

Long Term Plan & Curriculum Intent Sport, Art and Performance 2021-2022

SUBJECT:

MUSIC



Curriculum Intent

Linked documents, planning and evidence of work locations:

- U:\Learning Directorates\Sport, Art and Performance\Music
- Student shared drive\Music\2021-2022 Music
- TEAMS\NDA Music\Lesson and Resource Library
- [BandLab for Education | FREE Award-Winning Education Platform](#)
- <https://teachinggadget.com>

Our intention within the department is for every student, regardless of background or previous experience to be able to experience life as a musician. It is our aim to develop a curiosity for the subject, as well as a love for performing, creating and listening to music. We are committed to ensuring that students understand the importance of music in the wider community and to be able to use their musical skills, knowledge and experiences in a variety of different contexts. In short, we are creating the next generation of musicians! Every student is given the opportunity to learn an instrument and or sing in lessons as well as access to music technology software.

We meet the demands of the national curriculum by ensuring that the aims of the national curriculum are incorporated into our sequence of learning so that all students can move onto the next stage of musical excellence. Our pupils are challenged to develop a critical engagement with music through the three main disciplines of performing, composing and listening. This way, they will become more well-rounded and versatile musicians. Working in partnership with our local feeder schools, it has become apparent that music provision at a primary level is varied, from the use of peripatetic 1:1 teaching, sessions delivered from local music hubs and software such as Charanga. Here at NDA, we aim to provide a consistent and accessible approach to music within a skills-based curriculum whereby the development of skills demonstrates incremental progression in both skills and knowledge acquired throughout KS3 and KS4. Students at KS3 are given a 1-hour lesson per week and at KS4, 3/2 hours as well as access to peripatetic teaching and extra-curricular opportunities. We recognise the potential that a music curriculum could have on the personal development of students in building their confidence, resilience and independence and so to further develop these qualities alongside our curriculum, we provide extra-curricular opportunities such as talent shows and a variety of musical performances which in turn allows our students to discover new interests and talents.

The start of each lesson begins with a listening task where students listen to a wide range of musics to develop analytical skills. Each topic has an end of term key performance indicator which is linked to either singing, performing or composing. To work towards this, every lesson students are given time to recap/recall information learned in the previous lesson and then build on this knowledge during their own independent/collaborative practise. Depending on the topic taught and discipline studied, students will showcase their work every lesson, using success criteria to determine the strengths and weaknesses of their work. To reflect upon their work, students regularly give and are given verbal feedback on performances or through playing compositions to the class by their peers or the teacher using a given success criteria. Ensemble teaching is regularly returned to as this is the gateway to a life of enjoyable and collaborative musical activity whether in school or in the community. Half termly homework projects are shared with students via Teaching

National Curriculum Aims

The department follows the National Curriculum for Music and 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 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.

By building upon knowledge gained in key stage one and two, we expect pupils to:

- Play and perform confidently (in solo and ensemble contexts)
- Improvise and compose
- Use staff and other relevant notations
- Identify dimensions of music expressively - describing tonalities, scales and other musical devices
- Listen with discrimination
- Develop a deep understanding of the history, style and context of a range of music
- Listen to the best of music within the musical canon

Gadget, a music education subscription service where students are set online music theory activities and quizzes that supports and extends their knowledge and understanding of music theory based on content delivered in lessons.

We have high expectations of students in our classroom. We expect them to be, at all times:

- Professional and disciplined
- Dedicated to practice and repetition
- Ready and willing to perform
- Prepared to collaborate with others and work independently
- Listening carefully

We deliver our curriculum through a focus on:

- Teacher led demonstration
- Repetition
- Instant verbal feedback
- 1:1 teacher support
- Modelling
- Scaffolding

KS3 Music Curriculum

The KS3 music curriculum allows teachers to learn about and build on their pupils' music education from primary school and develop this with a focus on reading and analysing notation, playing an instrument/singing in ensemble and solo settings, composing music using appropriate music technology software and listening with increasing discrimination to a variety of styles/genres of music

TRANSITION

Working with the academy lead for transition, the music department at NDA is able to support Y5/6 students with their transition to the academy through the following activities:

- *JAM OUT!* Y5/6 open evening giving students the opportunity to explore popular band instruments and to speak to current Y11 students
- Invitations to primary schools to attend Christmas/Summer school productions during school hours
- Music sessions during transition weeks led by music staff
- External visits to primary schools from music staff delivering sessions on Samba drumming

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	AFRICAN DRUMMING STYLE/GENRE: African Drumming	VOCAL SKILLS 1 STYLE/GENRE: Pop/Christmas Carols/Hymns	KEYBOARD SKILLS STYLE/GENRE: Classical Music	UKULELE STYLE/GENRE: Popular Music	BAND SKILLS 1 STYLE/GENRE: Popular Music	DANCE MUSIC COMPOSITION STYLE/GENRE: Dance/ Electronic/ Synthesized
Links to PD/SMSC:	INSTRUMENT FOCUS: Djembe drumming (ensemble)	INSTRUMENT FOCUS: Singing (ensemble)	INSTRUMENT FOCUS: Piano/Keyboard (solo)	INSTRUMENT FOCUS: Singing/ ukulele (ensemble)	INSTRUMENT FOCUS: Singing/ pop bands (ensemble)	INSTRUMENT FOCUS: MIDI sounds/Samples/Loops
<ul style="list-style-type: none"> • Topics covering black history and black composers • Developing confidence and resilience through performance opportunities (both in and outside of lessons) and through peer, self and teacher verbal feedback • Encouraging independent work 	DISCIPLINE FOCUS: Listening/performing Students will learn about the stylistic and rhythmical features of African drumming and will put together a whole class performance on djembe drums.	DISCIPLINE FOCUS: Listening/performing Students will learn about basic vocal technique in order to sing and perform accurately, fluently, in time and in tune as a class choir.	DISCIPLINE FOCUS: Listening/performing Students will learn how to play a piece of classical music on the piano accurately, fluently and in time using both hands as a soloist.	DISCIPLINE FOCUS: Listening/performing Students will learn four basic open chords and create an ensemble performance of 'I'm Yours' by Jason Mraz.	DISCIPLINE FOCUS: Listening/performing Students will perform a popular song as a band using common band instruments (piano, vocals, drums, guitar and bass)	DISCIPLINE FOCUS: Listening/composing Students will create a dance track using music technology software (Bandlab)

