appraising
Knowledge	<ul style="list-style-type: none"> Chorus/solo Ensemble Vamp chords Melody Bass Treble clef notation 	<ul style="list-style-type: none"> Chords and Triads (Chords I, I7, IV, IV7, V & V7) 12-bar Blues Chord Sequence. Walking Bass Lines 	<ul style="list-style-type: none"> Bass Line Bass Clef Staff Notation Stave Pitch Musical Instruments that use the Bass Clef, 	<ul style="list-style-type: none"> Sound Effect 8-Bit Music Synthesiser Sampling Soundtrack Music Technology, Cues 	<ul style="list-style-type: none"> Rhythm Pulse Ensemble 	<ul style="list-style-type: none"> Instrument techniques Sequencing

Subject	Music		Year Group:			9	
Unit/Topic	Performing		Composing				Listening and Appraising
			Ostinato/riff	Ground Bass	Scales	Minimalism	
Skills	<ul style="list-style-type: none"> Performing confidently as a soloist and in an ensemble Technical control Expression and appropriate interpretation Accuracy of rhythm and pitch Appropriate pace and fluency Effective use of dynamics Stylistic awareness Empathy (in ensemble playing) 		<ul style="list-style-type: none"> Creativity in response to the brief Development of musical ideas Technical control of musical elements and resources Musical coherence and understanding. 				<ul style="list-style-type: none"> Listening to music, appraising and evaluating with understanding.
Knowledge	Repertoire, instrumental/vocal techniques		<p>How to organise musical ideas and make use of appropriate resources</p> <p>develop awareness of a variety of instruments, styles and approaches to composing</p> <p>Awareness of music technologies and their use in the creation and presentation of music</p> <p>recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology</p>				Knowledge and understanding of musical elements, musical contexts and musical language: DR CAT SMITH (Dynamics, rhythm, context, articulation, texture, structure, melody, instrumentation, tempo, harmony and tonality)
Recall/review from previous learning	Instrumental/vocal techniques, solo and ensemble performing skills developed at KS3.		The Elements of Music, composing skills from Y7&Y8				The elements of music and listening activities at KS3
Assessment	Formative assessment of solo performing October, February, June Formative assessment of ensemble performing December, March, June		Formative assessment of short composition tasks with teacher feedback and student targets				Low stake quizzes and questioning.

Cultural Capital, Equality, Diversity Inclusion	Personal and Cultural Expression creating a sense of identity and expression through performing own choice of music in any genre and on any instrument/voice.	Personal and Cultural Expression creating a sense of identity and expression through composing own choice of music in any genre and on any instrument/voice.	Personal and Cultural Expression creating a sense of identity and expression through many styles and genres of music from different times and places.
Literacy/Numeracy	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language, extended writing.

Subject	Music		Year Group:	10	
Unit/Topic	Component 1 Performing	Component 2 Composing (free composition)	Component 3 Appraising		
Skills	<ul style="list-style-type: none"> Performing confidently as a soloist and in an ensemble Technical control Expression and appropriate interpretation Accuracy of rhythm and pitch Appropriate pace and fluency Effective use of dynamics Stylistic awareness Empathy (in ensemble playing) 	<ul style="list-style-type: none"> Creativity in response to the chosen brief Development of musical ideas Technical control of musical elements and resources Musical coherence and understanding. 	<ul style="list-style-type: none"> Listening to music, appraising and evaluating with understanding. 		
Knowledge	Repertoire, instrumental/vocal techniques	<p>How to organise musical ideas and make use of appropriate resources</p> <p>develop awareness of a variety of instruments, styles and approaches to composing</p> <p>Awareness of music technologies and their use in the creation and presentation of music</p> <p>recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology</p>	<p>Knowledge and understanding of musical elements, musical contexts and musical language: DR CAT SMITH (Dynamics, rhythm, context, articulation, texture, structure, melody, instrumentation, tempo, harmony and tonality)</p> <p><i>Area of study 1: Musical Forms and Devices</i> <i>Area of study 2: Music for Ensemble</i> <i>Area of study 3: Film Music</i> <i>Area of study 4: Popular Music (set work-Africa by Toto)</i></p>		
Recall/review from previous learning	Instrumental/vocal techniques, solo and ensemble performing skills developed at KS3.	The Elements of Music, composing skills from KS3.	The elements of music and listening activities at KS3		

