

Music 5 Year Curriculum Plan

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Approved by:

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Trust Curriculum Policy Extract

The Trust curriculum ensures all pupils in the Trust experience a rich, broad and balanced experience, reflecting the FMAT mission of `Enriching lives, transforming futures`. **We want all our pupils to experience the joy and wonder of learning.**

We place a strong emphasis on nurturing the spiritual, moral, social and cultural development of pupils, along with a firm commitment to developing pupils' resilience and character **through the acquisition of life skills**. We are preparing all our pupils to contribute positively to modern British society **and have a suitable career and destination**. All pupils have the entitlement to study a rich and varied curriculum

The Trust values permeate the curriculum

Excellence: a curriculum of the highest quality to ensure excellent outcomes

Dedication: we believe there is dignity in hard work

Ambition: we want the very best for all of our students.

Integrity: moral purpose will underpin the curriculum decisions we make for our pupils

Tradition: British values, literacy and numeracy underpin the curriculum

A well-constructed curriculum will lead to good results because these results will reflect what pupils have learned. The curriculum is the progression model, enabling pupils to **know more, remember more and be able to do more**.

Teaching and Learning Vision

Knowledge is power. Information is liberating.

Kofi Annan

We believe all students, whatever their background, are able to become experts in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts – in every classroom, every lesson, every day.

Our students have the right to be introduced to deep knowledge and a wealth of information from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

Teaching and Learning Vision for the *Music* Department

"The music department will ensure that every student, regardless of background, will **relish** their music lessons and extra-curricular opportunities whilst **broadening their cultural awareness**. Through an **interleaving** curriculum, music lessons will focus on musical learning intentions and be characterised by **practical** and **social music making**."

We can turn every learner into an expert in *Music*, at the same time as developing a love for the subject.

At the end of Year 11 students in *Subject* will....

Know...

- The context and musical features of contrasting genres, styles and traditions of music.
- An awareness of musical chronology in the Western Classical Tradition (Baroque, Classical, Romantic, Popular).
- Forms and Devices in musical composition and the relevant composers/artists that used these.
- The different roles that music plays within the film industry.
- To explore the musical idioms associated with a variety of popular music.
- Instruments and sonorities used in different genres of music.
- To have an awareness of a variety of instruments, styles and approaches to performing and composing.
- The purpose and intention of composers, performers, and those who commission music.
- The effect of the occasion, audience and choice of venue on the way music is composed and performed.
- How music is created, developed and performed in different social, historical and cultural contexts.
- The different types of organisations in the music industry and the type of work each undertakes.
- The variety of different health and safety policies and procedures used in the workplace.
- The roles and associated timelines linked to production and promotion of different music products.
- The role of service companies, agencies and unions within the music industry.
- The different job roles within the music industry and the responsibilities of each role.
- The different employment patterns available and the benefits of these patterns.

- Identify the inter-related dimensions with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- Musical vocabulary related to different genres and cultures of music.

Understand...

- The advantages, disadvantages and suitability of each type of venue.
- Health and safety in the workplace.
- How organisations interrelate and why these relationships are important.
- The advantages and disadvantages of each type of contract and employment pattern and consider why they are used in the music industry and what makes them suitable or unsuitable for different circumstances.
- How music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- The music they perform and to which they listen, and its history.
- The links between the integrated activities of performing, composing and appraising and how this informs the development of music.
- The different dimensions of music technology and its role in the creation of music.
- How expression enhances performances.
- How context, culture and historical events have affected music and its creation.
- How film music is created, developed and performed, and the impact this has on the audience.
- How the inter-related dimensions of music can be used to create programme music.
- Why the occasion, audience or choice of venue can affect the way music is composed and performed.
- Why when music is created, developed and performed it is affected by the social, historical or cultural context.

Be able to...

- Perform individually and in groups where they can communicate musically with fluency and control of the resources used.
- Use expression in performances.
- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Compose music on their own and with others.
- Organise musical ideas and develop structured pieces of music.
- Develop knowledge, skills, and understanding needed to communicate effectively as musicians
- Create a sequenced piece for performance using music technology.

- Compose idiomatically for a variety of instruments.
- Present a score using music technology.
- Read and write in treble and bass clef in simple time and compound time.
- Highlight musical key features and analyse them using their aural skills.
- Sing and use their voices.
- Use appraising skills to make evaluation and critical judgements about music.

