

# Music Department Learning Programme

## Curriculum Intent:

Our ambitious music curriculum develops students into confident performers, composers, and listeners, but also skilled improvisers, open-minded collaborators, and creative entrepreneurs. Students will develop transferrable skills that are key to their wider learning, such as leadership, determination, confidence, teamwork, decision making, and problem-solving. Students learn how to play a range of instruments, sing, and compose music with increasing accuracy, control, expression, fluency, and technique. They will develop their musical literacy, exploring how to read and write music for a range of instruments and styles.

Students choosing music at KS4 will explore the skills and understanding necessary to pursue a career in music, or to study music at higher education. Students will take part in entrepreneurial projects and digital music making.

Y7	Y8	Y9	Y10	Y11
<p><b>Singing &amp; The Elements</b> Genres: Folk, Hip Hop, Pop, and Classical.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn to sing with confidence, quality, and enthusiasm.</li> <li>Participate in choirs to explore form, melody, texture, and sonority.</li> <li>Develop timing and rhythm through beat boxing, unison, and call and response.</li> <li>Develop their musical literacy.</li> </ul> <p><b>Keyboard Skills</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn tonality, harmony, theme, and variation in practical tasks.</li> <li>Rehearse independently.</li> <li>Perform in front of an audience.</li> <li>Evaluate their own performance and outline methods for improvement.</li> </ul>	<p><b>Singing &amp; Composition</b> Genres: Gospel, Opera, and Disco.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn to sing with increasing confidence, quality, and enthusiasm.</li> <li>Explore three-part harmony and performance skills.</li> <li>Learn to create their own music using compositional tools from popular genres and styles.</li> </ul> <p><b>Keyboard Skills Development</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Build on prior learning by continuing to develop their skills on the keyboard.</li> <li>Rehearse independently.</li> <li>Perform in front of an audience.</li> <li>Evaluate their own performance and outline methods for improvement.</li> </ul>	<p><b>Singing &amp; Performance Skills</b> Genres: Blues, Pop, and EDM.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Learn to sing with increasing confidence, quality, and enthusiasm.</li> <li>Explore performance skills for professional musicians in a modern industry.</li> <li>Review their own performances and the performances of others.</li> </ul> <p><b>Keyboard Skills Development</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Build on prior learning by learning complex scales, arpeggios, and broken chords to develop dexterity.</li> <li>Rehearse independently.</li> <li>Perform in front of an audience.</li> <li>Evaluate their own performance and outline methods for improvement.</li> </ul>	<p><b>Unit 2 - Creating</b> September – December</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Explore composers and songwriters across history.</li> <li>Explore the stylistic features of a broad range of genres.</li> <li>Learn compositional devices and advanced music theory.</li> <li>Participate in digital music making and recording.</li> </ul> <p><b>Unit 2 trial:</b> January</p> <p><b>Unit 2 controlled assessment:</b> February – May</p> <p><b>Unit 1 – Performance:</b> June – July</p> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Learn about key musicians and performers in history.</li> <li>Complete a skills audit and personal progression plan.</li> </ul>	<p><b>Unit 1 – Performance</b> September – October</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Rehearse independently and complete a rehearsal diary.</li> <li>Develop their skill on a chosen instrument.</li> <li>Perform to a live audience and evaluate their own successes.</li> </ul> <p><b>Unit 1 trial:</b> November</p> <p><b>Unit 1 controlled assessment:</b> November - December</p>