<p>through individual practice and rehearsal and homework</p> <ul style="list-style-type: none"> Promoting inclusivity and equal opportunities where all students, despite background, age, gender, race, religion or sexuality are given the same performance (solo and ensemble) and composing opportunities Increasing cultural capital through exposure to performing, composing and listening to a range of different styles/genres of music from different cultures Developing personal management skills through school rewards and choices policy and opportunity for independent practice and ensemble rehearsal 	<p>Students will study how to:</p> <ul style="list-style-type: none"> Performing accurately, fluently and in time within an ensemble Perform and identify call and response, ostinato and polyrhythms Practise techniques 	<p>Students will study how to:</p> <ul style="list-style-type: none"> Warm up vocal chords Stand/ Breath correctly Articulate words Project their voices Sing in time and tune (accurate pitch and phrasing) Dynamic contrast Sing using head and/or chest voice appropriately Reading music from notation <p>And recap and build upon:</p> <ul style="list-style-type: none"> Accuracy, fluency, timing Listening, communication and focus within an ensemble during rehearsal and performance 	<p>Students will study how to:</p> <ul style="list-style-type: none"> Use both hands and correct finger technique Play a melody with RH Play a bass line with LH Read treble notation (C-G) Read bass notation (C-F) Read note and rest values, time signatures, bars and bar lines Practise techniques <p>And recap and build upon:</p> <ul style="list-style-type: none"> Accuracy, fluency, timing Listening, communication and focus during rehearsal and performance 	<p>Students will study how to:</p> <ul style="list-style-type: none"> Hold a ukulele correctly and identifying parts of the instrument Strumming patterns/technique How to read chord charts/tablatore How to play C, G, Am and F chords on a ukulele Practise techniques How to sing and play ukulele at the same time <p>And recap and build upon:</p> <ul style="list-style-type: none"> Singing technique but singing and playing an instrument at the same time Accuracy, fluency and timing Listening, communication and focus within an ensemble during rehearsal and performance Reading music from notation 	<p>Students will study how to:</p> <ul style="list-style-type: none"> Set up and play as part of a musical ensemble How to practice independently on different instruments How to rehearse as an ensemble <p>And recap and build upon:</p> <ul style="list-style-type: none"> Accuracy, fluency and timing Listening, communication and focus within an ensemble during rehearsal and performance Reading music from notation/chord charts/tablatore 	<p>Students will study how to:</p> <ul style="list-style-type: none"> Set up account and piano roll on Bandlab and developing competence in using music technology software Compose using premade loops/samples How to structure a piece of music How to use texture effectively Apply FX- reverb/ EQ/ volume settings Stylistic features of electronic dance music and it's origins <p>And recap and build upon:</p> <ul style="list-style-type: none"> Accuracy, fluency and timing Selecting suitable instrumentation for style/genre Structure of a pop song using intro, verse, chorus, bridge and outro Popular band instrumentation
<ul style="list-style-type: none"> Providing extra-curricular opportunities to enable students to develop and discover their interests and talents and to further develop their confidence, resilience and independence 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation – aural tradition no notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation

