

Curriculum Overview – Music



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

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.’ Adapted from National Curriculum, DfE, 2021.

Curriculum Intent

“A life enriched by music”

The Howden School curriculum for music aims to ensure that all our pupils:

- Learn to sing and to use their voices
- Create and compose music on their own and with others
- Have the opportunity to learn a musical instrument
- Build their cultural capital by exploring the cultural and historical significance of music
- Develop a curiosity for different genres of music and an appreciation of different genres of music through the ages
- Prepare for the modern-day world of work within the music industry and beyond
- See the cross curricular links and the empowering nature of music
- Develop their understanding of how music can be used at different occasions and as a powerful tool to nurture their own well-being

Building on prior learning

During KS1 pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

What can students do by the end of KS2?

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

During KS2 pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

What are the skills gaps?

Most, but not all, pupils leave KS2 with a basic understanding of different musical styles and genres. There are significant differences in pupils' exposure to music, particularly in relation to reading and performance. A small number of pupils start KS3 with well-developed instrumental performance and reading skills – usually through having received instrumental tuition at primary school or independently. Many pupils have limited ability and experience of composition (particularly using staff notation).

Curriculum Structure

Our learners build on their previous knowledge and skills through performing, composing and listening. They 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 develop music appreciation and understanding and listen with increasing discrimination and awareness. Pupils use technology where appropriate in Key Stage 3 and increasingly in Key Stage 4. All pupils explore a wide range of musical contexts and styles.

Subject Discipline	Discipline description	Inter-related Dimensions (MAD T SHIRT)
Performing	<ul style="list-style-type: none"> Performing confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression 	Melody <ul style="list-style-type: none"> The succession of pitches and rhythms in a single line Articulation <ul style="list-style-type: none"> The techniques for the formation of sound on different instruments
Composing	<ul style="list-style-type: none"> 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 	Dynamics <ul style="list-style-type: none"> How loud or soft the musical sounds are Tempo <ul style="list-style-type: none"> The speed at which a piece of music is played Structure <ul style="list-style-type: none"> The organisation of musical elements to form a composition or performance
Listening	<ul style="list-style-type: none"> Identify and use the interrelated 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 	Harmony <ul style="list-style-type: none"> Two or more complementary notes played or sung at the same time Instrumentation <ul style="list-style-type: none"> Identification of instruments, families and sounds and how they are combined Rhythm <ul style="list-style-type: none"> The organization of musical elements into sounds and silences Texture <ul style="list-style-type: none"> Monophonic (single melodic line), polyphonic (two or more melodic lines) and homophonic (an accompanied melodic line)

Vocabulary

Much of the vocabulary encountered in the music curriculum can be grouped into the dimensions of music that provide the structure to the curriculum. This provides learners with a structure for categorising new words and linking them to known terms to cumulatively build their music specific disciplinary language.

Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p><u>Introduction to music</u></p> <ul style="list-style-type: none"> • Chair drumming/rhythm work and keyboards – melodies • Pupils will engage with musical warmups and rhythm games, chair drumming and an introduction to the keyboard task, learning a simple song on the keyboard (Ode to Joy) whilst being introduced to music notation. <p><u>Singing</u></p> <ul style="list-style-type: none"> • Pop songs (Stand By Me) • Christmas Carols • Singing in unison • 2-part harmony for some pupils 	<p><u>Music Performance: Ukulele</u></p> <ul style="list-style-type: none"> • Pupils will learn to play songs on the Ukulele using the chords of C, Am, F and G. More able pupils will play songs using a wider range of chords such as A, E, D, F#m. <p><u>Music Performance: Keyboards – Leitmotif and Theme tunes</u></p> <ul style="list-style-type: none"> • Pupils will learn to play two pieces of music used for Leitmotif and Theme tunes – Super Mario and Tetris • They will be introduced to other music notations, piano tutorials and aurally working out melodies. 	<p><u>Composition – Writing a pop song</u></p> <ul style="list-style-type: none"> • Pupils learn to play a 4-chord song on the keyboard in the first two lessons. Then, pupils will compose a pop song using four chord, chord sequences, a verse and a chorus and melody and accompaniment. • They may use the keyboard or ukulele to write their songs. <p><u>Music Performance: Keyboards – Pop Music</u></p> <ul style="list-style-type: none"> • Pupils will learn to play two pop songs using chords. Music is to be selected to reflect what is popular at the time, e.g. what song is No. 1 in the charts. This is to make ALL music seem accessible and relatable. • They will be introduced to other music notations, piano tutorials and aurally working out melodies.
Skills	<p><i>New learning:</i> Ability to read music notations (staff notation)</p> <p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> • Timing • Ensemble skills • Listening to and working with others • Self-reflection (practice diary) <p>Singing – vocal skills</p>	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> • Timing • Ensemble skills • Listening to and working with others • Self-reflection (practice diary) <p>Fretwork skills</p> <p><i>New learning:</i> Ability to read music notations</p>	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> • Timing • Ensemble skills • Listening to and working with others • Self-reflection (practice diary) <p><i>New learning:</i> Ability to write using music notations</p> <p><i>New learning:</i> Ability to read music notations (chord symbols)</p>