Have been exposed to the following knowledge, theories, texts and experiences that span beyond the BTEC specification

Music is a broad and expansive industry with many different facets, and it is our aim that our curriculum reflects that. One of the aims of our curriculum is that it will be an engaging and relevant curriculum that broadens students' cultural awareness and builds on their current enculturation. During KS3, it is our aim that students will have a broad and varied musical experience. Therefore, during KS3 students will study the following topics that are not reflected in the BTEC specification:

- Music from around the World
- Blues Music
- Programme Music
- Classical Music
- Ground Bass

At the end of KS3 students will have a fuller and more enhanced knowledge and skills set than required to be successful in BTEC Music and would be able to progress onto any Level 2 equivalent music course or continue to work independently at home. In addition to this, students will have been exposed to a broad selection of music that they may not have the opportunity to experience otherwise due to some of their limited cultural opportunities at home.

During KS4, students will develop a firm foundation in reading staff notation, both treble and bass clef. This is not a requirement of the BTEC specification but is an essential skill for any student wanting to continue their musical studies into KS5 or work in the music industry. As part of Unit 5, students will be exposed to warm up techniques for their instruments/voice and repertoire choices that are in line with a Level 3 music course such as the Music Diploma in Performance and Production, or BTEC Music Level 3 course. Equally, in Unit 7, students will experiment with sequencing techniques and electronic effects, for example distortion, which is beyond the Level 2 BTEC specification and more in line with a level 3 course.

Developed their cultural and social capital through the following extra-curricular work

Most students who arrive at Smith's Wood Academy do not have a broad musical cultivation or have been provided with different musical opportunities. Many students have had a limited music curriculum at primary school and at home are only exposed to household's favoured genres or music from TV and video games. Therefore, students have knowledge gaps, especially around musical genres other than Popular Music, and often lack instrumental skills. Many have never had the experience to attend a live concert venue and do not necessarily have connections to people who work within the industry. As listed more specifically below, we at Smith's Wood Academy try to increase their cultural capital by giving them broad and varied experiences in both the classroom and through extra-curricular activities.

During students' 5 years at Smith's Wood Academy, students are able to participate in any of the weekly extra-curricular activities offered such as Choir, Bands, rehearsal time and musical productions. These activities provide students with the opportunity to develop their knowledge and skills from the classroom further and apply this to a more practical setting. The importance of these activities lies, also, in the fact that students would not necessarily get these opportunities outside of school due to social and economic circumstances. Students can also choose to have additional music lessons provided by Solihull Music Service, while at Smith's Wood Academy. This enables students to acquire a greater depth of knowledge in music beyond the classroom and be able to specialise in a specific area of music.

At several points across the academic year, students are given the opportunity to perform in famous places such as The Cavern Club, Liverpool, NEC Birmingham, and Abbey Road Studios, London. These occasions raise aspirations for our students as they get to perform in iconic venues and also raises their awareness of future careers in music. Students in KS4 are taken to FE institutions and other professional workplaces with the desire of again raising their aspirations and cultural capital. These experiences will also connect their knowledge linked to Unit 1 of the BTEC, which will help build schema in the brain which will lead to positive outcomes.

5 Year Curriculum Plan

Year 7 Music at Smith's Wood Academy

The aim of the Year 7 music curriculum is to provide students with the foundational skills and knowledge needed to be successful in music. This is important as not all Smith's Wood Academy students have a substantial exposure to music in primary school. The curriculum also aims to give students a varied and broad experience to engage with music-making.

The purpose of the initial Scheme of Work, Introduction to Music, is to prepare students by enabling them to have a strong foundation for their music making. In this scheme of work, students will gain the vocabulary to appraise music and this will be the initial language they need in order to understand more complex concepts in future schemes of work. Students will begin to explore their musicianship and music-making in relation to their performance and composition skills. Students will learn basic keyboard skills and will develop their voices from the work they did in primary school. Students will also start to compose using improvisation as their main tool. Notation, the following scheme of work builds on these foundational skills and knowledge, by introducing students to the skill of reading music. This is a vital skill for a musician as it is the main language of music and means that students can learn music independently if they choose to, by using the internet. Students need to understand the concepts of duration and pitch, studied in the first SOW to fully grasp staff notation which is why the curriculum is sequenced in this order. Students will continue to develop their instrumental and compositional skills within this unit and will improve their aural skills by learning the instruments of the orchestra. The rest of the KS3 curriculum, from this point on, takes the knowledge and skills learnt in the first two SOWs and shows the students how these apply in different musical genres and traditions. Therefore, the last topic in Year 7 is Music from around the world. Through practical and social music-making, students will experience music from Indonesia, the Far East and Brazil. These traditions are relatively simplistic compared to other genres studied later, as they use limited pitch, or just rhythm. It is for this reason that we study this early in the curriculum. It also gives students a broad experience in Year 7 as the previous two SOWs are focused around the Western Classical Tradition.