<p>Links to Careers:</p> <ul style="list-style-type: none"> Referring to teacher as ‘conductor/band leader’ Leadership opportunities for students e.g. piano teacher Links to careers as performers/musicians, composers, music producers through key composer focus in listening and homework activities 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Jalikunda African Drums Black History Month Composer Playlist 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Run – Leona Lewis (Easington Academy Choir 2020) 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Mozart’s ‘Ah! Vous dirai-je maman’ <i>Twinkle Twinkle Little Star</i> Ode To Joy, Beethoven J.S.Bach Minuet in G Mozart, Rondo Alla Turk 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Jason Mraz, <i>I’m Yours</i> Vance Joy, <i>Riptide</i> Ukulele Orchestra of Great Britain YouTube ukulele cover versions of popular song 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Can’t Stop The Feeling – Justin Timberlake 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Daft Punk Skrillex Popular dance music/artists at time of delivery
<p>Year 8</p> <p>Links to PD/SMSC:</p> <ul style="list-style-type: none"> Topics covering issues and context behind LGBTQ+ (Freddie Mercury) Topics covering black history and black composers Developing confidence and resilience through performance opportunities (both in and outside of lessons) and through peer, self and teacher verbal feedback Encouraging independent work through individual practice and rehearsal and homework Promoting inclusivity and equal opportunities where all students, despite background, age, gender, race, religion 	<p>BLUES STYLE/GENRE: Blues</p> <p>INSTRUMENT FOCUS: Keyboard (solo)</p> <p>DISCIPLINE FOCUS: Listening/performing</p> <p>Students will create a performance of the 12 bar blues.</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> Create a 12 bar blues chord progression using a scale Playing chords with correct finger technique Playing a left hand root note bass line Playing a walking bass line with left hand 	<p>FILM MUSIC COMPOSITION STYLE/GENRE: Film music</p> <p>INSTRUMENT FOCUS: Orchestral instruments</p> <p>DISCIPLINE FOCUS: Listening/composing</p> <p>Students will create their own film score to accompany action/movement in a film.</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> Setting up and using Bandlab Education and developing competence in using this music technology software Stylistic features of leitmotifs and film scores Creating a leitmotif that represents an evil character/villain 	<p>VOCAL SKILLS 2 STYLE/GENRE: Spoken Word</p> <p>INSTRUMENT FOCUS: Voice (solo/ensemble)</p> <p>DISCIPLINE FOCUS: Listening/performing</p> <p>Students will create their own spoken word piece over a backing track</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> How to write lyrics How to structure a piece of spoken word poetry How to connect and relate to an audience Vocal skills of enunciation, flow and projection <p>And recap and build upon:</p>	<p>BAND SKILLS 2 STYLE/GENRE: Rock Music</p> <p>INSTRUMENT FOCUS: Band instruments; keyboard, vocals, drums, guitar, bass guitar (solo/ensemble)</p> <p>DISCIPLINE FOCUS: Listening/performing</p> <p>Students will perform a rock song as a band using common band instruments (piano, vocals, drums, guitar and bass)</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> Set up and play as part of a rock ensemble Stylistic features of rock music and the song/band’s origins How to practice independently on different instruments How to rehearse as an ensemble and 	<p>BRITPOP COMPOSITION STYLE/GENRE: Britpop</p> <p>INSTRUMENT FOCUS: Band instruments; keyboard, vocals, drums, guitar, bass guitar</p> <p>DISCIPLINE FOCUS: Listening/composition</p> <p>Students will compose a Britpop song with chord sequences, simple bass lines, rhythmic accompaniment and a melodic line.</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> Set up scores on Sibelius and developing competence in using music technology software Selecting suitable instrumentation for style/genre Structure a song using intro, verse, chorus, bridge and outro 	<p>CLASSICAL MUSIC COMPOSITION STYLE/GENRE: Classical Music</p> <p>INSTRUMENT FOCUS: String quartet (violin, viola, cello)</p> <p>DISCIPLINE FOCUS: Listening/composing</p> <p>Students will compose a classical piece of music for a string quartet.</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> Stylistic features of classical chamber music and works of great composers e.g. Haydn Musical elements such as melody, harmony, bass lines Recognise and write idiomatically for stringed instruments How to read and analyse music notation in bass and treble clef Understand and use Italian articulation and dynamic markings <p>And recap and build upon:</p> <ul style="list-style-type: none"> Accuracy, fluency, timing

<p>or sexuality are given the same performance (solo and ensemble) and composing opportunities</p> <ul style="list-style-type: none"> Increasing cultural capital through exposure to performing, composing and listening to a range of different styles/genres of music from different cultures Developing personal management skills through school rewards and choices policy and opportunity for independent practice and ensemble rehearsal Providing extra-curricular opportunities to enable students to develop and discover their interests and talents and to further develop their confidence, resilience and independence <p>Links to Careers:</p> <ul style="list-style-type: none"> Referring to teacher as ‘conductor/band leader’ Leadership opportunities for students e.g. piano teacher Links to careers as performers/musicians, composers, music producers through key composer focus in listening and homework activities 	<ul style="list-style-type: none"> Improvising using the blues scale Writing song lyrics in AAB structure Add chord extensions 7/9th <p>And recap and build upon:</p> <ul style="list-style-type: none"> Performing with accuracy, fluency and timing Listening, communication and focus during rehearsal and performance Practise techniques Reading music from notation/chord charts/tablatore 	<ul style="list-style-type: none"> Compose using dissonance, ostinatos and drones Effective use of silence Selecting appropriate instrumentation to create a mood Responding to a brief Compose music that matches a moving image Awareness of film composition techniques e.g. Foly and Micky Mousing <p>And recap and build upon:</p> <ul style="list-style-type: none"> Ostinatos and applying this to creating melodic ostinatos Accuracy, fluency, timing Reading music from notation/chord charts/tablatore 	<ul style="list-style-type: none"> Accuracy, fluency, timing and tuning Listening, communication and focus within an ensemble during rehearsal and performance Using music technology 	<p>develop personal management skills</p> <p>And recap and build upon:</p> <ul style="list-style-type: none"> Accuracy, fluency and timing Listening, communication and focus within an ensemble during rehearsal and performance Reading music from notation/chord charts/tablatore 	<ul style="list-style-type: none"> Compose with chord sequences in C major, G major, A minor or E minor Use the root note of the chord to create bass lines Compose a catchy and memorable hook <p>And recap and build upon:</p> <ul style="list-style-type: none"> Accuracy, fluency and timing Reading music from notation/chord charts/tablatore 	<ul style="list-style-type: none"> Reading music from notation/chord charts/tablatore Melody, harmony and bass line compositional techniques
	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation 	<p>LISTENING/ ELEMENT FOCUS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation
	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Crossroad Blues - Robert Johnson Three O’Clock Blues - BB King Rock Around the Clock, Bill Haley and the Comets Black History Month Composer Playlist 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Jaws - John Williams Hans Zimmer Marco Beltrami (Woman in Black) 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> George the Poet Scrubious Pip Akala Natalya O’Flaherty 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> I Want To Break Free, Queen Radio Gaga, Queen Bohemian Rhapsody, Queen 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Common People- Pulp Don’t Look Back in Anger – Oasis Blur (song TBC) 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Duomo Haydn Mozart

