

# **St Michael's Church of England High School Curriculum Plan**

## **Music**



## **The Aims of the Music National Curriculum**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## Music Intent Statement

- The design of the curriculum at St Michael's aims to allow pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions.
- Musical learning at KS3 is built around main strands, which are interrelated and overlapping working in an ever increasing spiral of progression. These are: singing/ composing/improvising/ playing/ critical engagement/ social, moral, spiritual, and cultural/developing knowledge.(Swanick & tillman)
- The curriculum at St Michael's aims to complete an appropriate POS for all KS3, 4 & 5 music students. In addition we aim to provide opportunities for students to extend their learning through the study and preparation for ABRSM, Rock school and Trinity performance and theory examinations.
- In order to access and achieve examination success numeracy and literacy is an on-going but discrete element of teaching and learning by its use of counting beats, learning key words and understanding how to respond appropriately for exams.

Pupils will have the opportunity to build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

The first stage of this will be to ascertain students' level of experience and skill in the "find your Voice" unit in autumn Year 7. As the students entering Year 7 will have come from a range of primary schools, although the KS2 entitlement is the same, the range of musical experience may differ. The "Big ideas" for KS3 flow directly on what KS2 students might have experienced.

- 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 interrelated 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

## What are the big ideas in Music?

### Performing

### Composing

### Appraising (Listening & Knowledge)

## How are the big ideas developed through Key Stage 3

### Year 7 –

P – Students start the Key stage by focussing on vocal work – as a class and smaller groups in the ‘Find your Voice’ unit. They are also introduced to various instruments – percussion, keyboards and other instruments (supported by Sefton Music service). Some student s will either begin or continue to play instruments in individual instrumental lessons(optinal for all of Year 7)

C – They will create their own simple arrangements of pieces, then they will be introduced to writing music with a structure and then a ‘character’. They will also develop their understanding of simple notation.

A – Students will develop the terminology used to describe music (“the Elements” of music and apply it with increasing confidence to a wide range of music. They will also learn about different types of ensembles – the orchestra, folk and Chinese music

### Year 8 –

P – Students are increasingly challenged to play at a higher standard this year, on keyboard there will be opportunities to perform pieces using both hands (Grade 1 standard) and in a wider variety of keys. There are continued opportunities for the development of vocal work and the opportunities for more solo vocal work. The piece

C – Students will compose using more complex structures and textures (Blues and Film Music projects) aswell as using a wider range of keys and time signatures (rhythm nations and Music through time). They continue to develop their understanding of notation (grade 1 & 2 theory)

A – Students will find out about Baroque/Classical and Romantic genre, aswell as the context of Blues and some African music. They will continue to develop their language skills in order to be able to describe music in terms of the structural organisation.

### Year 9 –

P – In this year pupils continue to develop their personal performance skills but also take part in more group work in order to develop their ensemble skills (timing, balance, awareness of others etc)

C – Pupils create music that would be suitable for a popular music context and use live instruments aswell as technology to create their ideas.

A – pupils develop an awareness of popular styles aswell as the context of music as a way of preparing them for Key stage 4 music.

## Key Stage 4 (New course for current year 10)

### Level 1/2 Award in Performing Arts (T Award)

#### Eduqas

Unit 1 Performing (Music or Music Theatre)

Unit 2 Creating (Music or Music Tech)

Unit 3 Performing Arts in Practise

#### How are the big ideas developed in Key Stage 4?

Year 10 Pupils gain an understanding of music learning through a vocational approach. Throughout the year they continue to develop their performance and compositional skills *as if working in the music industry*. In year 10 they will complete the internally assessed units of performing and creating (external moderation). Both units will culminate in a performance piece. The units will also have assessed tasks of planning, research, log book records and evaluation.

Year 11 Pupils will continue to develop their understanding of all aspects of the music industry through their preparation for the Unit 3 music industry written examination. This will culminate in a 20 hour controlled assessment which will allow candidates to demonstrate their ability to plan, promote, pitch and evaluate a response to a pitch set by the exam board.

