

Curriculum Overview Year 7 - 11 Music



Music

Curriculum Intent: To give students a lifelong love of music and to find the next generation of talented musicians. To further engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

How the curriculum fits in to the College's FABRIC?

Focused: regularly evaluated for improvement. Reacts to what students know/don't know and can/can't do

The Music Department recognises the need for constant review and reflection of the curriculum. Staff are ambitious and restless in the refinement and development of the curriculum to meet the needs of all students. Student and staff voice is regularly collected and analysed as part of the QA cycle. The evidence is triangulated against progress data and informs subsequent curriculum decisions. The curriculum is focussed on the acquisition of core knowledge and skills of performing, composing and listening and appraising, which build across the 5-7 year curriculum. The curriculum is designed to ensure the complexity of music accessed by the students is appropriate to age and ability. As pupils progress, they should develop a critical engagement with music, allowing them to perform, compose, and to listen with greater discrimination.

Appropriate: displays a careful selection of knowledge and skills that are cumulatively assessed

The 5-7 curriculum covers the National Curriculum requirements and maps performing, composing and listening and appraising, each year, to build cumulatively. There is continuous assessment when students are engaged in practical group work. Each unit has a checkpoint in class assessment where performing or composing skills are assessed against KPIs. The teacher uses their marking and verbal feedback to target and drive progress. These formal assessments feed into the College T&L PR cycle. On occasions, when time permits, students may be given a preliminary KPI and then further time to revise and improve their practical work. Students can also be given the opportunity to peer assess each other's practical work in class.

Broad and balanced: includes a range of academic subjects and builds 'Cultural Capital'

The 5-7 curriculum covers a broad and diverse range of music and composers. The Music department is engaged in diversifying the curriculum, this commitment is shown through the Princes Teaching Institute accreditation project. Music is carefully selected to support equality, diversity, character development and British values. Our wall display boards reflect this process.

Rigorous: Challenges and supports all students to be able to know more and remember more

- Pupils are challenged by a highly qualified team to play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- listen with increasing discrimination to a wide range of music from great composers and musicians.

develop a deepening understanding of the music that they perform and to which they listen, and its history.

Integrated: to be progressive – there is clear vertical progression in each subject from year to year

Each year covers the 3 pillars of performing, composing and listening and appraising. The knowledge from the previous year/unit provides the foundation for the next stage of the curriculum. Year 7 focuses on the Elements of Music - Pitch, Tempo, Dynamics, Duration, Structure, Texture, Timbre. Y8 offers a chance to use these elements with greater sophistication and subtly. Year 9 builds on the on the core knowledge and skills already gained and applies it to the GCSE context that starts to explore set works. This process continues in greater depth throughout Y's 10 and 11 adding new layers of complexity to what has already been learned. At A Level students develop their analytical skills over a much larger body of set works that cover the whole spectrum of music history and styles and thus broadening knowledge much further than before.

Coherent: there is clear intent about what our students will learn at each stage

The Music Curriculum is designed to ensure all students enjoy their musical journey, whilst learning new skills and knowledge along the way. Knowledge and skills are demonstrated through practical work, often in small groups, that cover the 3 pillars of performing, composing and listening and appraising. Topics and projects are revisited from one year to the next, but with greater sophistication. For example, composing music for a scary poem in Y7 becomes writing leitmotifs for film in Y8, which becomes studying John William's Music for *Star Wars* in Yrs. 9,10 and 11 and culminates in studying the iconic Bernard Herrmann score for *Psycho* in Yrs. 12 and 13.

How we assess learning

- There is continuous assessment when students are engaged in practical group work.
- Each unit has a checkpoint in class assessment where performing or composing skills are assessed against KPIs. The teacher uses their marking and verbal feedback to target and drive progress.
- These formal assessments feed into the College T&L PR cycle.
- On occasions, when time permits, students may be given a preliminary KPI and then further time to revise and improve their practical work.
- Students can also be given the opportunity to peer assess each other's practical work in class.

Key Vocabulary

- Key vocabulary is identified for each topic.
- There are vocabulary posters in classrooms that cover all the Elements of Music -Pitch, Tempo, Dynamics, Duration, Structure, Texture, Timbre.
- In Music we spend time studying the etymology of musical words to aid understanding like polyrhythmic, homophonic, and hemi demi semi quaver.
- Recall starters are used to revisit terminology.

Enrichment	Careers education prepares our students to make informed choices about their futures
<ul style="list-style-type: none"> • There are 9 extra-curricular Music clubs that take place at the College each week that are free and are open to all musicians. • Music colours are awarded to those students who regularly attend our extra-curricular clubs and gain ABRSM music qualifications. • We offer ABRSM music exams each term at the College for students who want extra nationally recognised musical qualifications. • There is at least one large musical event every term at the College. These include concerts, Carol Services, College Productions and the Mair Cup Music Festival. • There are opportunities to perform outside of College each year like at the Royal Norfolk Show and in primary schools. 	<ul style="list-style-type: none"> • Students understand that the Music curriculum prepares them for a broad range of careers. • They can use the expertise of our visiting instrumental and vocal teachers to discuss musical career pathways and also suggest opportunities for work experience. • We have KS3 topics that cover musical careers that we highlight on TEAMS • There are musical career wall displays in the Department • Professional Musicians and past students visit the College regularly to judge the Mair Cup Music Festival and are happy to talk to students about their careers. • Enrichment opportunities also suggest possible career choices.
Our curriculum is underpinned by our values and expressed through our curriculum	
<p>Pride: The Department has high expectations for all students and is proud to be a fun creative subject that is valued by staff and students. Students are encouraged to take pride in all aspects of their work. The rigorous curriculum content indicates the high expectations the department has for all students and the pride taken in curriculum development. The department environment including corridors and classrooms are presented to reflect pride in the subject.</p> <p>Passion: Teachers share their passion for Music through the challenging curriculum and the diverse range of music/composers that are covered. Teachers share examples of wider listening that they think students would like to hear to encourage students to broaden their musical repertoire. Wider listening then becomes a pleasure as students discover new styles and genres that they like. Our visiting instrumental teachers have a real passion passing on their musical experiences and skills. Our students show passion in the many performing opportunities that they have at the College.</p> <p>Positivity: Students are taught to respond to their work and make improvements as they learn curriculum. Students are encouraged to progress by participating in graduated projects involving performing, composing and listening and appraising. They work in a friendly relaxed atmosphere where it is alright to make mistakes and second chances are regularly offered.</p>	

