

**Music Department Intent:** To develop confident and compassionate musicians, using listening, composing and performing music to develop confidence, compassion and creativity in all students.



- Mastery at Year 13:**
- Confident and articulate when speaking about music.
  - Use appropriate musical vocabulary to explain ideas.
  - Able to plan, lead and direct rehearsals.
  - Research and compare different genres and styles of music.
  - Discuss and devise different playing techniques.
  - Develop and construct a new piece of music from an existing piece.

- Know the different sectors of the music industry.
- Understand how copyright and royalty laws operate.
- Research and examine different ways of generating a profit for a musical event.
- Develop understanding of how music events work and how they are run.
- Know how to produce a budget for an event.
- Understand the different job roles within the music industry and how they work together.

- Mastery at Year 12:**
- Listening and Analysis:**
- Use knowledge of music to examine how music is formed.
  - Demonstrate an awareness of how music to communicate music.
  - Examine different ways of making music.
  - Explore how techniques affect musical development.
- Performance:**
- Develop a set list of pieces in preparation for a performance.
  - Organise and promote a performance.
  - Demonstrate showmanship and how to get an audience engaged with a performance.
- Composition:**
- Use knowledge to demonstrate how music is developed.
  - Compose a variety of examples from one source.
  - Competently notate and explain how ideas are developed.

**Unit 3: Ensemble Performance (M)**      **Unit 2: Professional Practice in the Music Industry (M)**

Developing solo skills into ensemble skills      Linking Performance, Composition and Understanding Music      Roles in the Music Industry

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**Key Stage 5: BTEC L3 National Extended Certificate in Music Performance**

**Unit 6: Solo Performance (O)**

Discussions in Music

- Mastery at Year 11:**
- Listening and Analysis:**
- Use the musical elements to examine, analyse and compare different pieces of music.
  - Identify changes in pitch and rhythm.
  - Identify key signatures, time signatures and key changes in music.
  - Explore how effective a technique is in developing music.
  - Use specific parts of the music to validate comparisons.
- Performance:**
- Perform a complete piece of music with expression, ornamentation and dynamics.
  - Perform music confidently, fluently and with accuracy.
- Composition:**
- Compose and develop ideas using a wide range of techniques.
  - Compose music that directly reflects a brief.
  - Compose music which uses instruments idiomatically to enhance the music.

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**Unit 1: Practical Music Theory and Harmony (M)**

Understanding Music Theory      Demonstrating Music Theory      Applying Music Theory

Building effective routines

Performance Skills

**Unit 3: Listening and Appraising**

**Unit 2: Composition**

**Unit 1: Performance**

- Mastery at Year 10:**
- Listening and Analysis:**
- Identify different elements of music within the music.
  - Use key signatures and time signatures confidently.
  - Compare the similarities and differences between two pieces of music.
  - Identify and explain examples of techniques used in music.
  - Use evidence to explain musical features.
  - Competent in score reading.
  - Able to identify rhythms and melodies through listening.
- Performance:**
- Practise independently.
  - Maintain consistent practice routine.
  - Perform a complete piece of music to an audience.
  - Suggest improvements on how to develop a performance.
  - Develop understanding of expression through performance.
- Composition:**
- Compose musical ideas using a wide range of techniques.
  - Composing short pieces of music using a variety of techniques.
  - Compare and contrast the traditional features of a genre in a piece of music.
  - Suggest their own improvements on their work and explain their reasoning.

Comparing Music

Dictation Exercises      Exam Composition:      Questioning Music      Ensemble Performance

Music for Stage Screen      Set Work Review

Listening Skills 5: Typical Features

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**Key Stage 4: Edexcel GCSE Music**

End of Year Exam

Free composition:      Solo Performance:

- Mastery at Year 9:**
- Listening and Analysis:**
- Identify instrumentation, melody instrument and how individual elements are used in music.
  - Identify features of different genres of music.
  - Identify word painting within lyrics.
  - Write song lyrics and song stories.
  - Confidently use information and examples from previous music topics.
  - Recall and incorporate information from other subjects to add to learning and understanding of music.
- Performance:**
- Perform chord sequences and melodies competently.
  - Practise and perform cohesively in a group.
  - Perform confidently in front of an audience.
- Composition:**
- Compose structured music.
  - Develop an idea using different techniques.
  - Explain and justify composed music.

Song writing

Solo Performance Skills      Ensemble Performance

Reading and Writing music      Instrumental Music

Composing skills      Composing Project 1      Composing Project 2

Listening Skills 4: Reviewing the Musical Elements

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Musical Theatre

Dance Music      Music in the media      Jazz and Soul

Listening Skills 3: Using techniques

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- Mastery at Year 8:**
- Listening and Analysis:**
- Confidently identify changes in fundamental elements.
  - Identify different Genres of music.
  - Suggest instrumentation for different genres.
  - Compare different instruments when listening.
  - Confidently write about the features heard in the music.
- Performance:**
- Read music with syncopated rhythms.
  - Practise and perform with independence.
  - Practise and perform individually or as a group.
- Composition:**
- Plan and develop a piece of music.
  - Choose appropriate instruments/timbres for the intended piece.
  - Use fundamental elements to influence their music. Compose music using techniques to progress the music.

Impressionism

**Key Stage 3 Music**

Development of Popular Music

Music for Film and TV

The Blues and Rock n' Roll      Themes and Variations      Music of the Caribbean

Listening Skills 2: Genre's of music

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Harmony in Music

Texture in Music      Tonality in Music      Rhythm in Music

Dynamics      Functional Keyboard

Tempo      Instruments and Families

Pitch

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**Listening Skills 1: Fundamental musical elements**

- Mastery at Year 7:**
- Listening and Analysis:**
- Identify families of instruments.
  - Identify instruments from each family.
  - Identify Timbres of sounds.
  - Can listen to rhythms and clap them back.
  - Can hear changes in the core elements.
  - Listen to music and identify how the music changes.
- Performance:**
- Practise consistently and independently.
  - Perform to an audience.
  - Develop basic fluency in fingers.
- Composition:**
- Create new ideas.
  - Develop confidence in the validity of ideas.
  - Develop an idea into a short piece of music.
  - Explain ideas and how they formed.
  - Write down ideas.

## Cross Curricular Links:

English: Poetry and Rhythm (and other elements like Tempo, Dynamics, Pitch, Tonality and Word Painting)

History: Slave trade now in yr7

Geography:

Drama: Musical Theatre Yr9 (R&J and West Side Story),  
Slavery (Work songs),

R.E: Liberation

Art: Berlin Wall/Graffiti, Motifs and Patterns

Business:

Product Design:

Food technology:

Science: Sound waves

ICT/Computer science:

Media: Film Music, Video game music.

MFL:

Psychology:

Sociology:

Health and Social Care:

P.E: Motor co-ordination, pivoting position, forward thinking, posture.

# Music programmes of study: key stage 3

## National curriculum in England

### Purpose of study

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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Subject content

#### Key stage 3

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. 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.

Pupils should be taught 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.