



Holy Trinity School

A Church of England Secondary School



Music Curriculum Guide

WHOLE SCHOOL CURRICULUM INTENT STATEMENT

Curriculum Intent:

- As a Church of England School, we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.



- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g., Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.
- Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.



Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1-hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.



Whole School Learning Principles:

- Progress at Holy Trinity is informed by 'Accelerated Learning' which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned".



Subject Intent Statement:

Music is vital in contributing to the cultural capital of all children, which is why it is at the heart of life at Holy Trinity. It is a vibrant department that aims to provide a broad, balanced and diverse curriculum.

Students are challenged to be ambitious in their learning through developing skills in 'live' music making as well as using music technology and are trained in musical literacy and numeracy. Students study a range of topics from different eras, genres and cultures and develop the necessary skills in independent music making as well as ensemble playing.

There are many opportunities throughout the year to explore the extra-curricular offer we have, lead music in Collective worship and students are invited to showcase their talents at the various concerts/productions that are staged as part of the Holy Trinity Performing Arts Academy.

KS3

- The curriculum at Key Stage 3 is planned and sequenced with the three main aspects of musical learning in mind: Performing, Composing and Listening and Appraising following the Music Model Curriculum guidance of Singing, Listening and Appraising, Composing and Performance. The skills they develop at Key Stage 3 prepare them for Level 2 and Level 3 qualifications at Key Stage 4 and 5. All students are empowered to use their voice, acquire confident keyboard skills, trained in playing a ukulele, explore percussion from different cultures, perform in ensembles and independently and are taught to understand the theory of music. The activities that are experienced also contribute to the development of oracy skills and literary confidence.
- Our students are 'graded' using the school's underpinning elements, Dignity, Community, Wisdom and Hope. We loosely translate these to: Respect and Behaviour, Teamwork, Independence and Aspirations. This allows us to focus not just on Musical ability, but on the student as a whole, teaching them skills that will support them in all subjects and life outside school. It also means we are able to reward students for their efforts and positive personal characteristics, not just for their ability to play or sing. Additionally students are informed of their GCSE equivalent level and complete PLC's/Radars to help them set targets for growth.

KS4

- We offer two courses at KS4, Edexcel GCSE Music and NCFE L1/2 Technical Award in Music Technology.



Edexcel GCSE Music

Students will follow the Edexcel GCSE Music Course:

Component 1 -Solo and Ensemble Performance 30% (1 solo and 1 ensemble piece at their ability level)

Component 2 -Composition 30% (1 original composition and one from a brief set by Edexcel)

Component 3 -Listening and Appraising 40% (External examination based on the set works below)

Set works

Area of study	Set works
Instrumental Music 1700–1820	• J.S. Bach: 3rd Movement from Brandenburg Concerto no. 5 in D major • L. van Beethoven: 1st Movement from Piano Sonata no. 8 in C minor 'Pathétique'
Vocal Music	• H. Purcell: 'Music for a While' • Queen: 'Killer Queen' (from the album <i>Sheer Heart Attack</i>)
Music for Stage and Screen	• S. Schwartz: 'Defying Gravity' (from the album of the cast recording of <i>Wicked</i>) • J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)
Fusions	• Afro Celt Sound System: 'Release' (from the album <i>Volume 2: Release</i>) • Esperanza Spalding: 'Samba em Preludio' (from the album <i>Esperanza</i>)

NCFE L1/2 Technical Award in Music Technology.

The NCFE course in Music technology is a vocational qualification designed to prepare students for a career in the music technology industry. They are taught the practical and technical skills needed to operate within the industry as well as understand the developments in music technology over time.

There is one non-examined assessment (60%) and one examined assessment (40%)

The qualification consists of one unit with multiple content areas:

Content areas

Content area 1: Introduction to music technology and the music business
Content area 2: The digital audio workstation (DAW)
Content area 3: Musical elements, musical style and music technology
Content area 4: Sound creation
Content area 5: Multitrack recording

Both KS4 courses lead to various KS5 courses academically and vocationally; A Levels and Further Technical qualifications like BTEC and Cambridge Technicals.



