



CURRICULUM & ASSESSMENT

MUSIC



“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.” – Plato

Music lessons provide students with the opportunity to develop their creative and analytical thinking through a multitude of aspects of performance, composition and listening. Through the learning and practice of musical skill students also develop their powers of concentration, patience and resilience; group work helps them to learn how to collaborate, discuss and develop ideas to a common end. The creation of original music in compositions allows them individual expression and develops the ability to choose, reject and refine ideas.

INTENT

The National Curriculum for music aims to ensure that all students

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

We aim for students to gain a firm understanding of what music is through listening, singing, performing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring students understand the value and importance of music in the wider and global community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Key Aims of our Music curriculum

We intend, through our Music curriculum, to enable our students to:

- Enjoy engaging with a wide range of different music.
- Develop knowledge of how to read music.
- Communicate and share creative ideas.
- Embrace opportunities to develop their performance skills.
- Be curious.
- Appreciate creative processes.
- Develop their opinions and analytical language.
- Refine performance and composition to a high standard through the use of high-level practice techniques.
- Be confident in the running of their own group projects.
- To feel a sense of achievement in what they have created

IMPLEMENTATION

The music curriculum ensures students sing, listen, compose, perform and evaluate. This is embedded in the classroom activities as well as various concerts and performances, the learning of instruments, and the joining of one of our musical ensembles. The elements of music are taught in classroom lessons using a variety of

thinking skills so that students are able to understand, describe and demonstrate how music is created, played, appreciated and analysed. Students are encouraged to use the 'Thinking Hats' methodology within lessons to enhance this understanding.



Thinking Hats in Music.



“How can we characterise a Hippogriff using music?”
“How can we create a ghostly atmosphere using only our voices?”
“What imaginative ways can you play an instrument to get different effects?”

“How does this piece of film music make you feel?”
“Does your composition feel balanced?”



“What is your group’s next step in the composition process?”
“What do you need to improve ready for the assessment?”
“What is your personal target for the end of the year?”

“What are the 3 types of Japanese Music?”
“What is a time signature?”
“Name 3 musicals that were written in the 1970s”





Benefits and Feasibility

“Name on thing the group have done well in their Indian Music piece?”

“What are the benefits of using resonant instruments in a composition about peace & tranquillity?”

“What are the possible difficulties you are going to face during group work?”

“Which section of the piece are you most likely to get wrong and why?”



Caution, Risks,
Problems

Students learn how to compose, focusing on different elements of music in combination, which in turn feeds their understanding.

The music classroom is a safe and inclusive one where students from differing musical backgrounds are able to develop a growing confidence to take creative risks in the development of original musical ideas.

There is a spiral curriculum in KS3 with the level of difficulty increasing from year 7 to 9. Schemes of learning are based on half termly units, ranging in length from 5 to 7 weeks although some of the more cross-curricular projects such as Musical Theatre take longer.

The assessment at the end of each of these units is based on the student's demonstration of learning within each discipline of Performance, Composition and Musical Analysis followed by a personal written evaluation. Student voice is then sought after each project. Students' valuable feedback in previous years has meant that projects have been revised to reflect current interests and new technologies.

IMPACT

Whilst in school, students have access to a varied music curriculum, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access and develop a variety of thinking skills and practical abilities – resilience, patience, achievement, self-confidence, interaction with and awareness of others, self-reflection among others.

Music will also foster an understanding of culture and history, both in relation to the individual, as well as ethnicities from across the world.

Students are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can analyse music and understand its parts; they can sing and feel a sense of ensemble and they have an understanding of how to further foster skills less known to them, should they develop their interest later in their lives.

EXTRA-CURRICULAR MUSIC:

- Clubs and activities offered include
- Orchestra
- Production/Show Choir
- A Cappella Choir
- Bell Group,
- Carols & Mince Pies concert
- Carol Service
- House Music Festival.

