

Deyes High School Curriculum Rationale

Music

Overarching curriculum, intent for MUSIC

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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. It should be inclusive and accessible for everyone to be actively involved in their learning. Our curriculum lends itself to broadening student's knowledge and cultural capital as well as increasing engagement through practical schemes.

In KS3 all pupils will:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions (including: African, Jamaican)
- Learn to play a variety of instruments, including their voices, and create and compose music on their own and with others.
- Use technology appropriately and to create, record and reflect on their progress.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Have the opportunity to grow in confidence, creativity, reflectiveness and expressivity and benefit from the social, emotional and mental health benefits that comes from a genuine enjoyment and love for Music

In KS4 all pupils will:

- Perform, listen to, compose, review and evaluate music across a range of genres and ensemble styles
- Develop performance skills and experience on their chosen musical instrument
- Use technology appropriately to create, record and reflect on their progress
- Develop more advanced understanding on how music is created, produced and communicated within the Music Industry

	Content Taught	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
YEAR 7	<p>1. The Roots of Rhythm & Pulse</p> <p>2. Hit the Djembe</p>	<p>1. Introductory scheme to the importance of rhythm and pulse. Pupils learn how to read and perform basic rhythms using notation. They also compose their own rhythms and engage in both whole class and group performances. Introduction to some of the elements of music (<i>dynamics, texture, tempo, structure, timbre</i>) in order to improve their performances.</p> <p>2. Following on from 'The Roots of Rhythm & Pulse', another practical scheme but now through traditional African Music. Using musical knowledge about rhythm and pulse from their first topic and polyrhythms and group work</p>

	<p>3. Perfect Pitch</p> <p>4. Finding Your Voice</p> <p>5. Music & The Media</p> <p>6. Stomp!</p>	<p>from 'Gamelan', pupils are involved in a high level of performance on djembes both as a whole class and in a group. Pupils compose their own rhythms and performances including musical elements to enhance their performance. The performance also includes the use of voice.</p> <p>3. Introductory scheme to pitch including reading and writing music notation. Also, an introduction to keyboards, and the difference between melody and accompaniment, with pupils performing on keyboards from notation. Scheme finishes with an introduction to melody writing.</p> <p>4. Introductory scheme to the use of the voice as an instrument put links in with 'Perfect Pitch'. Scheme focuses on the importance of vocal warmups and exercises as well as focusing on whole class and group performances, including singing in harmony. It reinforces the idea of Pitch from 'Perfect Pitch' but now understand how to use it within their voice. Use of diction, pronunciation, projection covered.</p> <p>5. The scheme looks at the Performing Arts industry and other careers other than performer and composer. Students get an insight into film music, advert music etc. and are given a radio advert project. Students develop literacy skills by writing a slogan and script and develop their composition skills by composing a riff to use within their jingle.</p> <p>6. This scheme reinforces pupils understanding of rhythm and pulse through practical groupwork performance but focuses on more advanced exploration into the idea of timbre (introduced at the start of Year 7 in 'Introducing Rhythm & Pulse'. It also builds on pupils understanding of call & response and polyrhythm introduced in 'Hit the Djembe'. Pupils are introduced to the idea of junk percussion and incorporating elements of drama and choreography into their musical performances.</p>
<p>YEAR 8</p>	<p>1. Ukulele Jam</p> <p>2. Reggae Release</p> <p>3. I Got the Blues!</p>	<p>1. Introduction to the ukulele performance and pupils develop their understanding of how chords are used in popular music. Pupils are involved in whole class and group performances using ukuleles and vocals. This scheme links in to 'Blues' in Year 8 and 'Popular Music through time' at the start of Year 9, which develops understanding of chords and the pop genre of music.</p> <p>2. Background context of Jamaican music and key features of Reggae. Development of more advanced keyboard skills and use of additional keyboard functions, but through another new musical culture; Reggae. Scheme develops the use of the voice through music and the use of musical elements to enhance a performance. This scheme continues to develop pupil's skill of reading from music notation and understand the difference between melody and accompaniment. Syncopation is introduced.</p> <p>3. As well as developing knowledge of Blues music, pupils develop basic music notation and keyboard performance skills learnt in 'Perfect Pitch in Year 7 and knowledge of chords from 'Ukulele Jam'. They are involved in analysis of blues music and create their own blues arrangements on keyboards. Performances now include use of drumbeat, accompaniment and voices on keyboard, melody & accompaniment performed together in pairs and the use of syncopation. Use of chords and how to build chords are introduced.</p>