KS5

Cambridge Technicals Extended Certificate and Extended Diploma in Performing Arts (2016 suite)

- We believe in the Performing Arts and want to give our students the best possible opportunity to succeed in the industry. We offer an amazing suite of post-16 courses that are both practical and industry related. Our Cambridge Technical courses offer students the opportunity to develop their technical skills, while testing their academic abilities and preparing them for the world of work in the Performing Arts.
- Our courses cover 5 disciplines, Acting, Music, Dance, Musical Theatre and Technical Theatre and two sizes of qualification. You can opt to study Performing Arts as a single option alongside two other A- Levels or take the extended course, which is a full-time, two-year course that is the equivalent of 3 A-Levels. Please note that Musical Theatre is ONLY available on the Extended Diploma, not single or double.
- You will be provided with a 1-2-1 coaching session each week on your chosen discipline and will undertake regular performance development sessions, following a skills development programme to make you a stronger performer.
- If you follow the Technical Theatre pathway, where other pathways 'perform', you will work in a technical capacity, learning how to design and run the sound, lighting, scenery and backstage management you will need to ensure your fellow students' performances are all they can be. The technical course blends the creativity of design ideas with the technical skills to put the ideas into practice.
- The course will involve lots of work outside the classroom, including visits to Performing Arts venues, visits to performances, running workshops in local schools and plenty of performing opportunities. The course is open to any genre of performance, allowing rock and pop musicians to study alongside classical performers, lighting designers to work with actors, and street dancers to develop their skills on the same course as ballet dancers.



Curriculum Overview for Year 7:

We have a **COMPOSER of the MONTH** which forms part of our curriculum and students listen o a piece of music from that composer at the start of every lesson.

Key topics	Year 7 Music	Assessment
FIND YOUR VOICE	<u>FIND YOUR VOICE</u> Integrated theory and listening Can recognise changes in pitch, rhythm, tempo, texture and dynamics, with effective use of the correct terminology (DR SMITH). Is able to identify the elements of music (DR SMITH). Can identify instrumentation and styles of music using correct terminology. Performance - Singing Is able to hold a melody line observing phrasing, accurate pitch and dynamics. Can use own voice as an instrument appropriate to the musical context. Can maintain an independent part in a small group. Communicates with others during a performance, making adjustments as needed. Is aware of and has attempted singing in harmony. Can suggest, follow and lead simple performance directions. Communicates effectively with an audience	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. Students are also graded using GCSE grading levels using a Radar which targets skills introduced and developed throughout ALL courses.



	Can offer comments about own and others' work and ways to improve, plus accept feedback and suggestions front of others.	
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Links to KS4 Links to KS5	Elements of music – GCSE and NCFE Vocal Music – AOS 2 GCSE Units 26 and 27 Singing Techniques and Performance OCR Technicals in Performing Arts	
MUSIC ELEMENTS	<u>MUSIC ELEMENTS</u> Integrated theory and listening Can identify the different Elements of Music (DR SMITH) through listening and appraising Is able to read, write and practice note duration, treble clef and bass clef notation and basic Italian terms Composition and Improvisation Can practice understanding of note duration using musical maths skills Can use note duration to create rhythms for African drum ensemble Can notate treble and bass clef on a stave Can use understanding of pitch to play a simple melody Can identify instruments	



	though listening and appraising Can create parts for a band in Garageband using understanding of instrumentation, rhythm and pitch using loops and own creation	
Links to KS4 Links to KS5	Elements of music – GCSE and NCFE Units 26 and 27 Singing Techniques and Performance OCR Technicals in Performing Arts	Links to KS4 Links to KS5



KEYBOARD STUDIES	<u>KEYBOARD STUDIES</u> Integrated theory and listening Can identify and notate Note duration. Can identify and notate Treble and Bass Clefs. Is able to recognise and play a piece in 3/4 and 4/4 time signatures. Is able to recognise and play a major scale. Can identify the elements of music (DR SMITH) including instrumentation and styles of music using correct terminology. Keyboard Skills Is able to understand and use Basic Rudiments of Keyboard playing. Can play a version of Ode to Joy at their ability level. Can read staff notation as well as learn by rote. Can use Logic ProX to develop playing. Can recognise antecedent and consequent. Can recognise ternary structure.	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. Students will also perform their small ensemble pieces to each other and receive specific feedback on skills.
Links to KS4 Links to KS5	Understanding the keyboard – Keyboard skills NCFE and AOS 1 Instrumental Music GCSE. Composition GCSE. Creating Music NCFE. Unit 23 Create Music for Performance OCR Technicals in Performing Arts	



SOUND CREATION	<u>Using Garageband on Ipads (DAW) to create an Underscore</u> Integrated theory and Listening Can explain what a DAW is Has shown understanding a DAW in context Can explain what Underscoring is Can listen to Sound Creation and answer DR SMITH questions using musical vocabulary Can navigate around a DAW Can layer using different tracks Can choose suitable sounds Can edit sounds in the app Can record voice Can structure and underscore	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. Students will also perform their small ensemble pieces to each other and receive specific skills feedback.
Links to KS4 Links to KS5	Creating Music NCFE and Composition GCSE Unit 23 Create Music for Performance OCR Technicals in Performing Arts	