The Year 7 curriculum recognises that Birmingham is a multi-cultural society and therefore this curriculum looks at how music is and was used around the world, inspired by the demographic of the school. For example, there is a lesson on music from India and lessons which links with Black History. The CBSO is an important icon in the UK classical music scene and therefore the students will learn about the instruments of the orchestra and they will begin to recognise the instruments that are used in the music they hear in video games and films.

Year 7 Units of Study

Length of unit

Unit 1	<u>Introduction to Music</u> Topics: Improvisation, Keyboard Skills, Ground Bass, Singing.	14 Lessons
Unit 2	<u>Notation</u> Topics: Graphic scores, Staff Notation, Programme Music, Harry Potter and the orchestra	12 Lessons
Unit 3	<u>Music from around the world</u> Topics: Gamelan music, Pentatonic Music, Samba	11 Lessons

Year 8 Music at Smith's Wood Academy

The aim of the Year 8 music curriculum is to enrich our students with the skills required to continue their music-making outside of school when they leave KS3. These skills cover basic keyboard skills, being able to read staff notation, song-writing and performing from a chord sheet.

The Year 8 curriculum continues in the same line as the last unit of year 7 by taking the foundational knowledge learnt and applying it to different musical contexts and genres. For example, students develop their knowledge of rhythm notation in Year 8 from Year 7 as they expand it by learning about triplets, syncopation and swing rhythms. Another example would be that in Year 7 students learn to play a melody or bass line with one hand on the keyboard, whereas in Year 8 they are encouraged to play a melody and bass line at the same time with two hands.

The first unit studied is History of American Music, where students will explore how the slave trade has impacted the music that they listen to. The unit starts with looking at music from Africa, followed by the next chronological genre, blues and finishes with popular music of the 20th century. The purpose of this unit is to inform students' musical enculturation, and to explore musical history beyond the western classical tradition. The second unit is entitled BBC 10 Pieces, which looks at 'the great composers' of the western classical tradition in line with the national curriculum. This unit is sequenced here as the music and concepts are more complex than those studied previously. The purpose of the BBC 10 Pieces Scheme of Work is to dissolve the stereotypes that the students have around classical music and to broaden their musical listening horizon. The scheme of work introduces them to new music, informs them about classical music they will already have encountered and links classical music to the music they listen to by showing how it has inspired modern genres. This is all done through practical music-making. Many film scores and techniques used in film music have been inspired by classical music and therefore the last unit studied in Year 8, is Film Music. Students will continue to develop their performance and composition skills in this unit, by learning to play famous leitmotifs and composing music for a film scene using music technology. The intention of this unit is again to broaden and inform students' knowledge about a genre of music yet again part of their enculturation. The units are studied in this order as the music builds in complexity throughout the 3 units and therefore this systematic progression ensures that new skills and knowledge are built on what has been taught before

The city of Birmingham has a vibrant classical music scene led by the flagship the CBSO and the Royal Birmingham Conservatoire. Therefore, it is important that students in this area understand about the traditions and cultures of their city and through music-

making engage with it. Smith's Wood Academy also has a strong black history movement and therefore it is important that the whole school learn about their musical heritage.

In addition to the enrichment opportunities listed above, it is hoped that Year 8s will get the opportunity to attend a classical music concert in order to increase their cultural capital and provide them with a new experience.

Year 8 Units of Study		Length of unit
Unit 1	<u>History of American Music</u> Topics: African Drumming, Blues, Popular Music, Keyboard skills	14 Lessons
Unit 2	<u>BBC 10 Pieces</u> Topics: BBC 10 Pieces, Fanfares, Minimalism	13 Lessons
Unit 3	<u>Film Music</u> Topics: Film Music (Performance/Composition)	10 Lessons

Year 9 Music at Smith's Wood Academy

There are 2 aims of the Year 9 Music curriculum. The first is to provide students with the skills required to independently make music outside of school in the future. The second aim is to give students insight into how the knowledge they have learnt in previous years is being used currently in the music industry. It is hoped that this insight might inspire some students to consider music as a future career or prospect.