## Key Stage 4 – current year 11

### Level 1/2 Award in Performing Arts (T Award)

#### Pearson

Unit 1 The music industry

Unit 2 Music Products

Unit 4 Composing

Unit 5 Performance

#### How are the big ideas developed in Key Stage 4?

We have an after school Btec 'club' that has been working through this Btec award. In year 10 they worked on units 2 and 4. In Year 11 they will complete these units as well as the performance unit. They will also continue to develop their understanding of all aspects of the music industry through their preparation for the Unit 1 music industry written examination which can be taken in January and re-taken if necessary in June.

## Key Stage 5

### Btec Level 3 in Music Performance

#### Exam Board: Pearson

Unit 1 Practical music Theory and Harmony

Unit 2 Professional Practise in the music Industry

Unit 3 Ensemble music Performance

Unit 6 Solo Performance

#### How are the Big ideas developed through Key stage 5

**Year 12** Students in year 12 gain an initial insight to the course through some mini performance projects in Autumn term. They then develop the skills for performance so that they are able to deliver an effective 15 minute recital (Spring term) and they continue to develop their theoretical understanding (up to grade 5 ABRSM) so that they can complete the theory and harmony unit.

**Year 13** This year students have a greater focus on the music industry, gaining an in-depth understanding of the processes and practises involved in preparation for the extended written exam (unit 1). They also complete the synoptic ensemble unit (unit 6), leading to a final group performance. The unit also requires the candidates to demonstrate how to work effectively in the music industry.



## Subject Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Find Your Voice</b> P- develop confidence in using voice and an instrument C- Create a simple vocal arrangement A- Learn about elements and use to describe your work (Peter Grimes) <i>Assess – Vocal perf</i>	<b>Pitch it up and sing a long</b> P- Perform songs (some KBD) to introduce traditional notation C- arranging using voices and instrument A- theory grade 1 focus (Harry Janos – Musical clock) <i>Assess – comp rhythm grid</i>	<b>Theory of Music</b> P- performances of simple melodies in 4 Grade 1 keys C- Comp of 4 bar melodies & rhythm (Gr 1) inc notated A- understand about melodic structure (Dvorak New World) <i>Assess – app – summative test 1</i>	<b>Ensemble –Orchestra</b> P- Kbd performing skills (melody in 1 hand) C- Composition & notation of character pieces A- Knowledge of orch, recognition if instr. (Carnival of the Animals) <i>Assess – Comp Animal pieces</i>	<b>Ensemble – Folk &amp; China</b> P- ensemble performance of folk pieces C- adding accompaniment A- knowledge of non-western styles (wellerman, Dorset 4 hand) <i>Assess – perform – folk arrangements</i>	<b>Ensemble – China</b> P- Perform (as ensemble) of non-western style C- pentatonic pieces with simple drone accompaniment A- knowledge of non-western styles (Pagodes – Debussy) <i>Assess – App – summative test 2</i>
<b>Enhanced Learning opportunities</b>	All Year 7 classes will start to learn a musical instrument in the lesson	Opportunity for any KS3 pupil to receive small group instrumental tuition for free and to participate in any of the ensembles	Watch a live performance in school in preparation for thinking about ensembles	Watch a live performance at the Liverpool Phil	Learn about music & culture from around the world	Learn about music & culture from around the world
<b>Year 8</b>	<b>Rhythm nations</b> P- Performance of work with more complex rhythms (syncopation and polyrhythm) – melodic, rhythmic and chordal parts C- Create own arrangements A- Knowledge of music from around the world, focus on Africa (Kpanlogo & Rite of Spring) <i>Assess - comp – rhythm piece with greater complexity</i>	<b>Music Through Time</b> P- Perform melody & acc parts in $\frac{3}{4}$ C- Comp of program piece (show understanding of tonality) A- Understand about Historical context – Baroque Classical & Romantic. Bach, Beethoven & Grieg & Berlioz (Peer gynt Suite) Major & Minor (ABRSM Gr 2) <i>Assess – perf – Alla Turca</i>	<b>The Blues Historical</b> P-Perform a standard 12 bar progression in more than 1 key (part of ensemble) C- develop improvisation skills A- develop knowledge of blues ensembles, blues scale & background to blues (Moanin’ Blues) <i>Assess – app – summative test 1</i>	<b>Blues meets jazz</b> P- Perform a complete piece in blues style C- improv over blues scale A- develop knowledge of how blues and jazz fused (C Jam Blues ) <i>Assess – perf – blues arrangements</i>	<b>Film Music.....</b> P- Perform a range of film excerpts that demonstrate musical devices employed in film music C- short comp tasks relating to devices & elements A- understand how musical devices & elements are used in film. Listen to film music from key composers of the Genre (Shostakovich, Morricone, Williams, Zimmer) <i>Assess – comp – create a soundtrack</i>	<b>Film Music</b> P- Perform a range of film themes, focus on correct notation and interpretation C- assessed task – comp of film scene (using devices & elements incl simple harmony) A- understanding how music from various (western & non western) traditions has been used in the context of film  <i>Assess – App – summative test 2</i>
<b>Enhanced Learning opportunities</b>	Learn about music & culture from around the world	Learn about western Classical music & culture	Learn about the context of slavery from a musical perspective		Opportunities for students to work in recording studio	

