

## The Music curriculum

<b>Music curriculum vision</b>			
<p>Our music curriculum aims to provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement.</p> <p>The Music curriculum is modelled upon the National Curriculum and allows pupils to explore a range of musical genres, techniques and knowledge through a variety of topics using both live instruments and music technology.</p> <p>Throughout their 7-year journey, pupils will develop musical skills through building on prior knowledge to explore performing, composing and listening and appraising. They will discover Music from the past and discover how it has shaped modern day music and how particular features enable us to feel and enjoy Music.</p> <p>Pupils are offered a range of instrumental lessons including keyboard, steel pans, guitar, drums, ukulele, violin, flute, clarinet and saxophone which are supported by enrichment opportunities which include Rock Band, Choir, Music Theory Academy and Music Technology Academy.</p>			
<b>Key stage 3 – Units of study</b>			
<i>Term</i>	<i>Year 7</i>	<i>Year 8</i>	<i>Year 9</i>
<i>Rotation 1</i>	<p><b>Ukulele</b></p> <p><i>Pupils explore the instruments parts and playing techniques. They develop knowledge of chords and how to read chord charts as well as understanding how to read tablature.</i></p>	<p><b>Percussion and Rhythm</b></p> <p><i>During this topic, pupils will discover instruments belonging to the percussion family and use a range of them to develop ensemble skills and performing techniques. They will discover musical note values and perform using written notation on a variety of tuned and untuned percussion instruments.</i></p>	<p><b>Blues</b></p> <p><i>Pupils will explore the history behind this genre of music and understand why the music sounds the way it does through identifying its key features. They will learn to perform the 12 bar blues chord sequence, a walking bass line and improvise using the blues scale.</i></p>
<i>Rotation 2</i>	<p><b>Keyboard Skills and An Introduction to Film Music.</b></p> <p><i>Pupils explore the capabilities of the keyboards and learn techniques to allow them to progress with fluency and accuracy. They develop the skill of reading treble clef notation allowing them to perform music from films. They then develop an understanding of film music and compose music to suit characters and settings.</i></p>	<p><b>Space and Colours</b></p> <p><i>This topic is based upon composing skills. Pupils will be introduced to composers including Holst, Chopin and Grieg and consider where composers began their careers and their influences. Each week pupils will look at a colour and consider a mood linked to the colour. They will then discover how to use a range of composing devices linked with musical elements to compose music to suit the mood and colour.</i></p>	<p><b>Musical Eras</b></p> <p><i>Pupils will consider how music has developed over time. They will be introduced to a range of composers and key features used from the Renaissance era through to Modern day music. They will use a mixture of live instruments and music technology to perform and create music from each era covered.</i></p>

<b>Key stage 4 – Units of study BTEC LEVEL 1/2 TECH AWARD IN MUSIC PRACTICE</b>		
<i>Term</i>	<i>Year 10</i>	<i>Year 11</i>
1	<p><b>Component 1 – Exploring Music Products and Styles</b> Learning Aim A &amp; B <i>(Pupils will explore a range of musical genres and perform/ create music linked to the genres)</i></p>	<p><b>Component 3 – Responding to a Commercial Music Brief</b> Introduction and preparation <i>(Pupils will use live instruments or music technology to create music in a range of styles from a given set work)</i></p>
2	<p><b>Component 1 – Exploring Music Products and Styles</b> Learning Aim A &amp; B <i>(Pupils will explore a range of musical genres and perform/ create music linked to the genres)</i></p>	<p><b>Component 3 – Responding to a Commercial Music Brief</b> Preparation <i>(Pupils will use live instruments or music technology to create music in a range of styles from a given set work)</i></p>
3	<p><b>Component 2 – Music Skills Development</b> Learning Aim A (Skills required in the Music Industry) <i>(Pupils will discover what skills are required in the music industry and organise and host a music concert)</i></p>	<p><b>Component 3 – Responding to a Commercial Music Brief</b> Preparation <i>(Pupils will use live instruments or music technology to create music in a range of styles from a given set work)</i></p>
4	<p><b>Component 2 – Music Skills Development</b> Learning Aim A (Skills required in the Music Industry) <i>(Pupils will discover what skills are required in the music industry and organise and host a music concert)</i></p>	<p><b>Component 3 – Responding to a Commercial Music Brief</b> Completion of controlled assessment <i>(Pupils will complete coursework to include a plan, a musical creation and an evaluation of their musical composition)</i></p>

5	<p><i>Component 2 - Music Skills Development</i>  <i>Learning Aim B (Music performance, creation and production)</i>  <i>(Pupils will work on solo/ ensemble performances considering development and targets)</i></p>	<p><i>Component 3 – Responding to a Commercial Music Brief Submission</i>  <i>(Pupils will complete coursework to include a plan, a musical creation and an evaluation of their musical composition)</i></p>
6	<p><i>Component 2 - Music Skills Development</i>  <i>Learning Aim B (Music performance, creation and production)</i>  <i>(Pupils will work on solo/ ensemble performances considering development and targets)</i></p>	