Assessment	Formative assessment of solo performing October, February, June Formative assessment of ensemble performing December, March, June	Short composition task to be informally assessed. Formative assessment with feedback/targets for free composition. Summative assessment to take place in Y11.	Formative assessment in the style of GCSE past questions at end of each AoS unit. Summative in the form of Y10 exam paper. Low stake quizzes and questioning.
Cultural Capital, Equality, Diversity Inclusion	Personal and Cultural Expression creating a sense of identity and expression through performing own choice of music in any genre and on any instrument/voice.	Personal and Cultural Expression creating a sense of identity and expression through composing own choice of music in any genre and on any instrument/voice. Venues for performance	Personal and Cultural Expression creating a sense of identity and expression through many styles and genres of music from different times and places. Venues for performance. Bhangra and other world music/pop fusions
Literacy/Numeracy	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language, extended writing.

Subject	Music	Year Group: 11	
Unit/Topic	Component 1 Performing	Component 2 Composing (brief composition)	Component 3 Appraising
Skills	<ul style="list-style-type: none"> Performing confidently as a soloist and in an ensemble Technical control Expression and appropriate interpretation Accuracy of rhythm and pitch Appropriate pace and fluency Effective use of dynamics Stylistic awareness Empathy (in ensemble playing) 	<ul style="list-style-type: none"> Creativity in response to the chosen brief Development of musical ideas Technical control of musical elements and resources Musical coherence and understanding. 	Listening to music, appraising and evaluating with understanding.
Knowledge	Repertoire, instrumental/vocal techniques	<p>How to organise musical ideas and make use of appropriate resources</p> <p>develop awareness of a variety of instruments, styles and approaches to composing</p> <p>Awareness of music technologies and their use in the creation and presentation of music</p> <p>recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology</p>	<p>Knowledge and understanding of musical elements, musical contexts and musical language: DR CAT SMITH (Dynamics, rhythm, context, articulation, texture, structure, melody, instrumentation, tempo, harmony and tonality)</p> <p><i>Area of study 1: Musical Forms and Devices (set work-Badinerie by Bach)</i></p> <p><i>Area of study 2: Music for Ensemble</i></p> <p><i>Area of study 3: Film Music</i></p> <p><i>Area of study 4: Popular Music (set work-Africa by Toto)</i></p>

Recall/review from previous learning	Instrumental/vocal techniques, solo and ensemble performing skills developed at KS3 and in Y10	The Elements of Music, composing skills and techniques from Y10	The elements of music and listening activities from Y10
Assessment	Formative assessment of solo and ensemble performing during mock exam in Nov/Dec Summative assessment of solo and ensemble performing at end of Spring Term.	Formative assessment with feedback/targets for brief composition (started in September). Summative assessment of NEA (both free and brief) at end of Spring Term.	Formative assessment in the style of GCSE past questions at end of revising each AoS unit. Low stake quizzes and questioning. Summative assessment during mock exam papers in December and March. Final exam in June.
Cultural Capital, Equality, Diversity Inclusion	Personal and Cultural Expression creating a sense of identity and expression through performing own choice of music in any genre and on any instrument/voice.	Personal and Cultural Expression creating a sense of identity and expression through composing own choice of music in any genre and on any instrument/voice.	Personal and Cultural Expression creating a sense of identity and expression through many styles and genres of music from different times and places.
Literacy/Numeracy	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language, extended writing.