<b>Year 9</b>	<b>Rock and Roll</b> P- Performance of various <b>Rock n Roll</b> pieces to develop understanding of basic harmony (Primary & secondary chords)& Form C – compose (bandlab ICT) melody over bass & chord A- understand the context of rock & roll. (Rock around the clock) <i>Assess – ensemble perform</i>	<b>What makes a good song</b> P- Performance of riff based songs, maintaining a part in a group C – comp of riff ideas and exploration of song structure A - Explore pop from 60s to 2k. <i>Assess- Comp of riff ideas</i>	<b>Dance Music</b> Performance & composition of dance music, exploring different dance genre. General overview of dance features and focus on Disco Genre (Boogie wonderland) <i>Assess – app – summative test 1</i>	<b>Dance Music</b> Performance & composition of dance music, manipulating technology in addition to playing ‘live’ App – understand how to re-create structures and timbre (Sandstorm) Assess – performance of dance arrangement	<b>Music for computer games</b> Performance of computer based themes (Super Mario – rhythmic challenge) Analyse the use of musical elements & devices to compose game music using ICT <i>Assess – comp of music for Comp game</i>	<b>Band Skills</b> <b>P- Performance Practice</b> – understand & develop the skills to give polished performance C- apply arrangement skills to performance A- Watch 7 Evaluate live performance <i>Assess – end of KS appraisal project/exam</i>
<b>Enhanced Learning opportunities</b>	Explore/discuss the cultural context of ‘pop’ music	Opportunities for pupils to visit British music Experience	Explore the cultural context of dance	Explore the use of technology in music	Opportunity for students to work in school recording studio	
<b>Year 10 (new course – eduqas performing Arts)</b>	<b>Intro to the course – Working in the Creative Arts</b> Unit 1 – performing (Music/Music tech) Unit 2 – creating – exploring musical elements Assess – create a short performance (unit 1)	<b>Further explorations</b> Unit 1 exploring different genre (world/jazz/classical) Unit 2 exploring technology platforms Assess – journal writing (unit 1 & 2)	<b>Preparing for performance!</b> Unit 1 – beginning the planning and rehearsal process Unit 2 – workshop preparation related to the response to the brief	<b>What a performance!</b> Unit 1 – give assessed performance Unit 2 – begin the creative response to the brief	<b>Review and present</b> Unit 1 – evaluation write ups Unit 2 – presentation(performance) of ideas	Looking back/looking forward Unit 2 evaluation of ideas Unit 3 – intro to year 11 and exploration of industry working habits
<b>Enhanced Learning opportunities</b>	Opportunities throughout the course to watch live performance and visit venues					Visit to live performance venue
<b>Year 11 (after school Btec club) Outgoing course – Btec Music Level 2</b>	<b>Unit 4</b> Music composition - completion - (plus revision of any unit 2 & 5 c/w that is needed)	<b>Unit 1</b> the music industry – exam preparation	January – <b>Unit 1</b> Music industry Exam Feb – <b>completion/revision of any units</b>	Completion of any outstanding c/work units. Prep for unit 1 re-takes	June - <b>Unit 1</b> re-takes	