Subject specific vocabulary and key terms	<p>Tempo</p> <ul style="list-style-type: none"> • Timing • Beats <p>Rhythm</p> <ul style="list-style-type: none"> • Pulse • Beat • Rests • Duration <p>Dynamics</p> <ul style="list-style-type: none"> • Forte • Piano <p>Instrumentation</p> <ul style="list-style-type: none"> • Voices – soprano, alto, tenor, bass • Projection • Diction • Unison • Diaphragm 	<p>Melody</p> <ul style="list-style-type: none"> • Pitch • Range • Leitmotif <p>Harmony</p> <ul style="list-style-type: none"> • Chords • Major • Minor <p>Instrumentation</p> <ul style="list-style-type: none"> • Solo • Ensemble • Fretwork <p>Articulation</p> <ul style="list-style-type: none"> • Plectrum/Pick • Strum <p>Instrumentation</p> <ul style="list-style-type: none"> • Strings – violin, viola, cello, guitar, ukulele 	<p>Melody</p> <ul style="list-style-type: none"> • Ascending • Descending <p>Structure</p> <ul style="list-style-type: none"> • Sections • Verse • Chorus • Sequence • Phrase/Phrasing • Composition <p>Rhythm</p> <ul style="list-style-type: none"> • Crotchet • Quaver • Minim • Syncopation • Rests • Pauses
Assessment	Use this time to ascertain as much information as possible with regards to the pupil's prior musical experiences at Primary School. Use data from ERSMS peripatetic lessons at primary school.	Pupils perform a pop song on a Ukulele. Pupils are to perform a piece on the keyboard with chords and a bass note.	Pupils are to write and document/perform "pop song". Pupils are to perform a piece on the keyboard with chords and a Bass line/chord sequence.

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p><u>Music Performance: Ukulele – chords/fretwork skills</u></p> <ul style="list-style-type: none"> • Pupils will learn to play songs on the Ukulele using the chords of C, Am, F and G. 	<p><u>Composition – Composition using a Digital Audio Workstation</u></p> <ul style="list-style-type: none"> • Pupils will compose using three different types of Digital Audio Workstation: Chrome Lab, Song Maker and GarageBand. 	<p><u>Music Performance: Intro to Pop music – Pop Music</u></p> <ul style="list-style-type: none"> • Pupils will learn to play two pop songs on their choice of instrument from the keyboard, ukulele and guitar. • The songs the pupils play will be selected by themselves on Musical Futures. This is

	<ul style="list-style-type: none"> Pupils will develop skills to perform songs using a wider range of chords. <p><u>Music Performance: Keyboard</u></p> <ul style="list-style-type: none"> Pupils will learn to play two pop songs. Sweet Caroline and Dance Monkey. They will be introduced to other music notations, piano tutorials and aurally working out melodies. 	<ul style="list-style-type: none"> Creating melodies with drum accompaniment on Song Maker Creating samples/loops using GarageBand <p><u>Music Performance: Keyboard – Leitmotif</u></p> <ul style="list-style-type: none"> Pupils will learn to play Hedwig’s Theme and engage with listening activities regarding leitmotif. They will recap and use music notations, piano tutorials and aurally working out melodies. 	<p>to help pupils develop their independent learning in music.</p> <p><u>Music Performance: Band Skills</u></p> <ul style="list-style-type: none"> Pupils can choose to play either the guitar, ukulele, chair drumming or sing (or any other instrument they are learning to play outside the lesson) within a band ensemble.
Skills	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> Timing Ensemble skills Listening to and working with others Self-reflection (practice diary) Fretwork skills <p><i>New learning:</i> Ability to read music notations (chord symbols)</p> <p><i>New learning:</i> Ability to read music notations (guitar tablature)</p>	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> Timing Ensemble skills Listening to and working with others Self-reflection (practice diary) <p><i>New learning:</i> Ability to read music notations</p> <p><i>New learning:</i> Ability to use music notations</p>	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> Timing Ensemble skills Listening to and working with others Self-reflection (practice diary) <p><i>New learning:</i> Working within an ensemble</p> <p><i>New learning:</i> Ability to read music notations (chord symbols)</p>
Subject specific vocabulary and key terms	<p>Harmony</p> <ul style="list-style-type: none"> Chords Progression Ensemble <p>Articulation</p> <ul style="list-style-type: none"> Pick Strum <p>Dynamics</p> <ul style="list-style-type: none"> Crescendo Diminuendo <p>Structure</p>	<p>Notation</p> <ul style="list-style-type: none"> Treble clef Bass Clef <p>Structure</p> <ul style="list-style-type: none"> Sequence Composition Phrase/Phrasing <p>Articulation</p> <ul style="list-style-type: none"> Staccato Legato Slurred 	<p>Harmony</p> <ul style="list-style-type: none"> Chords <p>Melody</p> <ul style="list-style-type: none"> Steps and leaps Conjunct Disjunct Lyrics <p>Structure</p> <ul style="list-style-type: none"> Ostinato <p>Dynamics</p> <ul style="list-style-type: none"> Fortissimo