Recent showcase performances include a Musicals Evening, the school production of Six – Teen Edition in 2023 and Mary Poppins in 2024, with Frozen planned for 2025



CURRICULUM & ASSESSMENT OVERVIEW:

TERM	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
1	<p>The Elements of Music: <i>Fantastic Beasts</i></p> <p><i>Pitch, Dynamics, Tempo & Timbre</i></p> <p><i>Characterisation in music</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>	<p>Arranging: <i>Pachelbel's Canon</i></p> <p>.</p> <p><i>Ground Bass, Chords, Development of melodie</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>	<p>Popular Music: <i>Four Chords & Song Writing</i></p> <p><i>Popular music structures, Chords, Lyric Writing</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>	<p>AoS 2: <i>Conventions of Pop</i></p> <p><i>Composition Skills 1</i></p> <p>Assessment : <i>Solo Performance</i></p>	<p>Revision of all AoS</p> <p>Preparation for Practical Component</p> <p>Assessment : Composition set to a brief</p>
2	<p>Keyboard Skills: <i>Festive Music</i></p> <p><i>Reading Music, The notes of the piano, proper keyboard technique</i></p> <p>Assessment : Key vocab tests</p>	<p>Popular Music: <i>Rock & Roll</i></p> <p><i>Chords, Walking Bass, Blues Scale</i></p> <p><i>Improvisation, Swing rhythms, Guitar playing</i></p> <p>Assessment : Key vocab tests</p>	<p>Popular Music: <i>Rock</i></p> <p><i>Rock Guitar techniques, Bass riffs, Backbeats</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or</p>	<p>AoS 3: <i>Film Music</i></p> <p><i>Composition Skills 2</i></p> <p>Assessment : Ensemble Performance</p>	<p>Revision for year 11 mock</p> <p>Preparation for Practical Component</p> <p>Assessment : Composition set to a brief</p>

	throughout the unit of work. Solo and /or group performance at the end of the project	throughout the unit of work. Solo and /or group performance at the end of the project	group performance at the end of the project		
3	<p>World Music: <i>Introduction to African Drumming</i></p> <p><i>The 3 Tones</i> <i>African culture</i> <i>Polyrhythmic music</i> <i>Call & Response</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>	<p>World Music: <i>India - Krishna & the King of Snakes</i></p> <p><i>Hindusthani instruments</i> <i>Ragas, Talas & drones</i> <i>Indian Musical structure</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>	<p>World Music: <i>African Drumming</i></p> <p><i>Polyrhythmic, bi-rhythmic music, cross-rhythms</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>	<p>AoS 4: <i>The Concerto through Time</i></p> <p><i>Integrated Portfolio Composition</i></p> <p>Assessment : Solo Performance</p>	<p>Free Composition rework</p> <p>Set Composition rework</p> <p>Preparation for performances</p> <p>Revision for exam</p>
4	<p>World Music: <i>Japanese Bunraku Puppet Theatre</i></p> <p><i>Japanese traditional instruments, The Insen Scale, Creating music for a</i></p>	<p>Performing Arts: <i>Musical Theatre</i></p> <p><i>The evolution of musical theatre, singing, acting</i></p>	<p>Music & Media: <i>Film Music</i></p> <p><i>Music for Atmosphere, action, character and place. Group</i></p>	<p>AoS 5: Rhythms of the World</p> <p><i>Integrated Portfolio Composition</i></p> <p><i>Ensemble Performance</i></p>	<p>Final performances recorded</p> <p>compositions recorded</p> <p>submission deadline</p> <p>revision for final exam</p>

	<p><i>Puppet theatre performance</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>	<p><i>& choreography to tell a story.</i></p> <p>Assessment : Group devised project</p>	<p><i>composition work to film clip.</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>		
5	<p>Singing: <i>A Capella</i></p> <p><i>Part singing, harmony, pitch, rhythm & chords</i></p> <p>Assessment : A capella singing performance.</p>		<p>Performing Arts: <i>Music for Shakespeare</i></p> <p><i>Sound-scaping, actor as musician, antiphony</i></p> <p>Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project</p>	<p>Revision for year 10 exam</p> <p><i>Integrated Portfolio Composition Solo & Ensemble Performance</i></p>	<p>Revision for final exam</p>
6	<p>Musical Structures: <i>Planet Rondo</i></p> <p><i>Rondo form, characterisation in music</i></p>	<p>Chords: <i>Introduction to Song writing</i></p> <p><i>Chords, bass lines, pentatonic melodies, lyric writing</i></p>	<p>Arranging: <i>Final Performance</i></p> <p>Assessment : Student choice performance piece</p>		<p>EXAMS</p>

	Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project	Assessment : Key vocab tests throughout the unit of work. Solo and /or group performance at the end of the project			
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PROGRESSION DURING KS3	
8-9	<ul style="list-style-type: none"> • Sensitively perform technically demanding pieces, paying attention to detail • Communicate well with the audience • Compose successful pieces which demonstrate understanding of compositional techniques. Ideas are carefully refined and revised. • Compositions clearly reflect the chosen style, and are satisfying to listen to • Know and recognise a range of musical styles and genres. • Musical details of a piece can be identified and explained using correct musical vocabulary
6-7	<ul style="list-style-type: none"> • Perform more complex pieces with accuracy and fluency • Pay attention to details of dynamics and articulation • Compose successful pieces where the elements of music are used appropriately. Ideas are developed. • Compositions reflect the chosen style. • Recognise a range of musical styles and genres. • Some musical details of a piece can be identified and explained. Some musical vocabulary is used
4-5	<ul style="list-style-type: none"> • Perform intermediate pieces which may use more difficult keys. • Mainly fluent and accurate performances but there may be hesitations • Simple ideas are developed in compositions, which may be rather short • Basic structures and elements are used • Simple or obvious musical elements in a piece can be identified.
2-3	<ul style="list-style-type: none"> • Performance of simple pieces which use a limited range of notes • Performances limited by problems with accuracy, fluency or intonation • Basic ideas are used in compositions, which may lack focus • Limited understanding of the chosen style is shown • Limited response to unfamiliar music, with no clear understanding of musical terms shown.

FEEDBACK AND ASSESSMENT

Throughout KS3 students are assessed on three things:

- Performing (either on their own or as part of a pair/group)
- Composing (either on their own or part of a pair/group)
- Appraising (individual – self or peer assessment of your work and that of others, and response to music we listen to in lessons)

Verbal feedback is given every lesson, both informally (during individual/group practice time) and formally (in reviewing progress of a performance/composition). Teacher and peer feedback of this kind forms the larger part of student assessment.

Assessment at KS4

Students taking Music at GCSE will have work assessed in accordance with the requirements of the examination board. In general, students are required to

- PERFORM two pieces, one as a solo and one as part of an ensemble. (Non examined assessment)
- COMPOSE two pieces of music, one as a response to a set brief and one as a “free” composition. (Non examined assessment)
- Students are also required to APPRAISE music through answering questions about pieces they listen to. (Written examination)

End of Year Statements

By the end of year 7 students will have learnt

- The elements of music, the instruments of the orchestra, rondo form and how major and minor scales work.
- They will be able to play a simple keyboard melody with chords and perform various pieces in groups.
- They will be able to individually compose a 4/4 melody using the pentatonic scale, and describe pieces of music using some correct vocabulary.
- They will have explored the music of Sub-Saharan Africa and Japan and composed music using traditional techniques.

By the end of year 8 students will have learnt

- The elements of music, chords, and song structures.
- They will be able to compose and perform music in a traditional Hindusthani style to tell a children’s story and describe pieces of music using the correct vocabulary.
- They will have written, devised, composed and choreographed and performed their own scene from a musical.

By the end of year 9 students will have learnt --

- The traditions of African drumming, the structure of rock music, the chords used in pop songs and the conventions of film music.
- They will be able to compose music for the stage and screen.
- They will be able to write their own songs.

By the end of year 10 students will –

- Know the particular features of all the elements of music and the key points from the 4 Areas of Study (The Concerto Through Time, Rhythms of the World, Film Music and The Conventions of Pop)
- They will be able to work on group performances and perform a solo piece of their choice.
- They will have composed a piece of music set to their own brief.
- They will be able respond to examination questions using appropriate and correct key vocabulary.

By the end of year 11 students will –

- Know the particular features of all the elements of music and the key points from the 4 Areas of Study (The Concerto Through Time, Rhythms of the World, Film Music and The Conventions of Pop)
- They will be able to perform both solo and ensemble pieces of their choice to the required standard.
- They will have composed a piece of music as required by the exam board, to a brief set by the board.
- They will have responded to examination questions using appropriate and correct key vocabulary.