<p>Year 9</p> <p>Links to PD/SMSC:</p> <ul style="list-style-type: none"> • Topics covering black history and black composers • Developing confidence and resilience through performance opportunities (both in and outside of lessons) and through peer, self and teacher verbal feedback • Encouraging independent work through individual practice and rehearsal and homework • Promoting inclusivity and equal opportunities where all students, despite background, age, gender, race, religion or sexuality are given the same performance (solo and ensemble) and composing opportunities • Increasing cultural capital through exposure to performing, composing and listening to a range of different styles/genres of music from different cultures • Developing personal management skills through school rewards and choices policy and opportunity for independent 	<p>HIP HOP COMPOSITION STYLE/GENRE: Hip-Hop</p> <p>INSTRUMENT FOCUS: MIDI sounds/samples/loops</p> <p>DISCIPLINE FOCUS: Listening/composing</p> <p>Students will create a sequenced Hip-Hop/Grunge track</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> • Set up account and piano roll on Bandlab and developing competence in using music technology software • Compose using premade loops/samples • Stylistic features of hip hop music and its origins • How to compose a hip hop track using these stylistic features <p>And recap and build upon:</p> <ul style="list-style-type: none"> • Accuracy, fluency and timing • Selecting suitable instrumentation for style/genre • Structure a song using intro, verse, chorus, bridge and outro • Compose a catchy and memorable hook 	<p>BAND SKILLS 3 STYLE/GENRE: Christmas Pop Song</p> <p>INSTRUMENT FOCUS: Band instruments; keyboard, vocals, drums, guitar, bass – (ensemble)</p> <p>DISCIPLINE FOCUS: Listening/performing</p> <p>Students will perform a popular Christmas song/set list.</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> • Set up and play as part of an ensemble • How to practice independently on different instruments • How to rehearse as an ensemble • Building on and improving personal management skills of listening, focus and communication and it's impact on a final performance <p>And recap and build upon:</p> <ul style="list-style-type: none"> • Accuracy, fluency and timing • Listening, communication and focus within an ensemble during rehearsal and performance • Reading music from notation/chord charts/tablature 	<p>CLASSICAL MUSIC COMPOSITION STYLE/GENRE: Classical Music</p> <p>INSTRUMENT FOCUS: String quartet (violin, viola, cello)</p> <p>DISCIPLINE FOCUS: Listening/composing</p> <p>Students will compose a classical piece of music for a string quartet.</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> • Stylistic features of classical chamber music and works of great composers e.g. Haydn • Musical elements such as melody, harmony, bass lines • Recognise and write idiomatically for stringed instruments • How to read and analyse music notation in bass and treble clef • Understand and use Italian articulation and dynamic markings <p>And recap and build upon:</p> <ul style="list-style-type: none"> • Accuracy, fluency, timing • Reading music from notation/chord charts/tablature • Melody, harmony and bass line 	<p>JAZZ IMPROV STYLE/GENRE: Jazz Music</p> <p>INSTRUMENT FOCUS: Keyboard (solo)</p> <p>DISCIPLINE FOCUS: Listening/performing</p> <p>Students will improvise new musical ideas over chord sequences or over a groove within a chosen key or keys.</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> • Sight read new chords • Scales and how to play them and how to use them to improvise • Improvise a bassline or riff over a given chord progression <p>And recap and build upon:</p> <ul style="list-style-type: none"> • Accuracy, fluency and timing • Listening, communication and focus within an ensemble during rehearsal and performance • Reading music from notation/chord charts/tablature • Improvisation skills linking back to blues music 	<p>SAMBA STYLE/GENRE: Samba</p> <p>INSTRUMENT FOCUS: Traditional samba percussion instruments (ensemble)</p> <p>DISCIPLINE FOCUS: Listening/performing</p> <p>Students will enhance their ensemble performing skills through working collaboratively to perform a traditional samba piece.</p> <p>Students will study how to:</p> <ul style="list-style-type: none"> • Identify stylistic rhythmical features of samba music • Identify and correctly play traditional samba instruments • Play a traditional samba piece of music as an ensemble using correct rhythmic techniques <p>And recap and build upon:</p> <ul style="list-style-type: none"> • Accuracy, fluency and timing • Listening with increasing discrimination and focus to detail • Reading music from notation/chord charts/tablature • Call and response, ostinato and polyrhythms 	<p>SPECIALISM STYLE/GENRE: Responding to a brief</p> <p>INSTRUMENT FOCUS: Popular band instruments (solo/ensemble) OR popular band instruments/orchestral instruments for composition</p> <p>DISCIPLINE FOCUS: Listening/performing/composing</p> <p>Working to a set brief, students will record a creative response using performance or composition skills gained throughout key stage three</p> <p>Students will demonstrate their knowledge of two of the following disciplines:</p> <ul style="list-style-type: none"> • Singing • Instrumental performance (solo or ensemble) • Composition using music technology software <p>And recap and build upon:</p> <ul style="list-style-type: none"> • Accuracy, fluency and timing • Listening with increasing discrimination and focus to detail • Reading music from notation/chord charts/tablature