	<ul style="list-style-type: none"> • Bridge • Intro • Outro 	<ul style="list-style-type: none"> • Accent <p>Tempo</p> <ul style="list-style-type: none"> • Accelerando (getting gradually faster) • Rallentando (getting gradually slower) 	<ul style="list-style-type: none"> • Pianissimo
Assessment	<ul style="list-style-type: none"> • Each lesson pupils will track their progress by writing 'two stars and a wish' or next steps in their exercise books. • Select a minimum of three pupils at random each lesson to perform for the class and peer assess as a class. • For solo and ensemble assessments, pupils will be required to perform independently and in groups, ideally to a backing track or a 'playalong'. • Performance is evaluated against criteria associated to the inter-related dimensions of music, including accuracy of reading, fluency, timing, independence and technical control. 		

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Knowledge	<p><u>Music Performance</u></p> <ul style="list-style-type: none"> • Pupils will perform their ensemble performances on their chosen instruments. • Pupil led. Pupils choose their instrument and song they would like to play from a choice of Keyboard, Ukulele or Guitar. Alternatively, the pupils can learn to play a new song on any other instrument that they are learning in private music lessons or lessons with the music service. 	<p><u>Music Composition</u></p> <ul style="list-style-type: none"> • Pupils will compose using two different types of Digital Audio Workstation (DAW): GarageBand and MuseScore3. • Pupils will compose chord sequences with melodies (MuseScore3) • Creating samples/loops using GarageBand 	<p><u>Musical Product: Pupils to create a musical product for market</u></p> <ul style="list-style-type: none"> • Pupils will plan to create a "product" that is ready for market. This could either be a music festival, a CD/album or concert. • Pupils will work out the costings for the event, do health and safety audits/plans and create a "Dragon's den" style pitch for their product. • Pupils will create an excerpt of a performance that is to be performed at their concert/festival or on their CD. This could be in the form of a brand new composition or a re-write lyrics to a pre-existing song.
Skills	<p>Ability to read music notations</p> <p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> • Timing • Ensemble skills • Development of musical ideas 	<p>Ability to read music notations</p> <p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> • Timing • Ensemble skills • Development of musical ideas <p>Communication of musical ideas</p>	<p>Musical skills to be assessed:</p> <ul style="list-style-type: none"> • Timing • Ensemble skills • Development of musical ideas <p>Dragons den style "Pitch"</p> <p>Presentation skills</p>

<p>Subject specific vocabulary and key terms</p>	<p>Notation</p> <ul style="list-style-type: none"> • Treble clef • Bass Clef • Symbols <p>Instrumentation</p> <ul style="list-style-type: none"> • Ensemble • Fretwork • Plectrum/Pick • Strum • Strings <p>Rhythm</p> <ul style="list-style-type: none"> • Dotted rhythms • Triplets <p>Harmony</p> <ul style="list-style-type: none"> • Dissonance (clashes) • Drone 	<p>Melody</p> <ul style="list-style-type: none"> • Conjunct • Disjunct <p>Instrumentation</p> <ul style="list-style-type: none"> • DAW (Digital Audio Workstation) • Keyboards – piano, organ, synthesiser <p>Composition Structure</p> <ul style="list-style-type: none"> • Sequence • Order • Phrase/Phrasing • Repeat • Ternary form (ABA) <p>Texture</p> <ul style="list-style-type: none"> • Unison • Imitation • Call & Response 	<p>Harmony</p> <ul style="list-style-type: none"> • Chords • Extended chords • Scalic • Broken <p>Melody</p> <p>Performance</p> <p>Product</p> <p>Industry practise</p> <p>Festival</p> <p>Concert</p> <p>Album</p> <p>Composition</p> <p>Business plan</p> <p>Health and Safety</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • For solo and ensemble assessments, pupils will be required to perform independently and in groups, ideally to a backing track or a 'playalong'. • Performance is evaluated against criteria associated to the inter-related dimensions of music, including accuracy of reading, fluency, timing, independence and technical control. 	<ul style="list-style-type: none"> • Pupils will submit their final score, using the appropriate medium. • Composition scores will be assessed against set criteria relating to creativity, structure, melody, harmony, and instrumentation, as appropriate. 	<ul style="list-style-type: none"> • Present a prepared 'Dragon's Den' style pitch, reflecting all work completed during the unit. • If sufficient time, pupils will create repertoire to be included as part of the pitch. • Peer assessment will be included, using clear criteria set out for the activities, and linked to the performing arts tech award qualification followed at KS4.