

IDSALL SCHOOL



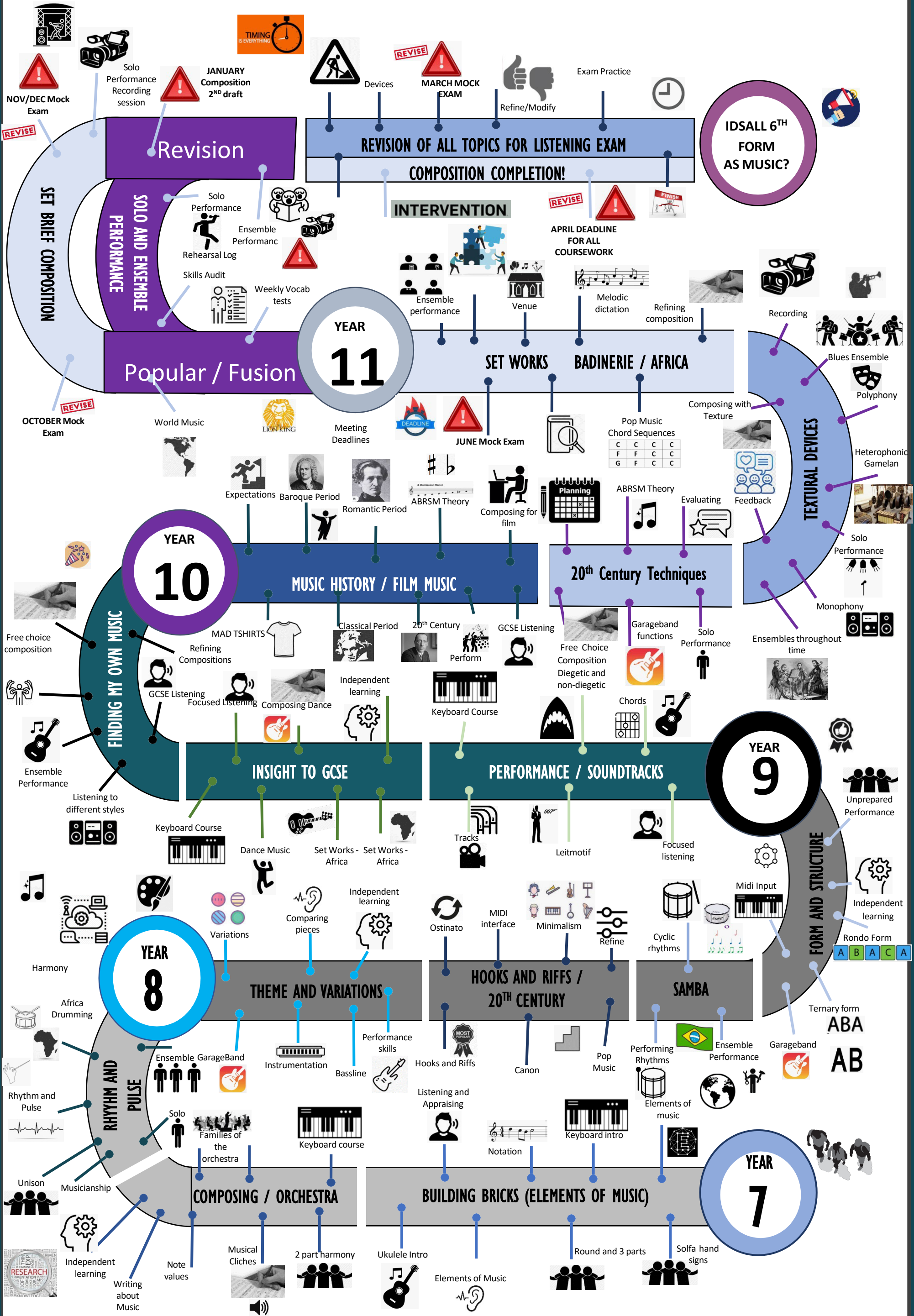
MUSIC CURRICULUM

Our vision for music:

Music has a unique way of communicating that can inspire and motivate both children and adults alike. It is a vehicle for personal expression and plays an important role in the personal development of all. At Idsall, we believe that music should be accessible for every pupil in our school. A holistic study through the listening to and appraising of music, performing on different instruments and composing music in many styles works to inspire our students to make music a part of their lives. Music provides opportunities for physical, intellectual, imaginative and spiritual development. Successful participation in music develops pupils' self-esteem, confidence, well-being and learning skills. It is an effective medium for self-expression and creativity.

Music Learning Journey

Music at Idsall School has a strong emphasis on making music accessible to all regardless of starting point. We build on a foundation of Music knowledge and expand into individualising our styles by year 9. We teach basic Keyboard and Ukulele skills to all in Key Stage 3 and assist in the arrangement for lessons on other instruments through our peripatetic teachers. There is a focus on Music technology with one of the music rooms accommodating 20 iMacs linked to MIDI keyboards. All of this work in lessons is supplemented with extra curricular activities also accessible for all.



The Big Picture – Intent

The Year 7 KS3 Music Curriculum provides students with an introduction to the Elements of Music and to the fundamental skills of musicianship. Students receive 1, hour long lesson per fortnight. Students will be able to listen to all types of Music with a critical ear. Being able to detect changes and developments in dynamics, tempo, rhythm, structure, melody, instruments, texture and harmony. They will experience whole class singing, ensemble performing, individual keyboard skills, ukulele skills and percussion skills. Students will experience different composition techniques including creating mood Music and programme Music.

Implementation:

Music lessons include various practical and listening activities, enabling the students to work alone, in pairs and as part of a class. They will work on a keyboard course to develop their music reading and keyboard playing skills. Listen to and analyse various short extracts of Music to understand and use Music vocabulary in context. Composition tasks are modelled through complete pieces, teacher examples and then short activities to enable students to experience and work with different composition techniques.

Key Summative Assessments:

Keyboard Course
Performance

“Stormy Music”
Musical analysis

Ukulele/Keyboard/
Singing performance

Autumn Term Assessments

Baseline Test, Performance skills

Spring Term Assessment

Recognising Orchestral instruments
Writing about Programme Music

Summer Term Assessment

Ukulele Skills, Keyboard Skills
African Drumming Skills

Impact:

Students will have developed the key skills of Performance, Composition and Analysis through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of Music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y6)	Future Learning (Y8)
Building Bricks of Music Composing and the Orchestra Rhythm and Pulse	<ul style="list-style-type: none"> • To develop performance skills and confidence both as an individual and as part of an ensemble. • Fine motor skills play a large part in learning how to play a musical instrument. • To use the elements to further their understanding of how music is constructed and how to analyse music from different genres/eras effectively. • Use and development of composition skills such as creating moods in Music, mickey mousing and ostinatos. <p>Target attainment skills for all at the end of year 7</p> <ul style="list-style-type: none"> • To play C, F and Am confidently on the ukulele in 2 strumming patterns. • To play confidently 50% of book 1 keyboard course. • To be able to confidently sing a part in a round and hold a simple harmony line in 2-part harmony. 	<ul style="list-style-type: none"> • Development of fundamental musicianship skills • Basic knowledge, recognition and analysis of the elements of music. • Students will begin to develop knowledge of music history and the key eras and composers throughout the Western Classical Tradition • The traditions of music in different countries through the study of world music. 	Learning in Y6 will be differing for Music. However, some students may have had the opportunity to learn an instrument, sing in choir and performance at school concerts.	Continue to build upon the key musician skills of performance, analysis and composition in a more advanced way with some focus on notation, popular music

The Big Picture- Intent

Y8 Music - during a 1-hour lesson per fortnight students build their analysis skills using the elements of Music with increasingly complex vocabulary. They continue to further their fundamental musicianship skills. Students will be able to listen to all types of Music from different periods of time with a more critical ear. Being able to detect more subtle changes and developments in dynamics, tempo, rhythm, structure, melody, instruments, texture and harmony. They will experience whole class singing, ensemble performing, individual keyboard skills, ukulele skills and percussion skills. Students will experience different composition techniques including theme and variation, hooks and riff, Latin American rhythms and traditional forms and structures.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

Music lessons include various practical and listening activities, enabling the students to work alone, in pairs and as part of a class. They will work on a keyboard course to develop their music reading and keyboard playing skills. They will listen to and analyse various short extracts of Music to understand and use Music vocabulary in context. Composition tasks are modelled through complete pieces, teacher examples and then short activities to enable students to experience and work with different composition techniques.

Key Summative Assessments:

- Comparing Pieces written assessment
- Keyboard Course performance
- Performance skills assessment “Stand by me” and Samba
- Ostinato/Chord Composition

Autumn Term Assessments

- Theme and Variations remix
- Ukulele skills
- Comparing Pieces

Spring term Assessment

- Samba Drumming
- Focus on Sound

Summer Term Assessment

- Composition devices
- Performance skills

Impact:

Students will have developed the key skills of Performance, Composition and Analysis through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of Music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y7)	Future Learning (Y9)
<p>Theme and Variations</p> <p>Hooks and Riffs</p> <p>Samba</p> <p>Musical Forms and Structures</p>	<ul style="list-style-type: none"> • To further develop performance skills and confidence both as an individual and as part of an ensemble. • Better fine motor skills enable students to play more complex pieces on a musical instrument. • Use the elements to further their understanding of how music is constructed and how to analyse music from different genres/eras effectively. • Use and development of composition skills such as creating themes and variations, hooks and riffs in popular Music and WCT form and structure. <p><i>Target attainment skills for all at the end of year 8</i></p> <ul style="list-style-type: none"> • To play C, F, Am, D7 and Dm confidently on the ukulele in 2/3 strumming patterns. 	<ul style="list-style-type: none"> • Develop fundamental musicianship skills including quantifiable skills and proficiency in ukulele and keyboard. • Students will be confident in their understanding and knowledge of the elements of Music, being able to speak and write about the main 7 elements and how they are presented in a piece. • Students will be able to develop knowledge of music history and the key eras and composers throughout the Western Classical Tradition as well as the music traditions of music in different countries through the study of world music. 	<p>Begin to build upon the key musician skills of performance, analysis and composition in a more advanced way than at KS2 with some focus on notation, popular music</p>	<p>Continue to build upon the key musician skills of performance, analysis and composition in a more advanced way with some focus on Popular Music, Dance Music, Film Composition and individual composition.</p>

	<ul style="list-style-type: none">• To play confidently book 1 keyboard course.• To be able to confidently sing a part in a round and hold a simple harmony line in 3-part harmony.• To confidently play a syncopated rhythmic pattern on percussion as part of an ensemble.			
--	--	--	--	--

The Big Picture- Intent

Y9 Music: during a 1-hour lesson per fortnight, students build their analysis skills using the elements of Music with increasingly complex vocabulary and specific questioning techniques. They continue to further their fundamental musicianship skills, developing their own musical identity. Students will be able to listen to all types of Music from different periods of time with a more critical ear. Being able to detect more subtle changes and developments in dynamics, tempo, rhythm, structure, melody, instruments, texture and harmony. They will experience whole class singing, ensemble performing, individual keyboard and Ukulele skills and percussion skills. Students will experience different composition techniques including popular music, dance music, film composition and individual composition.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

Music lessons include various practical and listening activities, enabling the students to work alone, in pairs and as part of a class. They will work on a keyboard course to develop their music reading and keyboard playing skills. They will listen to and analyse various short extracts of Music to understand and use Music vocabulary in context. Composition tasks are modelled through complete pieces, teacher examples and then short activities to enable students to experience and work with different composition techniques.

Key Summative Assessments:

Keyboard Course
Performance

Individual performance skills

Dance Music
Composition

Listening exam style assessment.

Autumn Term Assessments:

GCSE Style Listening Questions
Performance Skills

Spring Term Assessment:

Dance Music Composition
GCSE Style listening question
Performance Skills

Summer Term Assessment:

Performance / Composition Skills

Impact:

Students will have developed the key skills of Performance, Composition and Analysis through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of Music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning (Y8)	Future Learning (Y10)
Sound tracks for film Performance Skills Insight into GCSE Music Finding my own Music	<ul style="list-style-type: none"> • To further develop performance skills and confidence both as an individual and as part of an ensemble. Refine motor skills enabling students to play more complex pieces on a musical instrument. • To use the elements to further their understanding of how music is constructed and how to analyse music from different genres/eras effectively. • Ability to hear time sensitive musical features. • Use and development of composition skills. <p>Target attainment skills for all at the end of year 9:</p> <ul style="list-style-type: none"> • To play C, F, Am, D7, Dm, G (or G7) and Em confidently on the ukulele in 2/3 strumming patterns. 	<ul style="list-style-type: none"> • Develop fundamental musicianship skills and more in-depth knowledge of the elements of music. • Students will develop knowledge of music history and the key eras and composers throughout the Western Classical Tradition as well as the music traditions of music in different countries through the study of world music. • They will also be able to demonstrate knowledge of Popular Music styles and techniques. 	Continue to build upon the key musician skills of performance, analysis and composition in a more advanced way with some focus on notation, popular music.	Students appraise a wide range of Western Classical, Popular, Film and World music using the elements. Pupils compose their own music further developing their notation skills as well as their performance skills on their instrument.

	<ul style="list-style-type: none">• To play confidently Book 2 keyboard course.• To be able to confidently sing a part in a round and hold a simple harmony line in 3-part harmony.			
--	--	--	--	--

The Big Picture – Intent

Y10 GCSE Music students receive 5 X 1-hour lessons over a fortnight. The first year of GCSE Music provides students with the key musicianship skills needed for analysis, composition and performance. Students will study a range of genres including Western Classical Music, Popular Music, Music for ensemble and Music fusion. They will use advanced analysis skills to study 2 set works in depth. Students will develop their solo and ensemble performance skills and begin to explore different compositional devices by building their composition portfolio. Students will be able to listen to all types of Music from different periods of time with a more critical ear. Being able to detect more subtle and stylistic changes and developments in dynamics, tempo, rhythm, structure, melody, instruments, texture and harmony. Students will contextualise their music listening skills through the in-depth study of 2 set works. They will practise and refine their chosen instrument(s) resulting in increasingly complex and confident performances.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

Inter-leaving and retrieval practice are key elements of the KS4 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study that will ensure students are confident in the key components of musicianship. Students have an opportunity to refine their performance skills on their instrument, share their work and celebrate their achievements. Regular performance sessions ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers. Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the whole school rewards system.

Key Summative Assessments:

Listening mock exam

Graded performances

Composition drafts

Autumn Term:

Autumn 1 End of unit assessment- listening skills WCT

Autumn 2 End of unit assessment –Set Work 1 & Draft Performance 1

Spring Term:

Spring 1 End of unit assessment – Music for Ensemble

Spring 2 End of unit assessment –Pop Music and Performance/Composition Drafts

Summer Term:

Summer 1 End of unit assessment – Draft Ensemble

Impact:

Students will have developed the key skills of Performance, Composition and Analysis through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have developed their skills on their instrument and understand how to produce an effective performance and ensemble. They will understand how to employ compositional devices and techniques to produce a creative piece of music which develops ideas effectively. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a performer and their preferred genre of Music.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y9)	Future Learning (Y11)
<ol style="list-style-type: none"> 1. Western classical traditions and introduction to Film Music 2. Introduction to Musical forms and devices. 3. Introduction to Music for ensemble 4. Introduction to Pop Music 5. Going deeper into forms and devices 6. Going deeper into Popular Music 	<ul style="list-style-type: none"> • To listen to music and analyse the key stylistic and compositional features, in response to time sensitive questions. • To evaluate the effectiveness of compositional decisions in historical and purposeful context. • To confidently deliver an accurate and expressive performance on their chosen instrument. • To use and develop compositional devices and ideals to create a musically coherent and stylistic piece. 	<ul style="list-style-type: none"> • Students will gain an in-depth knowledge of different genres of music and how they are constructed using the elements of music. • Students will gain a greater understanding of music theory through ABRSM graded work books and example exams. • Pupils will use the elements in a more advanced method to analyse two set works. • Students will further develop performance and instrumental skills including as part of an ensemble. • Students will develop their knowledge of different compositional techniques and how to write music using these advanced composition devices through notation. 	<p>Build upon the key musician skills of performance, analysis and composition with some focus on Popular Music, Dance Music, Film Composition and individual composition.</p>	<p>Pupils continue to develop composition and write a second piece of music in year 11. Students continue to develop their performance and ensemble skills as well as refining their analysis and appraisal skills.</p>

The Big Picture – Intent

Yr11 Music students receive 5 X 1-hour lessons over a fortnight. The second year of GCSE Music provides students with the key musicianship skills needed for analysis, composition and performance. Students will study a range of genres including Western Classical Music, Popular Music, Music for ensemble and Music fusion. They will use advanced analysis skills to study 2 set works in depth. Students will develop their solo and ensemble performance skills and refine different compositional devices by building their composition portfolio. Students will be able to listen to all types of Music from different periods of time with a more critical ear. Being able to detect more subtle and stylistic changes and developments in dynamics, tempo, rhythm, structure, melody, instruments, texture and harmony. Students will contextualise their music listening skills through the in-depth study of 2 set works. They will practise and refine their chosen instrument(s) resulting in increasingly complex and confident performances. Students will embed their knowledge and practice of stylistic compositional techniques through the completion of 2 pieces.

Students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

Implementation:

Inter-leaving and retrieval practice are key elements of the KS4 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study that will ensure students are confident in the key components of musicianship. Students have an opportunity to refine their performance skills on their instrument, share their work and celebrate their achievements. Regular performance sessions ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers. Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the whole school rewards system.

Key Summative Assessments:

NEA – Solo and Ensemble Performances

NEA – Set brief and free composition

Exam – Listening and Appraising

Autumn:

Autumn 1 Listening mock exam

Autumn 2 Solo performance and set brief Composition

Spring:

Spring 1 Listening Mock exam, Ensemble performance

Spring 2 Free Composition

Impact:

Students will have developed the key skills of Performance, Composition and Analysis through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have developed their skills on their instrument and understand how to produce an effective performance and ensemble. They will understand how to employ compositional devices and techniques to produce a creative piece of music which develops ideas effectively. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a performer and their preferred genre of Music. They will leave the GCSE course with the transferable skills and good knowledge base to pursue a music related career of their choosing.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning	Prior Learning (Y10)	Future Learning (Y12)
<ol style="list-style-type: none"> 1. Revision of Musical elements 2. Revision of WCT and Music for ensemble 3. Revision of Popular Music and Fusion 4. Revision of Music for film 	<ul style="list-style-type: none"> • To listen to music and analyse the key stylistic and compositional features, in response to time sensitive questions. • To evaluate the effectiveness of compositional decisions in historical and purposeful context. • To confidently deliver an accurate and expressive performance on their chosen instrument. • To use and develop compositional devices and ideals to create a musically coherent and stylistic piece. 	<ul style="list-style-type: none"> • Students will gain an in-depth knowledge of different genres of music and how they are constructed using the elements of music. • Students will use the elements and their music theory knowledge with a more advanced method to analyse two set works. • Students will further develop performance and instrumental skills including as part of an ensemble. • Students will develop their knowledge of different compositional techniques and how to write music using these advanced composition devices. 	<p>Pupils continue to develop their performance skills on their instrument through continuing to rehearse their solo and ensemble pieces. Pupils further their composition skills that they have developed in year 10 as well as their analysis</p>	<p>Pupils continue to develop their analysis skills through in-depth analysis. Pupils study advanced compositional devices and techniques as well as more advanced solo performance</p>