AFRICAN DRUMMING	<u>AFRICAN DRUMMING</u> Integrated theory and listening Can identify the elements of music (DR SMITH) including instrumentation and styles of music using correct terminology. Can identify and write rhythms. Understands cross and polyrhythms. African Drumming Skills Can play rhythmically in an ensemble. Can use african drumming techniques Is able to play in a large group ensemble following a leader. Is able to play in a small group ensemble following a leader. Has attempted a leader role. Understands skills needed to perform in an ensemble.	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. Students will also perform their small ensemble pieces to each other and receive specific feedback on skills developed.
Links to KS4 Links to KS5	GCSE AOS 4 Fusion and Composition. NCFE – Sound Creation. Unit 23 Create Music for Performance	
Suggestions for independent study and home support: -Individual or small group instrumental tuition through www.westsussexmusic.co.uk -Ukulele and Keyboard work can be continued at home by purchasing an instrument through the school (saving the VAT costs). Garageband can be used on ipads, macbooks and phones to explore using a DAW. Virtual piano/keyboard apps can be used to practise keyboard pieces if there is not a keyboard at home.		



Music rooms may be booked for use outside the lessons using the booking forms in the Music Office.

EXTRA - CURRICULAR CLUBS are available at break times and after school. (Please see timetable under Extra-Curricular on the school website)

KEY SKILLS

Literacy: Keywords: Strumming pattern, Middle C, pick, ensemble, tempo, pitch, rhythm, crotchet, quaver, minim, semibreve, ledger line, clef, treble, bass accidental, sharp, flat, DAW, loops, sample, track, quantise, orchestra.	Numeracy: Whole note, half note, quarter note etc. Musical maths. Time signatures and counting beats. Understanding balanced phrases.	Other: Independent learning – Progress in Keyboard skills taken at students pace If a student finds themselves unable to progress, an independent learner will go back through previous tasks and aim to complete to a higher standard Technological awareness Navigating a DAW and practising IT skills of copying, pasting, editing and programming. Recognition of music from different genres and cultures.
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Curriculum Overview for Year 8:

We have a **COMPOSER of the MONTH** which forms part of our curriculum and students listen to a piece of music from that composer at the start of every lesson

Key topics	Year 8 Music	Assessment
BLUES MUSIC	<u>THE BLUES PROJECT</u> Integrated theory and listening Can recognise changes in pitch, rhythm, tempo, texture and dynamics, with effective use of the correct terminology (DR SMITH). Is able to identify the elements of music (DR SMITH). Is able to identify scales, intervals, blue notes, 12 bar blues chord sequence and chromaticism. The Blues – Performance and Improvisation Understand the history of blues music. Understand and use the key components of blues music including 12 bar chord sequence, blues walking bass, swung rhythms and blues lyrics. To be able to use musical language to identify the elements of blues music. To write blues lyrics. To play a 12 bar blues chord sequence. To play a blues walking bass. To play swung rhythms on a drum kit. To compose a blues song with a sense of style. To improvise using the blues scale. To perform the blues song as part of an ensemble.	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. At the end of the unit, students will perform their pieces to the class and receive specific skills feedback.



	Option to use Logic Pro X for Blues composition and performance.	
Links to KS4 Links to KS5	GCSE - AOS 2 Vocal Music AOS 4 Fusion and Composition. NCFE – Sound Creation. Unit 23 Create Music for Performance. Core units.	



PROGRAMME MUSIC – TEASER TRAILER	<u>PROGRAMME MUSIC</u> Integrated theory and listening Can recognise changes in pitch, rhythm, tempo, texture and dynamics, with effective use of the correct terminology (DR SMITH). Is able to identify the elements of music (DR SMITH). Composing for a programme Understand the term 'programme music'. Be able to identify moods created from programme music. To be introduced to programme music by composers from different eras. To be able to discuss programme music using correct music terminology. To be able to play musical idioms from programme pieces. To understand and be able to use correct musical idioms to compose a programmatic piece. To use skills learnt in year 8 to compose programmatic music. To respond to critique.	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. This piece is assessed by the teacher.
Links to KS4 Links to KS5	GCSE – Composition. NCFE – Musical genre in context, Theory and Sound creation. Unit 23 Create Music for Performance. Core units.	
UKULELE STUDIES	UKULELE STUDIES Integrated theory and listening Can identify the elements of music (DR SMITH) including instrumentation and styles of music using correct	Ethos Grading: Students are graded on their ability in relation to Dignity, Community,



