

Performing Arts Faculty: Music

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

	Cycle 1		Cycle 2		Cycle 3	
YEAR 7	<p>The Elements of Music – Introduction to the inter-related dimensions of Music using Voice and Body Percussion.</p> <p>Skills: Ensemble performance, analysing the elements when listening to music, reading note values (staff notation).</p> <p>Assessment: Ensemble performance.</p>	<p>West African Music – African Drumming, acapella singing. Introducing call and response, unison and polyrhythms.</p> <p>Skills: Singing in unison and as a round, singing with accuracy and expression: phrasing, pitch and dynamics, , composition using rhythm grids.</p>	<p>Keyboard Skills – Learn to find notes on the keyboard and play simple melodies in C major/A minor using staff notation.</p> <p>Skills: Instrumental, Solo performance, Reading treble and bass clef staff notation.</p> <p>Assessment: Keyboard performance.</p>	<p>Composing a Melody – Compose a melody in C major/A minor using improvisation around a phrase structure.</p> <p>Skills: Improvisation, reading and applying time signatures, composing a melody.</p>	<p>Band Skills: Chords – Introduction of Band instruments: Ukulele and Bass Guitar. Reading TAB notation and chord grids.</p> <p>Skills: Ensemble performance, string-strumming instruments, reading chord grids and composing a chord sequence.</p> <p>Assessment: Composition of a chord sequence.</p>	<p>The Orchestra</p> <p>Skills: Instrumental, ensemble rehearsal and performance, analysing the elements when listening to music</p>

	Cycle 1	Cycle 2	Cycle 3
YEAR 8	<p>Pop Music</p> <ul style="list-style-type: none"> • Song Structure • Texture - instrumentation • Melody and Accompaniment • Staff Notation – notation values, pitch, ascending/descending • Tonality – Musical Scales, Major and Minor • Harmony - Chords & chord progressions 	<p>Reggae Music</p> <ul style="list-style-type: none"> • Syncopation, off-beat chords, rhythmic accompaniment • Staff Notation – notation values, pitch • Melody and Accompaniment • Metre – rhythm, tempo – beats in a bar • Treble Clef & Bass Clef • Texture – instrumentation 	<p>Jazz, Blues Music</p> <ul style="list-style-type: none"> • 12 Bar Blues, • Improvisation, • Pentatonic Scales • Staff Notation – notation values, pitch, • Metre – rhythm, tempo – beats in a bar • Melody and Accompaniment • Texture – instrumentation

	Cycle 1	Cycle 2	Cycle 3
YEAR 9	<p>Ensemble Skills</p> <ul style="list-style-type: none"> • Rehearse the part on their instrument for a band song. • Rehearse the vocal part for the song and how this fits with the chords. • Rehearse riff/melody if the song has one. • Practise the song in time as a band, in class band, then small groups. • Develop expression in performance-dynamics/texture etc. • Demonstrate rehearsal techniques <p>Key Skills:</p> <ul style="list-style-type: none"> • Timing • Accuracy • Fluency • Instrumental Awareness • Communication (both audience and ensemble) • Performance confidence • TAB/Chord/Notation reading 	<p>Skills Audit Performance</p> <ul style="list-style-type: none"> • Apply different instrumental/Vocal techniques • Know how to successfully interpret music in a variety of ways • Review work and set SMART targets • Use effective rehearsal techniques and how to apply them • Demonstrate personal management skills <p>Key Skills:</p> <ul style="list-style-type: none"> • Accuracy • Timing • Fluency • Instrumental Technique • Effective warmups • Target setting • Evaluating progress • Interpretation • Adding Expression • Performance technique • Stage presence 	<p>Planning a Concert</p> <ul style="list-style-type: none"> • Identify H & S requirements • Identify the job roles needed and explain their responsibilities • Plan a successful concert • Effectively market a concert • Work as a team to make decision • Lead aspects of the concert • Evaluate and review the process <p>Key Skills:</p> <ul style="list-style-type: none"> • Teamwork • Effective Planning • Decision Making • Individual Contribution • Leadership • Use of key vocab • H&S Auditing

	Cycle 1	Cycle 2	Cycle 3
YEAR 10	<p>Component 1: Exploring Music Products and Styles (36 GLH)</p> <ul style="list-style-type: none"> • Demonstrate an understanding of styles of Music through listening, performance and composition. <ul style="list-style-type: none"> ○ Popular Styles from 1950's to the present day and other music styles such as world, jazz and blues. ○ Music Theory: Musical Elements, stylistic features and characteristics. • Apply understanding of the use of techniques to create Music. <ul style="list-style-type: none"> ○ Music Industry Products: Types and purpose of different music products. ○ Music realisation Techniques: Music Performance, Creating Original Music, Techniques used in Producing Music. <p>Start Component 1 Assessment = 12 hours (December/January)</p> <p>Task 1 – Portfolio of evidence that demonstrates their understanding of different music styles.</p>	<p>Complete Component 1 Assessment = 12 hours (December/January)</p> <p>Task 2 – Create three 30-60 second examples of ideas for music products related to a theme.</p> <p>Component 2: Music Skills Development (36 GLH)</p> <ul style="list-style-type: none"> • Demonstrate professional and commercial skills for the music industry. <ul style="list-style-type: none"> ○ Explore the expectations and professional skills required to succeed in the industry. ○ Planning and communicating music skills development. • Apply development processes for music skills and techniques. <ul style="list-style-type: none"> ○ Develop skills in music performance, creating original music and music production. 	<p>Complete Component 2 Learning</p> <p>Component 2 Assessment = 15 hours (May/June)</p> <p>Task – Plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.</p>

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g., knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g., historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.