As in Year 8, the Year 9 curriculum applies previous knowledge and skills to different musical contexts. For example, in Year 9 students take their knowledge learnt in Year 7 about instruments and sonority and learn about how these are used to create certain effects in video game music. However, the emphasis in Year 9 is on contexts which are forward looking, and students are exposed to through their enculturation. The first two units, Computer and Video Game Music and Music for Adverts mainly develop students' performance skills, however, there are some composition projects. The purpose of these two units is to highlight the importance that music plays in these sectors and for students to understand how to work with a brief like a professional composer. This is followed by two units where the emphasis is on composition, Dance Music and Song writing. Students will learn and develop skills used by professional composers now using music technology and traditional compositional processes. From this, students will gain an understanding of how the music they encounter is composed and students will be able to continue their skills outside of school using apps such as Garageband if they wish to. Finally, students will look at 'Musical Legends' of the past and present. This unit has been written in consultation with a student voice panel and therefore the 'Legends' have been chosen from their recommendations. This is important as it means that students have a stake hold in their own curriculum and students will find it engaging and relevant. Students will accumulate all their previous skills and knowledge learnt in KS3 and reflect on how legends such as Bob Marley,

Michael Jackson, Ludwig Van Beethoven Ed Sheeran etc applied this to their work. Students will complete BTEC like projects in preparation for future studies at KS4.

The units are studied in this order as the skills and knowledge build in complexity throughout the course. Students need to have the skills and knowledge required in previous topics in order to grasp the new concepts. An example of this would be in relation to the keyboard skills. The keyboard skills required to play video game music, such as the music from Fortnite or Mario, are less than the keyboard skills needed for the last unit 'Musical Legends'. Video game music tends to be repetitive as it is based on ostinatos and uses limited other dimensions, whereas the music of Michael Jackson or Beethoven requires a higher level of dexterity and coordination and a greater depth of knowledge around reading notation to be successful.

In 2019, the music industry contributed £5.2 billion to the UK economy and £2.7 billion of this was generated from export revenue, making the music industry one of the most highly successful in the country. It currently employs just under 200,000 people fulltime, although there will be more people involved in the industry on different contracts. As the industry is an important one for our country and is ever growing it is important that students are given the opportunity to see how they could be involved in this industry and the Year 9 curriculum gives students an experience of this industry.

Year 9 Units of Study

Length of unit

Unit 1	<u>Computer and Video Game Music</u> Topics: Computer and Video Game Music (Performance/Composition)	7 Lessons
Unit 2	<u>Music for Adverts</u> Topics: Composition and Keyboard Skills	6 Lessons
Unit 3	<u>Dance Music</u> Topics: History of Dance Music, Club Dance Music	6 Lessons
Unit 4	<u>Songwriting</u> Topics: Chords, Popular music	6 Lessons
Unit 5	<u>Musical Legends</u> Topics: Reggae, Motown, Rock 'n' Roll, Rock music, Popular Music	11 Lessons

Year 10 Music at Smith's Wood Academy

The Year 10 curriculum is the start of the students' BTEC Music First Award journey at Smith's Wood Academy. The BTEC Music First Award is an inclusive course with enables all of our students to achieve positive outcomes. This is achieved as the course has more of an emphasis on practical and coursework assessments rather than exam-based assessments which benefits our current students' learning styles and study skills. The course is also engaging to our students as they enjoy their practical and social music-making in lessons and is more career driven which our students find easier to relate to. The Year 10 curriculum prepares all pupils to start and then fully immerse themselves in this journey by developing even further many of skills and knowledge covered in KS3.

The units chosen in Year 10 have been chosen because they are an extension of the skills developed in previous years.

In Year 10 students will complete the specialist units of the BTEC course. Students will begin with a short unit where they will complete mini BTEC projects to prepare students for the main assignments. These will be in the main 3 areas, music technology, performance and composition. Students will then start with Unit 7: Introduction to Music Sequencing where students will be required to use music technology to either create a new composition or to recreate a previous existing piece of music. Digital technology is a huge part of the music that surrounds us in the 21st century. Therefore, students will learn how to create music using a variety of sources, including loops and software instruments. They will then edit their music by the application of different processes such as quantisation, looping and note editing, and enhance their sound with plug-ins such as reverb, delay and distortion. They will then create a final mix which will become a completed audio file. Students will gain an understanding of the different software tools, leading to the production of music that uses the full functionality of the software available. Students will then complete Unit 5: Introduction to Music Performance. Over the course of this unit, students will explore skills and make decisions needed to prepare for a performance. Students will learn the importance of planning and practicing for a performance and will keep a practice/production log that details how they have improved over the duration of the unit. The unit will be completed by a performance of 2 pieces to an audience.

The units are studied in this order as they build in complexity on the grounds of the skills and knowledge studied before. The order of units is designed to so that students develop a high level of technical proficiency, confidence as a performer and the appropriate level of discipline and perseverance needed to be a musician.