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<p>practice and ensemble rehearsal</p> <ul style="list-style-type: none"> Providing extra-curricular opportunities to enable students to develop and discover their interests and talents and to further develop their confidence, resilience and independence <p>Links to Careers:</p> <ul style="list-style-type: none"> Referring to teacher as 'conductor/band leader' Leadership opportunities for students e.g. piano teacher Links to careers as performers/musicians, composers, music producers through key composer focus in listening and homework activities 	<ul style="list-style-type: none"> Reading music from notation/chord charts/tablatore Apply FX- reverb/ EQ/ volume settings 		compositional techniques				
	<p>LISTENING/ ELEMENT FOCUS:</p> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation	<p>LISTENING/ ELEMENT FOCUS:</p> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation	<p>LISTENING/ ELEMENT FOCUS:</p> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation	<p>LISTENING/ ELEMENT FOCUS:</p> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation	<p>LISTENING/ ELEMENT FOCUS:</p> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation	<p>LISTENING/ ELEMENT FOCUS:</p> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation	<p>LISTENING/ ELEMENT FOCUS:</p> <input type="checkbox"/> Pitch <input type="checkbox"/> Duration <input type="checkbox"/> Dynamics <input type="checkbox"/> Tempo <input type="checkbox"/> Timbre <input type="checkbox"/> Texture <input type="checkbox"/> Structure <input type="checkbox"/> Notation
	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Snoop Dog Stromzy Lil Nars X Kanye West Jay-Z Black History Month Composer Playlist 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Keane Lily Allen Queen's Army Band performing 'Greatest Day' by Take That - (links with remembrance day) 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Duomo Haydn Mozart 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Black and Tan Fantasy, Duke Ellington Miles Davis Glenn Miller Duke Ellington 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Rio Carnival performances Traditional samba music 	<p>SUGGESTED REPERTOIRE/ LINKS TO KEY COMPOSERS:</p> <ul style="list-style-type: none"> Open - linked students choice 	
<p>Extra-curricular/Performance Opportunities</p>	<p>Students have the opportunity to create and perform their own music in the annual school talent show.</p>		<p>Student will have the opportunity to perform a set of contemporary songs in the annual NDA Live concert series.</p>		<p>Students will be able to further develop their vocal expressiveness by taking part in the school end of term musical.</p>		
	<p>SUGGESTED ENSEMBLES: Djembe/ Samba club, choir, rock/ pop band, music theory club/ JAM Club</p>						
	<p>Opportunities to take part in 1:1 or small group instrumental lessons with Durham Music Service (KS3 to be included from 2022)</p>						
<p>Key Stage 4: BTEC Level ½ First Award in Music</p>							
<p>Curriculum Intent Continued</p> <p>As students progress into key stage four they continue to receive a high-quality music education that inspires and engages. We aim to increase the self-confidence, creativity and sense of achievement of all learners by raising the stakes in performance and providing further opportunities to showcase work and perform. This course was selected for our students in particular based on our students' interests and engagement with practical activities and the opportunities this course provides for this, the ability to create sequences of learning based on vocational scenarios that are linked to real life scenarios in the music industry (unit 2, 3 and 5) as well as the high level of content focusing on careers in the music industry (unit 1).</p>			<p>Provision for Study in the Pearson BTEC Level 1/ Level 2 First Award in Music * approved for certification in 2022/ 2023</p> <p>Learners will develop:</p> <ul style="list-style-type: none"> Knowledge and understanding of job roles and employment types in the music industry and the responsibilities of these job roles as well as the advantages and disadvantages of different organisations in the music industry Practical and vocational skills through planning and developing a music product. As well as this learners will promote and manage a music product, providing development opportunities for music performers and technologists. Extended knowledge on how to set up, understand and operate the concert PA systems which is required for the majority of today's music performances, thus developing valuable vocational skills and potential employment opportunity 				
<p>TERM</p>	<p>Autumn 1</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>	

