<u>**Music Curriculum Plan**</u>

Curriculum Intent Statement
Department of Music
De Warenne Academy

Music is so much a part of the background of everyday life that it tends to get taken for granted. Yet, for many people it is a powerful focus for creative energy and one which both stimulates and guides the imagination. Music at De Warenne Academy aims to develop aesthetic sensitivity and creative ability in all pupils.

The development of musical perception and skills is dependent upon the quality, range, and appropriateness of these musical experiences, as they are provided within and outside school. There are many different styles of music appropriate for different purposes and offering different kinds of satisfaction and challenge; excellence may be found in any style of musical expression.

The study of music as a foundation subject provides for the progressive development of:

- skills in movement, vocal skills, and in aural imagery, acquired through exploring and organising sounds
- awareness and appreciation of organised sound patterns
- sensitive, analytical, and critical responses to music
- the capacity to express ideas, thoughts, and feelings through music
- awareness and understanding of traditions, idioms, and musical styles from a variety of different cultures, times, and places
- the experience of fulfilment which derives from striving for the highest possible artistic and technical standards.

The aim of the Music Department at De Warenne Academy is to make music:

- **Enjoyable**
  - To develop a sensitive response to sound in general and a lifelong enjoyment of music of all kinds, both as a listener and a participant
  - To think about musical ideas
  - To use music as a creative stimulus

- **Creative**
  - To develop pupils' self-expression
  - To develop the capacity to understand and express ideas and feelings through the medium of sounds

- **Social/Moral**
  - To develop the ability to work constructively as a member of a group using skills of leadership, discussion, negotiation, and the blending of different peoples' ideas

- **Cultural**
  - To develop an awareness of musical heritage, traditions, and developments in a variety of cultures and societies

- **Cross-Curricular**
  - To help language development and literacy
  - To develop a feel for patterns and numeracy
  - To provide a vehicle for learning certain subjects or to enhance other subjects e.g. language, history, art, drama etc.

- **Aesthetic**
  - Music helps pupils to understand the way their feelings work and to develop an insight into areas of experience, some of which cannot be verbalised easily

The Music Curriculum

The curriculum focusses on three main skills from the National Curriculum: Performing, Composing and Listening & Appraising. A range of music from different times, styles, genres, and places is taught. Time is spent on a variety of instruments, including the voice. Listening skills are applied in every scheme of work.

Aims of the curriculum:

- All students, regardless of prior experience or capability, are engaged in active music making and are allowed to feel a sense of achievement
- The attainment of boys and girls is broadly similar
- The music curriculum responds to the cultural heritage of the local community, whilst addressing a range of other cultures
- The curriculum promotes the musical achievement of different cultural groups and both sexes
- Information is provided on musical opportunities within the local and wider community
- Students have the opportunity to learn a range of musical instruments
- Opportunities are provided for students to perform in out of class music activities
- Music contributes to the life of the school and to the development of key skills

Intent, Implementation, and Impact

Intent

To develop learners who can:

- Work well with others
- Work independently to improve skills via hard work and problem solving
- Use creative skills and improvise ideas on the spot
- Appreciate a wide range of diverse musical styles

Implementation

- A curriculum which implements the skills of listening, performing, and composing
- A curriculum that gives pupils a wide range of experiences that covers popular, classical and world music styles
- A practical based curriculum, focusing on group and individual skills

Impact

- Pupils who are able to join the workforce with creative skills, independence, and the ability to work with and lead others
- Confident pupils who are resilient and able to break through challenges

What skills/knowledge do we focus on?

Performing	Composing	Listening
• Instrumental techniques • Posture • Co-ordination • Projection • Tuning • Tone and harmony • Playing in time • Playing at a steady tempo • Using dynamics to create a dynamically balanced ensemble performance • Improvisation skills • Stylistic features in different music • Music reading skills	• Creating melodies using a variety of scales, keys, and development techniques such as sequence, call and response and countermelody • Creating and developing chord sequences • Using dynamics, tempo, duration, keys, texture, and timbre to create different moods and atmosphere • Composing to a brief • Scoring • Riffs, ostinato and loops	• Recognising instruments • Recognising tonality • Hearing and understanding musical structure • Comparing musical styles • Composing and contrasting musical elements • Hearing layers of sound • Hearing vocal and instrumental techniques • Hearing the use of the main musical elements

Music Teaching Structure

From September 2020, Music at De Warenne Academy will be taught on a carousel with Drama. Pupils will receive 3 half terms of music throughout each year of Key Stage 3 (years 7-8).
From September 2021, music will also be taught to year 9 students at key stage three level.