	<p>4. Let's Samba!</p> <p>5. Rap to the Beat</p>	<p>4. This scheme focuses on the importance of rhythm and pulse through performance like the first scheme; 'The Roots of Rhythm & Pulse' and full group performance and polyrhythms from 'Hit the Djembe'. The foundations of music are reinforced through both composition and performance but through another new culture; Brazilian Carnival Music. Pupils use Samba instruments and now include use of more complex rhythms and the use of syncopation.</p> <p>5. Pupils learn about the context of Rap and reinforce the important of rhythm and pulse from 'The Roots of Rhythm & Pulse'. They gain more experience of group performances, which has been evident throughout Year 7 and 8 groupwork and must use literacy skills as well as creativity to compose their rap and perform within the rap battle. Lyric writing and literacy skills developed.</p>
	<p>1. The Rise of British Rock & Pop</p> <p>2. The Big Songwriting Challenge</p>	<p>1. Students develop analytical listening skills by learning about the context of Music from 1950s Rock 'n' Roll to 1990s Britpop. They learn about key features and learn to aurally recognise them when listening to music. Students develop literacy skills by answering listening-based questions, which is also developing a skill needed in KS4. Students embed ukulele skills learnt in 'Ukulele Jam' through Ukulele performance tasks.</p> <p>2. Students apply all skills learnt throughout KS3 to succeed in 'The Big Songwriting Challenge'. Students compose chords progressions, bassline, melody and lyrics for their song. They use their knowledge of Musical Elements to improve their composition.</p>
YEAR 10	BTEC L1/2 First Award in Music	<p>Unit 1 - The Music Industry - 25% written exam</p> <p>Students develop on the knowledge learnt in the 'Music Industry' Topic of Year 9. They experience a variety of opportunities linked to different job roles within the Performing Arts Industry and how many organisations are involved in getting the music from the musician to the audience. The music industry relies on countless individuals, small industries, partnerships, local agencies and promoters who make the world of music a true industry. It includes different types of performance venue, organisations that create music products such as recordings or live shows, companies whose work involves arts administration (such as funding bodies) and businesses providing services such as transport and equipment hire. This unit will allow pupils to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. They will investigate music organisations to find out about the work they do and how they relate to and rely on one another. You will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles. This unit aims to help pupils gain awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities.</p>
YEAR 11		

Unit 5 - Performance - 25% coursework

Pupils will use skills learnt in KS3, and during their own musical journey, and will explore skills and make decisions as they prepare for performance. Planning and practising are both vital parts of a successful performance and pupils will work with a specialist teacher, as well as individually and through research, to improve technique. They will also keep a practice/production log that details how they have improved over the duration of the unit. Pupils should practise and rehearse their chosen pieces so that they present polished performances.

Unit 2 - Planning an event - 25% coursework

Pupils will use the knowledge they learnt from Unit 1 to manage the planning, delivery and promotion of a music event. The success of the music product will rely heavily on the planning and development process. It is important that different types of audience are understood, and successful promotion can effectively engage these audiences. Pupils will research and work in a defined role to apply the specialist skills, knowledge and understanding required for the aspect of the work for which they are responsible for. Pupils must demonstrate appropriate planning skills for the creation of your product. Their planning will lead to the final delivery of the event. Pupils will be required to work with others as well as achieving personal goals, ensuring the event reflects their work and the qualities they show. The music industry requires teamwork at all levels of operation and pupils must support others to achieve to their full potential. Pupils will also include the promotion of the music product, reflecting the fact that the industry does not depend purely on what happens on stage, but also on what happens in the marketplace, in retail and in audience generation and engagement.

Unit 4 - Composition - 25% coursework

Pupils will build on musical skills learnt during KS3 and Unit 5 to compose music responding to a brief. This unit will require them to develop a portfolio of ideas, some of which will be developed, and one of which will be completed. They will discover a range of compositional techniques and produce contrasting musical ideas to develop your compositional expertise. An idea might take the form of a short melodic motif, a chord progression or a rhythmic idea. Ideas can be short or long – pupils will consider the different ways in which these ideas could form the basis for a complete piece of music. They will be introduced to ways to extend, develop and shape music that suits different situations. Briefs will be used to present you with real-life compositional challenges that may require the composition of a very short piece, e.g. for a 20 second TV advert, or a more extended composition, e.g. for a film scene. Above all, this unit is about the creation of music in the here and now. Pupils will be encouraged to find their own creative routes through the compositional process and ultimately begin to develop your own creative voice.