<p>Year 10</p> <p>Links to PD/SMSC:</p> <ul style="list-style-type: none"> • Unit 1 – The Music Industry (external exam) – job roles and organisations in the music industry - Advantages and disadvantages of online promotion - Financial planning, understanding of tax and National Insurance and the advantages and disadvantages of different employment types e.g. full time vs self-employed. • Developing confidence and resilience through performance opportunities (both in and outside of lessons) and through peer, self and teacher verbal feedback • Encouraging independent work through individual practice and rehearsal and homework • Promoting inclusivity and equal opportunities where all students, despite background, age, gender, race, religion or sexuality is given the same performance (solo and ensemble) and composing opportunities • Increasing cultural capital through exposure to 	<p>Unit 1: The Music Industry</p> <p>Unit focus: How many organisations are involved in getting the music from the musician to the audience?</p> <p>LEARNING AIM A Learners will know about different types of organisations in the music industry and the type of work each undertake.</p> <ul style="list-style-type: none"> • Venues and live performance • Health, safety and security at venues • Production and promotion • Service companies and agencies • Unions • How organisations interrelate <p>LEARNING AIM B Understand job roles in the music industry</p> <ul style="list-style-type: none"> • Performance/creative roles • Management and promotion roles • Recording roles • Media and other roles • How and why workers are employed in the industry • Breaking and starting out • Roles and responsibilities • Interrelations • Entrepreneurs and small enterprise 	<p>Unit 1: The Music Industry</p> <p>Unit focus: How many organisations are involved in getting the music from the musician to the audience?</p> <p>LEARNING AIM A Learners will know about different types of organisations in the music industry and the type of work each undertake.</p> <ul style="list-style-type: none"> • Venues and live performance • Health, safety and security at venues • Production and promotion • Service companies and agencies • Unions • How organisations interrelate <p>LEARNING AIM B Understand job roles in the music industry</p> <ul style="list-style-type: none"> • Performance/creative roles • Management and promotion roles • Recording roles • Media and other roles • How and why workers are employed in the industry • Breaking and starting out • Roles and responsibilities • Interrelations • Entrepreneurs and small enterprise • How to get paid How and why workers are employed in the industry • Breaking and starting out 	<p>Unit 2: Managing a Music Product</p> <p>Unit focus: understand different types of organisations that make up the music industry and understand job roles in the music industry.</p> <p>LEARNING AIM A</p> <ul style="list-style-type: none"> • Learners plan for a live event • Students plan and develop their ideas • Team-working • Personal management skills • Students rehearse and collaborate to develop ideas/performance material <p>LEARNING AIM B</p> <ul style="list-style-type: none"> • Promoting practice • Create a promotional pack 	<p>Unit 2: Managing a Music Product</p> <p>Unit focus: in this unit students will understand different types of organisations that make up the music industry and understand job roles in the music industry.</p> <p>LEARNING AIM A</p> <ul style="list-style-type: none"> • Learners plan for a live event • Students plan and develop their ideas • Team-working • Personal management skills <p>Students rehearse and collaborate to develop ideas/performance material</p> <p>LEARNING AIM B</p> <ul style="list-style-type: none"> • Promoting practice • Create a promotional pack 	<p>Unit 2: Managing a Music Product</p> <p>Unit focus: in this unit students will: understand different types of organisations that make up the music industry and understand job roles in the music industry.</p> <p>LEARNING AIM C Review the management of a music product</p>	<p>Unit focus: in this unit students will: understand different types of organisations that make up the music industry and understand job roles in the music industry.</p> <p>LEARNING AIM C Review the management of a music product</p>
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<p>performing, composing and listening to a range of different styles/genres of music from different cultures</p> <ul style="list-style-type: none"> Developing personal management skills through school rewards and choices policy and opportunity for independent practice and ensemble rehearsal Providing extra-curricular opportunities to enable students to develop and discover their interests and talents and to further develop their confidence, resilience and independence <p>Links to Careers:</p> <ul style="list-style-type: none"> Unit 1 – the music industry external exam learning aims a and b – job roles and organisations in the music industry Leadership opportunities for students e.g. piano teacher Links to careers as performers/musicians, composers, music producers through key composer focus in listening and homework activities External visits/workshops with NCD 	<ul style="list-style-type: none"> How to get paid How and why workers are employed in the industry Breaking and starting out Roles and responsibilities Interrelations Entrepreneurs and small enterprise How to get paid 	<ul style="list-style-type: none"> Roles and responsibilities Interrelations Entrepreneurs and small enterprise How to get paid 				
Year 11	Unit 5: Performance Skills	Unit 5: Performance Skills	Unit 5: Performance Skills	Unit 5: Performance Skills	Unit 3: Live Sound	Introduction to Level 3 Music

<p>Links to PD/SMSC:</p> <ul style="list-style-type: none"> Developing confidence and resilience through performance opportunities (both in and outside of lessons) and through peer, self and teacher verbal feedback Encouraging independent work through individual practice and rehearsal and homework Promoting inclusivity and equal opportunities where all students, despite background, age, gender, race, religion or sexuality is given the same performance (solo and ensemble) and composing opportunities Increasing cultural capital through exposure to performing, composing and listening to a range of different styles/genres of music from different cultures Developing personal management skills through school rewards and choices policy and opportunity for independent practice and ensemble rehearsal Unit 5 – Introducing Music Performance – students are assessed on their personal 	<p>Unit focus: developing performance skills and using music performance skills within rehearsal and performance.</p> <p>LEARNING AIM A</p> <ul style="list-style-type: none"> Plan and set short and long term targets Take part in regular rehearsal activities Reviewing and evaluation performance skills <p>LEARNING AIM B</p> <p>Use music performance skills within rehearsal and performance</p>	<p>Unit focus: developing performance skills and using music performance skills within rehearsal and performance.</p> <p>LEARNING AIM A</p> <ul style="list-style-type: none"> Take part in regular rehearsal activities Reviewing and evaluation performance skills <p>LEARNING AIM B</p> <p>Use music performance skills within rehearsal and performance</p> <p>-----</p> <p>Unit 3: Live Sound</p> <p>Unit focus: students will plan for a live music event, demonstrate understanding of health and safety, and set up and use live music systems.</p> <p>LEARNING AIM A</p> <p>Learners should plan for an event looking at all aspects of organisational and technical requirements. During the planning process learners should examine the following:</p> <ul style="list-style-type: none"> organisational requirements roles and responsibilities – roadie, sound engineer, monitor engineer, backline, front of house (FOH) stage planning, showing positions and sizes of equipment to be used in a performance legal considerations, e.g. PRS licence, entertainment licence, age limits for the venue 	<p>Unit focus: developing performance skills and using music performance skills within rehearsal and performance.</p> <p>LEARNING AIM A</p> <ul style="list-style-type: none"> Take part in regular rehearsal activities Reviewing and evaluation performance skills <p>LEARNING AIM B</p> <p>Use music performance skills within rehearsal and performance</p> <p>Unit 3: Live Sound</p> <p>Unit focus: students will plan for a live music event, demonstrate understanding of health and safety, and set up and use live music systems.</p> <p>LEARNING AIM B</p> <p>Learners should demonstrate an understanding of:</p> <ul style="list-style-type: none"> risk assessment identifying the hazards and risks to personnel, the public and equipment suggesting measures to minimise risk manual handling how to lift, carry and unload safely without injury to self, others or property personal protection equipment (PPE) gloves, steel toecap boots, ear plugs, safety harness, hard hat electrical safety 	<p>Unit focus: developing performance skills and using music performance skills within rehearsal and performance.</p> <p>LEARNING AIM A</p> <ul style="list-style-type: none"> Take part in regular rehearsal activities Reviewing and evaluation performance skills <p>LEARNING AIM B</p> <p>Use music performance skills within rehearsal and performance</p> <p>Unit 3: Live Sound</p> <p>Unit focus: students will plan for a live music event, demonstrate understanding of health and safety, and set up and use live music systems.</p> <p>LEARNING AIM C</p> <p>Learners will set up and operate live music equipment safely, working with others in an organised and professional manner. This learning aim will bring together all of the content from learning aims A and B and allow learners to apply knowledge in a practical setting. Learners will demonstrate their understanding through:</p> <ul style="list-style-type: none"> setting up safely working through the risk assessment with all crew and performers working from an equipment inventory making basic safety checks on equipment before it is used protecting and securing equipment where necessary, e.g. taping down cables creating clear work zones and keeping public away, e.g. signs, barrier tape connecting equipment correctly, communicating and labelling where necessary sound check quality of sound working to a schedule making records of levels and settings, e.g. track sheets securing suitable on stage and front of house mixes working methodically and professionally 	<p>Unit focus: students will plan for a live music event, demonstrate understanding of health and safety, and set up and use live music systems.</p> <p>LEARNING AIM C</p> <p>Learners will set up and operate live music equipment safely, working with others in an organised and professional manner. This learning aim will bring together all of the content from learning aims A and B and allow learners to apply knowledge in a practical setting. Learners will demonstrate their understanding through:</p> <ul style="list-style-type: none"> setting up safely working through the risk assessment with all crew and performers working from an equipment inventory making basic safety checks on equipment before it is used protecting and securing equipment where necessary, e.g. taping down cables creating clear work zones and keeping public away, e.g. signs, barrier tape connecting equipment correctly, communicating and labelling where necessary sound check quality of sound working to a schedule making records of levels and settings, e.g. track sheets securing suitable on stage and front of house mixes working methodically and professionally 	<p>Developing performance/composition/production/listening skills in preparation for level 3 education</p>
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<p>management skills through a teacher observation record based on conduct in rehearsals</p> <ul style="list-style-type: none"> • Providing extra-curricular opportunities to enable students to develop and discover their interests and talents and to further develop their confidence, resilience and independence <p>Links to Careers:</p> <ul style="list-style-type: none"> • Unit 1 – the music industry external exam learning aims a and b – job roles and organisations in the music industry - Knowledge or job roles is built on this through unit 3 looking at job roles in live sound • Leadership opportunities for students e.g. piano teacher • Links to careers as performers/musicians, composers, music producers through key composer focus in listening and homework activities • External visits/workshops with NCD 		<ul style="list-style-type: none"> • creating inventories and schedules, e.g. set up and sound check • equipment requirements <p>o sound reinforcement requirements – microphones, number, type, stands, cables, DI boxes, connectors, amplifiers, mixing desks, onstage monitoring and public address (PA).</p>	<p>o visual checks to identify worn cabling, damaged equipment</p> <p>o Portable Appliance Testing (PAT) equipment and procedures</p> <p>o safety when using electricity outside</p> <p>o what to do in the event of electric shock.</p>	<p>o making basic safety checks on equipment before it is used</p> <p>o protecting and securing equipment where necessary, e.g. taping down cables</p> <p>o creating clear work zones and keeping public away, e.g. signs, barrier tape</p> <p>o connecting equipment correctly, communicating and labelling where necessary</p> <ul style="list-style-type: none"> • sound check <p>o quality of sound</p> <p>o working to a schedule</p> <p>o making records of levels and settings, e.g. track sheets</p> <p>o securing suitable on stage and front of house mixes</p> <p>o working methodically and professionally</p> <ul style="list-style-type: none"> • operating live sound safely <p>o backline</p> <p>o monitor mix</p> <p>o FOH</p> <p>o troubleshooting</p> <p>o monitor and review live mixes as the performance progresses</p> <p>o adhering to maximum allowed sound pressure levels</p> <ul style="list-style-type: none"> • de-rigging safely <p>o working through the rigging process in reverse</p> <p>o de-rig without public in the vicinity</p> <p>o un-secure equipment safely</p> <p>o check equipment for faults accrued during performance</p> <p>o check equipment back in using the inventory</p> <p>o checks the risk assessment for any unforeseen hazards that have come to light during the performance and</p>	<ul style="list-style-type: none"> • operating live sound safely <p>o backline</p> <p>o monitor mix</p> <p>o FOH</p> <p>o troubleshooting</p> <p>o monitor and review live mixes as the performance progresses</p> <p>o adhering to maximum allowed sound pressure levels</p> <ul style="list-style-type: none"> • de-rigging safely <p>o working through the rigging process in reverse</p> <p>o de-rig without public in the vicinity</p> <p>o un-secure equipment safely</p> <p>o check equipment for faults accrued during performance</p> <p>o check equipment back in using the inventory</p> <p>o checks the risk assessment for any unforeseen hazards that have come to light during the performance and</p>	
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			record findings for next time	
Extra-Curricular/Performance Opportunities	Students to take part in the annual Remembrance Service Students have the opportunity to create and perform their own music in the annual school talent show.	Student will have the opportunity to perform a set of contemporary songs in the annual NDA Live concert series.	Students will be able to further develop their vocal expressiveness by taking part in the school end of term musical	
Opportunities to take part in 1:1 or small group instrumental lessons with Durham Music Service				
Key Stage 5				
Students are supported with and prepared for their progression into a range of different musical career and further study options:				
<ol style="list-style-type: none"> 1. BTEC Level 3 (full-time) at New College Durham, Gateshead College or Newcastle College 2. A Level Music at Consett Academy, Durham Sixth Form or Lanchester St. Bede's 				