	terminology. Can read ukulele tab. Can read chord symbols. Can read strumming symbols. Ukulele Skills Can adopt care and safety when using instruments. Can attempt to play Am, F, C and G chords on a Ukulele. Learns strumming patterns Learns large ensemble skills. Can incorporating individual Ukulele skills into a song performance. Learns small group skills with Ukulele and the opportunity for vocal skills development	Wisdom and Hope throughout the project, in line with their formal reports. At the end of the unit, students will perform their pieces to the class and receive specific skills advice.
Links to KS4 Links to KS5	Understanding of harmony - all AOS GCSE and Theory Content area NCFe Solo and Ensemble playing GCSE Unit 25 Music Performance OCR Technicals in Performing Arts	



CHINESE MUSIC	<u>CHINESE MUSIC</u> Integrated theory and listening Can recognise Eastern instruments and relate to Western instruments Can appreciate DRSMITH when listening to music Can identify and use a Drone in composition Can identify and use an ostinato in Composition Can create a beat to as a rhythmic layer to a composition Can identify scales – Pentatonic scale Can use the pentatonic scale to improvise a melody as a layer for a composition Understand role in an ensemble Create and adapt layers that fit together and make sense as a whole Can work as a team to decide the right layers to put together Can perform to an audience showing stylistic awareness Can notate a composition Can musically critique peers' work	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. At the end of the unit, students will perform their pieces to the class and receive specific skills advice.
Links to KS4 Links to KS5	GCSE – AOS4 Fusion. Music theory. Ensemble performance. NCFE – Musical genre in context, Theory and Sound creation. Unit 25 Music Performance. Core units.	



THE POWER OF SONG	<u>THE POWER OF SONG</u> Integrated theory and listening Can recognise changes in pitch, rhythm, tempo, texture and dynamics, with effective use of the correct terminology (DR SMITH). Is able to identify the elements of music (DR SMITH). Band project – Performing Together Learn to play band instruments. Learn to play chords. Learn to sing or play a melody. Learn to keep a steady rhythm. Learn to play a bass riff. Understand and follow song structure. Perform an individual part in a small ensemble. Follow music notation in different formats. Develop small ensemble skills by preparing a band performance. Understand roles in a band. Critique performance using appropriate musical language relating to the elements of music.	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. Groups will perform their ensemble piece to the class and receive specific feedback on their skills.
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Links to KS4 Links to KS5	GCSE – AOS 1 Instrumental Music, AOS 2 Vocal Music. Music theory. Ensemble performance. Composition. NCFE – Musical genre in context, Theory and Sound creation. Unit 25 Music Performance. Unit 23 Create Music for Performance. Core units.	
Suggestions for independent study and home support: -Individual or small group instrumental tuition through www.westsussexmusic.co.uk -Ukulele and Keyboard work can be continued at home by purchasing an instrument through the school (saving the VAT costs). Garageband can be used on ipads, macbooks and phones to explore using a DAW. Virtual piano/keyboard apps can be used to practise keyboard pieces if there is not a keyboard at home. Music rooms may be booked for use outside the lessons using the booking forms in the Music Office. EXTRA - CURRICULAR CLUBS are available at break times and after school. (Please see timetable under Extra-Curricular on the school website)		
KEY SKILLS		



Literacy: Ensemble, Pentatonic scale, loop, drummer track, Logic Pro X, software instrument, bass line, arpeggiator, improvisation, 12 bar blues, walking bass, chord charts, tab, capo,	Numeracy: Whole note, half note, quarter note etc. Time signatures and counting beats. Understanding balanced phrases. Rhythmic patterns within the subdivisions of the pulse.	Other: Students given options to guide their instrumental pathway. Recognition of music from different genres and cultures. Further development of music technology, Band set up – understanding the main parts of a band i.e. bassline, chords, melody, riffs.
chorus, pre-chorus, verse intro, outro, Bridge. Chords of C, F Am and G. Extended chords.		