Pedagogy	Enrichment	Sequencing	Key Concepts
Our pedagogy is underpinned by: • Unit based learning with each based on a different skill/technique • A focus on developing pupils' self-confidence through a range of performance and composition tasks • The regular use of live modelling and exemplar answers to demonstrate processes, standards, and expectations • Importance placed on giving pupils opportunities to improve their work • Pupils will develop a rich and deep subject knowledge	We will enrich our curriculum by: • Establishing cross-curricular links with other subjects • Providing on and off-site subject or topic related experiences • Developing relationships with local theatre and performance venues • Improve their spiritual, social, moral, and cultural understanding and experiences	Pupils learn within unit-based topics that interlink key skills. It allows the development of key musical skills. Pupils are able to: • Make relevant links between different themes and genres • Progress between key stages 3 and 4 with a wide subject knowledge • Have an element of challenge and complexity to performance and composition work	In Music, pupils will develop key techniques including: • Performing on a range on instruments from • Learning about music from different parts of the world and different cultures • Performing on own and as part of an ensemble • Understanding and performing from a range of musical notations • Composing using a range of musical notations • Listening to and appraising a wide range of styles and genres of music

Year 7	7.1	7.2	7.3
	Rhythm and African Drumming	**Instruments of the Orchestra**	**Keyboard Skills and Learning Notation**
Knowledge	Introduction to basic rhythms found throughout music. Concentrating on accurate clapping and of these rhythms before moving on to performing on Djembe drums, including the different timbres that can be created on the drums. Pupils will perform in small ensembles alternating between performing a group rhythm and a solo (if they wish to).	Develop knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils will learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of the modern symphony orchestra.	Introduction to treble clef notation on the stave, reading notation and how this correlates to the keys of a keyboard/piano. Pupils will perform individually in this topic with a range of pieces of increasing difficulty. Each piece will build on skills needed for accurate piano playing including correct finger position, crossing over of fingers, chords etc.
Skills/concepts	• Rhythm- crotchet (and crotchet rest), quavers, semiquavers, minim • Pulse • Beat • Rhythm grid notation • Time signature • Conducting • Bars and bar lines • Polyrhythms • Ensemble skills • Performance skills • Composition skills	• Timbre and sonority • Grouping instruments • "Families" of instruments • Performing as class ensemble • Rhythm • Performance skills	• Layout of the keyboard/piano • Treble clef • Treble clef notation • Stave- lines and spaces • White keys and black keys • Sharps and flats • Left hand and right hand • Finger position (1-5) • Performing
SMSC-British Values	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • encourage respect for other people • an acceptance that other people having different faiths or beliefs • an understanding of the importance of identifying and combatting discrimination	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • encourage respect for other people	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • encourage respect for other people
Literacy focus (key words, concepts, and musical knowledge)	• Djembe performance technique (bass, tone, and slap) • Improvisation • Textures • Cyclic and polyrhythms • African musical instruments • Master drummer • Ostinato • Call and response	• strings, brass, woodwind, percussion (tuned and untuned) • orchestra • ensemble • conductor • pitch • timbre/sonority • arco and pizzicato	• layout of a piano/keyboard • treble clef and treble clef staff notation • stave (lines and spaces) • sharps and flats • melody and accompaniment • Chords • Middle C

Links to prior learning	Students may have leant some of the basic rhythms at primary school, especially if they have played an instrument.	It is helpful if students have a prior knowledge of orchestral instruments or have played an orchestral instrument at primary school.	inks to rhythms from 7.1. Some students may have knowledge of treble clef notation if previously played an instrument at primary school.
Preparation for future learning	• Learn further examples of African songs, chants, and spirituals • Relate music to other festivals and rituals, including Mardi Grad (Samba)	• Western Classical Tradition (1650-1910) • Instrumental music (1700-1820) • The concerto through time • Musical forms and devices • Solo and ensemble performance	• Further development of keyboard skills to become confident performers • Perform in a variety of different styles • Perform duets (4 hand piano)
Assessment	Performance and evaluation	Performance and evaluation	Performance and evaluation
Year 8	**8.1**	**8.2**	**8.3**
	Reggae	**Ukulele Skills**	**Soundtracks**
Knowledge	This unit begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. Pupils learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms, and the vocal melody line. Pupils harmonic language is extended and developed constructing chords I, II, IV and V, performing these in the traditional offbeat Reggae style.	Whole class performances on ukulele will help to promote a sense of rhythm and timing to pupils and allows for more able pupils to act as mentors to those that may be struggling. The focus of the topic is to learn to perform some popular songs on ukulele by concentrating on correct finger positions and strumming patterns. Pupils will learn to understand ukulele chord diagrams and TAB notation.	A brief overview of film music which covers silent movies, main title music and animation. The main focus is on composing for animation, including original music and sound effects.
Skills/concepts	• Recognise the stylistic conventions of Reggae music • How chords contribute to the texture of a song • Key features of a reggae bass line • Understand syncopation and how it is used in Reggae music • Identify the different layers that make up Reggae music	• Parts of the ukulele • Chord • Major chord • Minor chord • Chord chart • Triad • Open strings • Frets • Barre • Strumming • Tuning/intonation • Ensemble skills • Staff notation Tablature/TAB notation	• History and Origins of Film Music • Use of "Classical" music in films • Leitmotif • Atmosphere/Mood • Storyboard • Cue Sheet • Orchestration • Timbre/Sonority • Musical Clichés • Mickey-Mousing • Pastiche • Sound Effects • Theme • Motif • Chromatic harmony • Dissonance • Diegetic/Non-Diegetic • Ensemble performance • Composing skills
SMSC- British Values	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • encourage respect for other people	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • encourage respect for other people

