

| Music | Curriculum Intent   |
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|       | <p data-bbox="409 268 1290 300">'Talent is everywhere, opportunity is not.' Simon Allen, saxophonist</p> <p data-bbox="409 336 1980 432">In Music, our intent is to instil and foster a passion and understanding of Music in our students. Our goal is for students to leave our curriculum able to access a variety of paths into a music-enriched life. We aim to provide opportunities for musicians of all styles and abilities within the curriculum and in our concerts.</p> <p data-bbox="409 469 2002 636">We aim to meet the demands of the National Curriculum and teach Listening, Composition and Performance through the exploration of Popular Music, Classical Music and World Music styles. Catering for students who do not receive external music lessons is always a starting point in each scheme of work (since not all students continue Music at GCSE level) but students are always encouraged to bring instruments in to lessons or to sing so that they are able to reach more advanced, expressive musical levels.</p> <p data-bbox="409 673 2029 976">While we intend for the curriculum to build in complexity from year to year (with whole class performance opportunities given in some units (such as ukulele, samba and African drumming), composition strands in others (such as Song-Writing, Music for Adverts and Rap Music) and performances given in different sized ensembles) our intention is to demystify the music-making process (for example, sheet music is issued with note names inside note-heads, tab is used in conjunction with sheet music and note-names are written on keyboards) . While iMacs are used in Year 7, education in Music Technology truly begins in Year 8 and continues in Year 9 with students using the foundation of their Year 7 techniques to compose their own music (in groups of two). Those students that have instrumental lessons are given the opportunity to undergo nationally recognised ABRSM Music exams in our Summer Term special visit each year; this enables us to give a more accurate prediction of GCSE grades and gives students the opportunity and drive to improve.</p> <p data-bbox="409 1013 2013 1246">We intend for our curriculum to support our extra-curricular ensembles (and vice-versa). Whenever students are spotted performing well, we encourage them to perform at a higher, more impactful level in our concerts and to join ensembles such as choir, ukulele group and orchestras. Students who perform in our orchestras or sing in choir are always encouraged to use their skills in lessons so that outcomes better reflect their true abilities. The concert calendar is planned to be inclusive, students receiving instrumental lessons have the opportunity to play solos in the Spring Charity Concert, rock and pop performers have the opportunity to play in the Open Mic and larger ensembles perform in our Christmas Concerts (at the local church) and Summer Concerts.</p> <p data-bbox="409 1283 2024 1347">'I would teach children music, physics and philosophy but most importantly music, for in the patterns of music and all the arts are the keys of learning.' Plato</p> |

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| Year 7                               | By the end of Year 7 students should:   |
| Knowledge (Listening)                | <ul style="list-style-type: none"> <li>➤ be able to identify key instruments</li> <li>➤ be familiar with musical elements of tempo, melody, harmony, rhythm and dynamics</li> </ul>                               |
| Skills (Composition and Performance) | <ul style="list-style-type: none"> <li>➤ be able to compose simple melodies with four-phrase structures</li> <li>➤ be able to perform simple melodies (with two and three-chord) chordal accompaniment</li> </ul> |

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| Year 8                               | By the end of Year 8 students should:  |
| Knowledge (Listening)                | <ul style="list-style-type: none"> <li>➤ be familiar with musical concepts attributed to the elements of music i.e. syncopation (in rhythm), 3 or 4 beat bars (in tempo) and vocabulary such as crescendo and diminuendo (in dynamics) etc.</li> </ul> |
| Skills (Composition and Performance) | <ul style="list-style-type: none"> <li>➤ be able to perform pieces in three parts (with three and four chord) chordal accompaniment</li> <li>➤ be able to compose a melody with chordal accompaniment or harmony</li> </ul>                            |

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| Year 9                               | By the end of Year 9 students should:   |
| Knowledge (Listening)                | <ul style="list-style-type: none"> <li>➤ be able to identify a wider range of musical techniques with an extended vocabulary building on the elements of music (i.e. prompted identification of musical ornamentation such as trills or of techniques such as pizzicato)</li> </ul>               |
| Skills (Composition and Performance) | <ul style="list-style-type: none"> <li>➤ be able to perform chordal accompaniments in more rhythmically developed patterns and perform more advanced melodies with improvised passages.</li> <li>➤ be able to compose melodies with harmony and bass lines in more extended structures</li> </ul> |