Subject	Music	Year Group:	12	
Unit/Topic	Unit 23 Music Performance Techniques	Unit 40 Working & Developing as a Musical Ensemble		Unit 24 Music Project
Skills	Technique: development of a range of physical motor skills; timing; speed and dexterity technical exercises; tone and sound production; dynamics and expression; scales, rhythmic exercises confident physical coordination; fluency; dexterity; accuracy (timing, tone, intonation, dynamics and tempo); rhythmic control	Choosing repertoire Choosing roles: eg band leader, musical director, frontperson, administrator, publicist, choreographer Ways of rehearsing Performing as a musical ensemble with flair and interpretation.		Individual preparation: repertoire selection; practice; attending meetings and rehearsals; preparing and maintaining instruments; working to deadlines Undertake responsibilities: working to strengths; choosing an appropriate role; understanding role within the group Performing to a good standard Evaluating skills
Knowledge	<ul style="list-style-type: none"> • Know effective instrumental or vocal technique through a structured practice routine • Be able to apply effective instrumental or vocal technique in solo performance • Be able to apply effective instrumental or vocal technique in group performance. 	<ul style="list-style-type: none"> • Understand the elements of musical ensembles • Know how to plan and develop as a musical ensemble • Elements: band members; organisation; communication eg musical interaction, interaction with audience, listening skills; cooperation; rehearsal; repertoire; strengths and weaknesses • ensemble types eg string quartet, rock band, jazz band, vocal group; auditions • Knowing different roles, eg. band leader, musical director, frontperson, administrator, publicist, choreographer 		<ul style="list-style-type: none"> • Commercial considerations of an event • Preparation of material: • Preparation of venue • Organisational processes
Recall/review from previous learning	Instrumental/vocal techniques, solo and ensemble performing skills developed at at KS4	Instrumental/vocal techniques in ensemble performing developed at KS3 and KS4		Instrumental/vocal techniques in ensemble performing developed at KS3 and KS4
Assessment	Formative assessment of solo and ensemble performing during unit. Summative assessment of solo recital (Nov) with audience and group recital (March)	Milestone performances throughout with feedback/targets Summative assessment in Showcase performance to an audience at end of Summer Term.		Formative assessment throughout with summative assessment taking place at end of unit with event performance and evaluation of the process.
Cultural Capital, Equality, Diversity Inclusion	Personal and Cultural Expression creating a sense of identity and expression through	Personal and Cultural Expression creating a sense of identity and expression through		Personal and Cultural Expression creating a sense of identity and expression through

	performing own choice of music in any genre and on any instrument/voice.	performing own choice of music in any genre and on any instrument/voice.	many styles and genres of music from different times and places.
Literacy/Numeracy	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language, extended writing.

Subject	Music	Year Group:	13	
Unit/Topic	Unit 33 Solo Music Performance Skills	Unit 30 Pop Music in Practice		Unit 36 Studying Music From Around the World
Skills	Elements of musicianship: accuracy of rhythm, pitch and intonation; expression; interpretation appropriate to the genre/style of the music; confidence Communication: musical communication with accompanist/band if appropriate; musical communication with audience	Perform and compose original pop music in the style of genres from each era: 1950-2010 Perform pop music as part of an ensemble		Performance project: practical experience of 'world music' traditions, learning and performing music from one or more world music traditions
Knowledge	<ul style="list-style-type: none"> Know how to choose appropriate pieces for an extended programme of music Know the processes required in preparation for the performance of an extended programme of music. 	<ul style="list-style-type: none"> Know different genres of pop music from 1950-2010 Know how pop music developed from 1950-2010 		<ul style="list-style-type: none"> Know the role of music in different cultures Know the musical features of a range of world music traditions Know some of the influences of world music on different genres of Western music
Recall/review from previous learning	Instrumental/vocal techniques, solo and ensemble performing skills developed in Y1	Instrumental/vocal techniques in ensemble performing developed at KS4 and KS5/Y1 Composing skills from GCSE		Instrumental/vocal techniques in ensemble performing developed at KS3 and KS4
Assessment	Formative assessment of solo and ensemble performing during unit. Summative assessment of solo recital and portfolio, including evaluation (Oct)	Development of Pop Music magazine article summative assessment December Summative assessment of original music and cover versions in Showcase performance in March.		Formative assessment throughout with summative assessment taking place at end of unit with event performance and evaluation of the process.
Cultural Capital, Equality, Diversity Inclusion	Personal and Cultural Expression creating a sense of identity and expression through performing own choice of music in any genre and on any instrument/voice.	Personal and Cultural Expression creating a sense of identity and expression through performing own choice of music in any genre and on any instrument/voice.		Personal and Cultural Expression creating a sense of identity and expression through performing own choice of music in any genre and on any instrument/voice. African, Indian, Japanese, Indonesian, South American cultures investigated through research activities

Literacy/Numeracy	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language	Reading skills, counting bars, note values, musical language, extended writing.
--------------------------	--	--	---