During KS4, students will be given enrichment opportunities to attend FE institutions and other professional workplaces so that students can connect the learning for Unit 5 and 7 with the professional work done in the music industry. It is also hoped that it will inspire students to consider music beyond KS4.

Year 10 Units of Study		Length of unit
Unit 1	Introduction to BTEC	8 Weeks
Unit 2	Unit 7: Introducing Music Sequencing	15 Weeks
Unit 3	Unit 5: Introducing Music Performance	15 Weeks

Year 11 Music at Smith's Wood Academy

The Smith's Wood Academy Year 11 curriculum prepares all students to complete their BTEC journey as they complete all the units required for the BTEC Music First Award. Students will firstly study for the external examination which is Unit 1: The Music Industry.

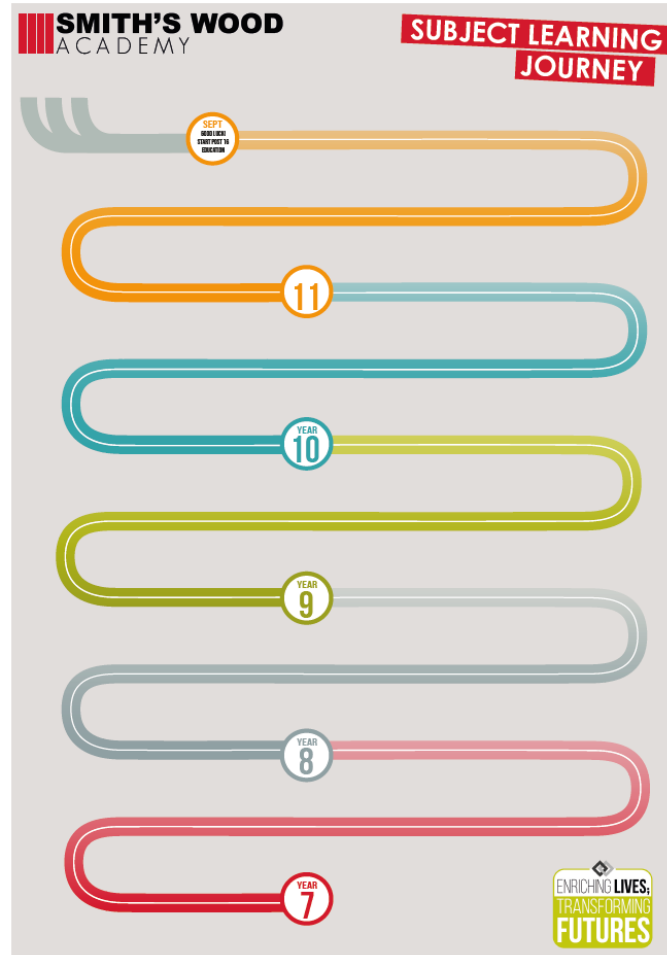
This unit gives students a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. Students will investigate music organisations to find out about the work they do and how they relate to and rely on one another. They will also find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles. Students will gain an understanding on the various business practices within the industry and the range of job opportunities that exist. They will also learn how the industry operates for individual entrepreneurs, sole traders, partnerships and small organisations that predominate. Finally, the unit aims to help students gain an awareness and the underpinning knowledge of the structure of the music industry, its working practices and opportunities.

Unit 2: Managing a music product is studied last as students are required to use all their skills and knowledge they have learnt over the past 5 years such as performance and direction skills, music technology skills and understanding cultural practices relating to different genres. In unit 2, students are required to manage the planning, delivery and promotion of a music product. This unit introduces students to elements of industry practice. Students will learn the importance of the fact that different audiences have on a promotion campaign. In the unit, students will work as part of a team and will undertake a specific role where students will need to demonstrate appropriate planning skills for the creation of your product. The unit highlights the fact that the industry does not depend purely on what happens on stage, but also on what happens in the marketplace, retail and in audience generation and engagement.

In order to support the outcomes of Unit 1: The Music Industry, students will be offered the enrichment opportunity of attending a music venue in Birmingham and understanding the different staff roles and responsibilities. This experience will embed students' knowledge for the exam as it will help build schema in the brain which will lead to positive outcomes.

Year 11 Units of Study		Length of unit
Unit 1	Unit 1: The Music Industry	15 weeks
Unit 2	Unit 2: Managing a music product	10 weeks

The *Subject Department Learning Journey* at a glance



To include – topics, purpose of study and assessment points. To show how and why the curriculum is sequenced in the way in which it is.