REMOTE AND RECOVERY CURRICULUM KS3 2020-2021

Year 7	World music: African and Samba drumming Key element focus: Performing confidently within an ensemble, using rhythm Description: Students will learn about the main features of African drumming and will put together a whole class performance on djembe drums.	Keyboard and Notation Skills Key element focus: Performing confidently as a soloist, using staff notation Description: Students will learn basic keyboard technique and perform a Christmas carol as a solo or duet on the keyboard.	LOCKDOWN Reading Classical Notation Key element focus: using staff notation, listening with discrimination to a wide variety of music Description: students will learn how to read the notes on the treble and bass clef, how to measure and write with duration and to compose simple melodic structures	Playing the Ukulele Key element focus: Performing confidently within an ensemble, using pitch and rhythm Description: Students will learn four basic chords and create a melody and accompaniment performance of 'I'm Yours' by Jason Mraz.	Vocal skills Key element focus: Performing confidently within a vocal ensemble, using pitch and rhythm Description: Students will learn basic vocal technique to create an ensemble vocal performance of a popular song.
Year 8	Playing the Ukulele	Sequencing Music	LOCKDOWN	Music and LGBTQ+/ Merge with Band Skills 1	BRITPOP COMPOSITION SKILLS

	<p>Key element focus: Performing confidently within an ensemble, using pitch and rhythm</p> <p>Description: Students will learn four basic chords and create a melody and accompaniment performance of 'I'm Yours' by Jason Mraz.</p>	<p>Key element focus: improvising and composing, using music technology</p> <p>Description: Students will create a sequenced performance of a popular song using music technology (Sibelius and Cubase)</p>	<p>Reading Classical Notation</p> <p>Key element focus: using staff notation, listening with discrimination to a wide variety of music</p> <p>Description: students will learn how to read the notes on the treble and bass clef, how to measure and write with duration and to compose simple melodic structures</p>	<p>Key Element Focus: Appraising and evaluating</p> <p>Description: Students will understand how music is linked to popular culture and will perform a song by an LGBTQ+ artist.</p>	<p>Key element focus: Composing a traditional britpop song, focusing on harmony, rhythm and melody</p> <p>Description: Students will compose a Britpop composition for a band using 4 chords</p>
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Y8 2021-2022 Recovery Curriculum

Year 7	<p>World music: African and Samba drumming</p> <p>Key element focus: Performing confidently within an ensemble, using rhythm</p> <p>Description: Students will learn about the main features of African drumming and will put together a whole class performance on djembe drums.</p>	<p>Keyboard and Notation Skills</p> <p>Key element focus: Performing confidently as a soloist, using staff notation</p> <p>Description: Students will learn basic keyboard technique and perform a Christmas carol as a solo or duet on the keyboard.</p>	<p>LOCKDOWN</p> <p>Reading Classical Notation</p> <p>Key element focus: using staff notation, listening with discrimination to a wide variety of music</p> <p>Description: students will learn how to read the notes on the treble and bass clef, how to measure and write with duration and to compose simple melodic structures</p>	<p>Playing the Ukulele</p> <p>Key element focus: Performing confidently within an ensemble, using pitch and rhythm</p> <p>Description: Students will learn four basic chords and create a melody and accompaniment performance of 'I'm Yours' by Jason Mraz.</p>	<p>Vocal skills</p> <p>Key element focus: Performing confidently within a vocal ensemble, using pitch and rhythm</p> <p>Description: Students will learn basic vocal technique to create an ensemble vocal performance of a popular song.</p>
Year 8	<p>KEYBOARD SKILLS 2 STYLE/ GENRE: Blues</p> <p>INSTRUMENT FOCUS: Keyboard (solo)</p>	<p>COMPOSITION 2 STYLE/GENRE: Film music</p> <p>INSTRUMENT FOCUS: Orchestral instruments</p>	<p>See current Y8 curriculum intent (above)</p>		

Y9 2021-2022 Recovery Curriculum

Year 7	<p>World music: African drumming</p> <p>Key element focus: Performing confidently within an ensemble, using rhythm</p> <p>Description: Students will learn about the main features of African drumming and will put together a whole class performance on djembe drums.</p>	<p>Keyboard and Notation Skills</p> <p>Key element focus: Performing confidently as a soloist, using staff notation</p> <p>Description: Students will learn basic keyboard technique and perform a Christmas carol as a solo or duet on the keyboard.</p>		<p>Creating a Concert - Mock Unit 2 – Managing a Music Product</p>		
Year 8	<p>Playing the Ukulele</p>	<p>Sequencing Music</p>	<p>LOCKDOWN</p>	<p>Music and LGBTQ+ / Merge with Band Skills 1</p>	<p>BRITPOP COMPOSITION SKILLS</p>	

	<p>Key element focus: Performing confidently within an ensemble, using pitch and rhythm</p> <p>Description: Students will learn four basic chords and create a melody and accompaniment performance of 'I'm Yours' by Jason Mraz.</p>	<p>Key element focus: improvising and composing, using music technology</p> <p>Description: Students will create a sequenced performance of a popular song using music technology (Sibelius and Cubase)</p>	<p style="text-align: center;">Reading Classical Notation</p> <p>Key element focus: using staff notation, listening with discrimination to a wide variety of music</p> <p>Description: students will learn how to read the notes on the treble and bass clef, how to measure and write with duration and to compose simple melodic structures</p>	<p>Key Element Focus: Appraising and evaluating</p> <p>Description: Students will understand how music is linked to popular culture and will perform a song by an LGBTQ+ artist.</p>	<p>Key element focus: Composing a traditional britpop song, focusing on harmony, rhythm and melody</p> <p>Description: Students will compose a Britpop composition for a band using 4 chords</p>
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