Enhanced Learning opportunities	Booster sessions to assist with coursework completion	Booster sessions - revision			Booster sessions - revision	
Year 12	<p><b>Unit 6 Solo Performance</b> Article work Skills audits Choosing material</p> <p><b>Unit 1 Practical Music Theory and Harmony</b> Learning Aim A: Written Presentation</p>	<p><b>Unit 6 Solo Performance</b> Article work Skills audits Choosing material</p> <p><u>Term 1 assessment:</u> Written article</p> <p><b>Unit 1 Practical Music Theory and Harmony</b> Learning Aim A: Written Presentation</p>	<p><b>Unit 6 Solo Performance</b> Rehearsals Rehearsal videos Practice diaries</p> <p><b>Unit 1 Practical Music Theory and Harmony</b> <u>Learning Aim B:</u> <u>Response to 3 given Chord Sequences</u> Portfolio of recordings of melodic ideas OR Notated scores of final melodies</p>	<p><b>Unit 6 Solo Performance</b> Rehearsals Rehearsal videos Practice diaries</p> <p><u>Term 2 Assessment-</u> Solo performance</p> <p><b>Unit 1 Practical Music Theory and Harmony</b> <u>Learning Aim C:</u> <u>Response to 3 given Melodies</u> Audio or visual representation with sheet music or lead sheet</p>	<p><b>Unit 6 Solo Performance</b> Rehearsals Rehearsal videos Practice diaries Assessment</p> <p><b><u>Final external assessment –</u></b> Solo performance spring term <b><u>Final assessment</u></b> Ensemble performance date to be set by exam board</p> <p><b>Unit 1 Practical Music Theory and Harmony</b> <u>Learning Aim D:</u> <u>Arrangement</u> Original music The arrangement and a transposed arrangement</p>	Preparation for year 13
Enhanced Learning opportunities		External visit(s) to find out about the context of the music business			Visit to live performance venue	Pupils continue to meet with arts practitioners to develop wider perspectives of the Arts industry
Year 13	<p><b>Unit 3 Ensemble Music Performance</b> Ensemble skills Skills audits</p> <p><b>Unit 2 Professional Practice in the Music Industry</b></p> <p><b>A1 Professional behaviours</b></p> <p><b>A2 Project planning</b></p> <p><b>A3 Legal requirements</b></p> <p><b>A4 Health and safety</b></p>	<p><b>Unit 3 Ensemble Music Performance</b> Ensemble skills Skills audits</p> <p><b>Unit 2 Professional Practice in the Music Industry</b></p> <p><b>B1 Working with others in music industry organisations</b></p> <p><b>B2 Financial requirements</b></p>	<p><b>Unit 3 Ensemble Music Performance</b> Ensemble skills choosing of repertoire set by exam board Assessment: Meeting and rehearsal videos Assessment: Debrief video</p> <p><b>Unit 2 Professional Practice in the Music Industry</b></p> <p><b>C1 Communication skills</b></p> <p><b>C2 Working on a freelance basis</b></p>	<p><b>Unit 3 Ensemble Music Performance</b></p> <p><b>Unit 2 Professional Practice in the Music Industry</b></p> <p><b>D1 Preparing ideas</b></p> <p><b>D2 Presenting ideas</b></p>	<p><b>Unit 3 Ensemble Music Performance</b> Performance to audience</p> <p>Stylistic presentation</p> <p><b>Unit 2 Professional Practice in the Music Industry</b></p> <p><u>Task Set By exam Board</u></p>	<b>Unit 2 Professional Practice in the Music Industry</b>