	- encourage respect for other people - an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour - an understanding of the importance of identifying and combatting discrimination		
Literacy focus (key words, concepts, and musical knowledge)	- Reggae, mento, ska, rock steady - Rastafarianism - Offbeat- strong beats - Primary triads (tonic, dominant and subdominant chords) - Call and response	- Structure- intro, verse, chorus, bridge/middle 8 - Chord - Bass line - Melody - Riff - Melody and accompaniment - Parts of the ukulele	- Leitmotif - Soundtrack - Theme song - Mickey-Mousing - Concord/Discord (chromatic) - Storyboard - Sound effects - Timbre/sonority - Musical cliches - Diegetic/non-diegetic music
Links to prior learning	It is helpful if pupils have listened to a wide range of musical styles and genres.	Understanding of chords and how they are constructed (7.3, 8.1). Listening to a wide range of musical styles and genres.	The origins of early film music- how did it originate and develop? Watched a variety of styles/genres of films with music by different film music composers. Knowledge of timbre, sonority, and instrumentation (7.2)
Preparation for future learning	Links to popular music, vocal music, and conventions of pop.	Links to popular music, vocal music, and conventions of pop	Links to music for film and music for stage and screen
Assessment	Performance and evaluation	Performance and evaluation	Performing own compositions and evaluation
Year 9	**9.1**	**9.2**	**9.3**
	Samba	**Blues**	**4 Chord Songs (Pop Music)**
Knowledge	This topic can be used as a whole class ensemble performance or can be broken down into smaller ensembles depending on the skill level and confidence level of pupils within the group. Pupils will build on their knowledge of syncopation (reggae- year 7) to be able to perform more complex and syncopation rhythms on a variety of samba instruments.	This unit develops pupil's understanding of the key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres. The history, origins and development of the Blues and different types and styles of Jazz can be interspersed throughout the unit. Instruments, timbres, and sonorities used in Jazz and Blues are also explored and the different roles between Frontline and Rhythm Section instruments within Jazz and Swing/Big Bands. The 12-Bar Blues chord pattern makes a traditional starting point for the unit with pupils learning chords I, IV and V as triads in C Major before pupils extend these into seventh chords triads and turn these into a Walking Bass Line. The Blues Scale introduces a new melodic resource on which to improvise using ostinato, riffs and fills within the 12-Bar Blues.	Pupils will hone their performance skills by recreating a well-known pop song. Pupils have the opportunity to perform vocally as well as on keyboards/pianos, guitars, bass guitars and drums if they wish to. They must perform as an ensemble but are able to put their own "spin" on the piece. This topic follows the Musical Futures concept which is a programme of 'informal learning, drawing on the real-life learning practices of popular musicians…It involves students in self-directed, independent learning groups, working on a series of musical tasks.'
Skills/concepts	- Call and response - Rhythm - Improvisation	- Know how chords and triads are performed, notated, and used in Blues music - Recognise and perform chords I, IV and V	Popular Song Structure – Intro, Verse, Pre-Chorus, Chorus, Middle 8 Bridge, Instrumental Solo, Coda/Outro

	• Ostinato • Percussion instruments • Polyrhythm • Texture • Pulse • Structure	• Understand and demonstrate what makes an effective improvisation	• Riff • Hook • Melody • Lyrics • Chord • Bass Line • Texture • Accompaniment • Instruments of Pop • Musical Arrangements • Cover versions • Mashups/Remixes
SMSC-British Values	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • encourage respect for other people	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures • encourage respect for other people • an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour • an understanding of the importance of identifying and combatting discrimination	• enable students to develop their self-knowledge, self-esteem, and self-confidence • encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely • encourage respect for other people
Literacy focus (key words, concepts, and musical knowledge)	• Call and response • Cyclic rhythm • Improvisation • Ostinato • Percussion instruments • Polyrhythms • Syncopation • Song structure	• 12 Bar Blues/ Blues chord sequence • Blues song structure • Blues scale • Improvisation • Swung rhythms • Ostinato/riffs • Frontline and rhythm sections	• Popular song structure (intro, verse, chorus, bridge/middle 8, outro) • Hook and riff • Melody • Texture • Chords and accompaniment • Bass line • Arrangement • Lead sheet (notation) • Range of instruments • Timbres and sonorities in songs
Links to prior learning	Call and response, cyclic rhythm, improvisation, polyrhythms (7.1) Percussion instruments (7.2) Syncopation (8.1)	Understanding of chords and their construction (7.3, 8.1, 8.2, 8.3) Music from other cultures (7.1, 8.1)	Song structure (8.1) Chords and accompaniment (7.3, 8.1, 8.2, 9.2)

			Lead sheet (7.3, 8.2) Range of instruments, timbres, and sonorities (7.3)
Preparation for future learning	Links to rhythms of the world	Links to popular music, vocal music, and conventions of pop.	Links to popular music, vocal music, and conventions of pop.
Assessment	Performance and evaluation	Improvising, performing, and evaluating	Performing own musical arrangements and evaluating