<p><b>Drumming &amp; Band Skills</b>  <b>Genres:</b> Rock and Roll, Blues, Pop, and Classical.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Embed rhythm and timing using the drum kit with control.</li> <li>• Learn to play the drums focussing on simple grooves and improving co-ordination.</li> <li>• Compose their own fills using standard notation and improvisation tasks.</li> <li>• Rehearse in groups of varied sizes.</li> <li>• Perform to an audience and evaluate their own successes.</li> <li>• Build on prior learning by continuing to develop their skills on the keyboard.</li> <li>• Listen to a variety of genres to explore musical history, societal context, style, and band skills.</li> </ul>	<p><b>Drumming &amp; Ensemble Practice</b>  <b>Genres:</b> Ska, Spirituals, and Mento.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Build upon their prior knowledge of rhythm and timing, learning to play percussive instruments with increasing control and accuracy.</li> <li>• Rehearse in groups of varied sizes.</li> <li>• Perform to an audience and evaluate their own successes.</li> <li>• Build on prior learning by continuing to develop their skills on the keyboard.</li> <li>• Listen to a variety of genres to explore musical history, societal context, style, and ensemble skills.</li> </ul>	<p><b>Drumming &amp; Band Skills</b>  <b>Genres:</b> Pop, Soul, and Rock and Roll.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Build upon their prior knowledge of rhythm and timing, learning to play percussive instruments with increasing control and accuracy.</li> <li>• Rehearse in groups of varied sizes.</li> <li>• Perform to an audience and evaluate their own successes.</li> <li>• Build on prior learning by continuing to develop their skills on the keyboard.</li> <li>• Listen to a variety of genres to explore musical history, societal context, style, and ensemble skills.</li> </ul> <p style="text-align: center;"><b>Guitar/Bass</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Listen to guitar music, learn basic chords, strumming patterns, and playing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore health &amp; safety and professional practices.</li> </ul>	<p><b>Unit 3 – Performing Arts in Practice.</b>  January – February</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore marketing and advertisement in music industry.</li> <li>• Research audiences and key demographics</li> <li>• Create a professional business proposal for a music event.</li> <li>• Pitch to a live judging panel</li> </ul> <p><b>Unit 3 Controlled assessment:</b>  February to April</p>
<p><b>Term 3: Ukulele/Guitar, Chords &amp; Songwriting</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Learn chords and rhythm using the ukulele.</li> <li>• Explore song and lyric writing in practical workshops.</li> <li>• Rehearse in groups of varied sizes.</li> <li>• Perform to an audience and evaluate their own successes.</li> <li>• Build on prior learning by continuing to develop their skills on the keyboard.</li> </ul>	<p><b>Term 3: World Music &amp; Musical Cultures</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Explore music from Japan, Africa, India, Britain, and Brazil through practical activities.</li> <li>• Experience different musical cultures and develop their understanding of how music relates to the wider world they live in.</li> <li>• Use the djembe, cajons, percussion, samba kit, to embed rhythm, timing, and textures.</li> </ul>	<p><b>Term 3: Film Music &amp; Music Technology</b></p> <p>Students learn about how music is used in films and TV. Students will conduct independent research on various practitioners.</p> <p>Students perform a variety of film music from different composers.</p> <p>Students explore the key components of music technology using recording software, composition programmes, and post-production processes.</p>		

<ul style="list-style-type: none"> <li>• Listen to a variety of genres to explore musical history, societal context, style, and ensemble skills.</li> <li>• Be able to progress onto classical guitar to challenge their dexterity and fluency.</li> </ul>		<p>Students will improve their musical <del>oracy</del> by listening to film music and describe it using precise and effective musical terminology.</p>		
--	--	---	--	--

Resources to support your child	
<ul style="list-style-type: none"> <li>• Instrumental lessons for piano, drums, guitar and bass are available in school. Ask your child's music teacher for more details.</li> <li>• Knowledge organisers and revision sheets are given to students every half term.</li> <li>• Listening to a wide variety of music is the best way to help your child develop in music. Check out the "artist focus" and song of the week in school. Miss Koch's playlist is available via QR code in the music department.</li> <li>• KS3 Music club is every Friday, 3-4pm, CA3.</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental lessons are available for all students taking music in Y10 &amp; 11.</li> <li>• Interventions are also available to help your child improve or complete coursework. KS4 intervention is Wednesdays, CA3, 3-4pm.</li> <li>• Encouraging regular practise and listening to wide variety of music is the best way to support your child.</li> </ul>