Curriculum Overview for Year 9:

We have a COMPOSER of the MONTH which forms part of our curriculum and students listen to a piece of music from that composer at the start of every lesson

Key topics	Year 9 Music	Assessment
PERFORMING and ARRANGING	<u>Solo Performance</u> Integrated theory and listening Can recognise changes in pitch, rhythm, tempo, texture and dynamics, with effective use of the correct terminology (DR SMITH).	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and



	Is able to identify the elements of music (DR SMITH). <u>Solo Performance Fur Elise</u> Learn to play a piece for piano at own ability level. Learn to play melody. Learn to play accompaniment. Understand and follow musical structure. Follow music notation in different formats including chromaticism. Critique performance using appropriate musical language relating to the elements of music. ARRANGING Using compositional techniques of drone, ostinato, repetition, sequence arrange the melody Fur Elise. Be able to choose appropriate instrumentation. Use Logic ProX to arrange. Introduce EDM as necessary. Be familiar and comfortable with using loops.	Hope throughout the project, in line with their formal reports. This piece is assessed by the teacher.
Links to KS4	GCSE – Solo and AOS1 Instrumental Music - Beethoven. AO 2 – Composiiton and arrangement.	



Links to KS5	NCFE – Musical genre in context, Theory and Sound creation. Unit 25 Music Performance and Unit 26 Singing Performance. Core units.	
POPULAR GENRES	<u>Hooks and Riffs Project</u> Integrated theory and listening Can recognise changes in pitch, rhythm, tempo, texture and dynamics, with effective use of the correct terminology (DR SMITH). Is able to identify the elements of music (DR SMITH). Composing with hooks and riffs Develop understanding of different genres of music through research and presenting information. Learn to play well-known hooks and riffs. Learn to arrange hooks and riffs using Logic ProX Understand, follow and compose using song structure. Follow music notation in different formats. Critique performance using appropriate musical language relating to the elements of music.	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. Compositions and arrangements will be recorded using Logic ProX. Assessment will be based on GCSE grading criteria.
Links to KS4	GCSE – All AOS but particularly 2 and 4	
Links to KS5	NCFE – Musical genre in	



	context, Theory and Sound creation.	
	Unit 23 Create music for Performance. Core units. Unit 27 Singing techniques. Unit 26 singing Performance.	
	<u>Reggae Music – Old and New</u> Integrated theory and listening Can recognise changes in pitch, rhythm, tempo, texture and dynamics, with effective use of the correct terminology (DR SMITH). Is able to identify the elements of music (DR SMITH). Reggae Band project Can play band instruments including ukulele. Can play chords and extended chords – at least C, F, Am and G. Can sing and/or play a melody. Can keep a ska rhythm . Can play a syncopated bass riff. Understands and follows song structure Perform an individual part in a small ensemble. Follow music notation. Understand roles in a band. Critique performance using appropriate musical language relating to the elements of music. Track the development of reggae music.	Ethos Grading: Students are graded on their ability in relation to Dignity, Community, Wisdom and Hope throughout the project, in line with their formal reports. At the end of the unit, students will perform their pieces to the class and receive specific skills feedback.
Links to KS4 Links to KS5	GCSE – AOS 4 – Fusion. Ensemble playing. NCFE – Musical genre in context, Theory and genre. OCR Technicals Unit 25 Music Performance. Core units.	



SAMBA DRUMMING	<u>The Samba Project</u> Integrated theory and listening Can identify the elements of music (DR SMITH) including	Ethos Grading: Students are graded on their ability in relation to Dignity, Community,
	instrumentation and styles of music using correct terminology. Can identify and write rhythms. Understands cross and polyrhythms. Samba Skills Can play rhythmically in an ensemble. Can use Samba drumming techniques Understands the History of Samba Is able to play in a large group ensemble following a leader. Is able to play in a small group ensemble following a leader. Has attempted a leader role. Understands skills needed to perform in an ensemble.	Wisdom and Hope throughout the project, in line with their formal reports. Groups will perform their ensemble piece to the class and receive specific feedback on skills developed and.
Links to KS4 Links to KS5	GCSE – AOS4 Fusion. Music theory. Ensemble performance. NCFE – Musical genre in context, Theory and Sound creation. Unit 25 Music Performance. Core units.	



Suggestions for independent study and home support:

-Individual or small group instrumental tuition through www.westsussexmusic.co.uk
-Ukulele and Keyboard work can be continued at home by purchasing an instrument through the school (saving the VAT costs). Garageband can be used on ipads, macbooks and phones to explore using a DAW. Virtual piano/keyboard apps can be used to practise keyboard pieces if there is not a keyboard at home.

Music rooms may be booked for use outside the lessons using the booking forms in the Music Office.

EXTRA - CURRICULAR CLUBS are available at break times and after school. (Please see timetable under Extra-Curricular on the school website)

KEY SKILLS



Literacy: Music notation, instruments, bass line, arpeggiator, chord charts, tab, capo, chorus, verse intro, outro, bridge. DAW skills including automation, loops, layering, arranging, quantising. Research skills and presentation of material e.g. powerpoint, microsoft forms. