**MUSIC CURRICULUM PLAN**

The music curriculum was introduced in September 2019 and is designed to provide a practical approach that engages students in whole class

and small group music-making.  It supports the development of musical knowledge and rhythmic awareness alongside instrumental skill development on drums, guitar (acoustic and electric), bass guitar, keyboard and ukulele. The use of personalised and differentiated performance sheets of music that students know and like, ensures a high level of engagement from them. The curriculum aims to build essential performance skills that will promote achievement and attainment in music. Years 7,8,9 and 11 will be following this plan in their lessons. Year 10 will be following the AQA unit awards in preparation for working life.

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|  | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 2** | **SUMMER 1** | **SUMMER 2** |
| **Scheme of Work** | **Building Musical Skills**  **Exploring the Elements of Music** | **Solo Performing**  **Exploring Rhythm & Pulse**  **&**  **Christmas Music!** | **Duet and Trio Performing**  **Exploring Timbre** | **Developing Performing Skills**  **Exploring Syncopation and Reggae Music** | **Everyone Can Perform!**  **Exploring Songs and Arrangements**  **Creating own Arrangement of a Popular Song** | |
| **Example of Tasks** | This introductory unit of work allows students the opportunity to engage in active music making.  Through the practical activities of performing, listening and appraising music, they will learn about Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence.  This unit will develop pupil’s understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3 and 4.  . | This unit introduces students’ awareness to the importance of pulse as a fundamental upon which music is built and performed. Through the integrated activities of performing and listening, students will be able to make a clear distinction between pulse and rhythm. The students will perform rhythmic patterns of differing complexity including rests, half-beats and accents in a selection of musical genres personalised to their own tastes and using an instrument of their own choosing.  The note values of a semibreve, minim, crotchet, quaver and pair of quavers are introduced and students learn the name, shape and duration of each.  The students will sing and play a selection of Christmas music in preparation for a Christmas celebration assembly. | In this unit students’ understanding of orchestral and instruments used in popular music is developed. Students learn about the timbres of different instruments using a distinguished selection of film music  The students are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section including their individual and characteristic timbres.  This unit is brought to life by pupils joining together to play a selection of film music in the form of a duet or trio ensemble on their chosen instrument. They gain an understanding of what it’s like to perform as part of a smaller group and the importance of each individual part. | In this unit we explore reggae music and the culture it comes from. After exploring the origins of reggae, students learn about the importance of bass lines and how offbeat chords are a key feature of music in this genre.  As part of their performing, students explore the strong and weak beats of the bar, syncopation and the effect that this has on reggae music.    Students briefly study the reggae musician, Bob Marley and his influence on Rastafarianism to a worldwide audience.  The students will be encouraged to develop their ensemble performing skills, on their chosen instrument and perform, *“Three Little Birds”* as a larger group. | This final unit covered over the Summer term, introduces popular song genres. The students will explore ways in which different artists and groups have created different arrangements of the same song – *“cover versions.”*  Students explore hooks and riffs and learn about their function within popular songs.  The unit ends with a choice of pathways building on skills, knowledge and understanding of learning during the unit. The students can choose to either, compose their own popular song, or create and perform their own arrangement of a popular song from a wealth of differentiated options available. | |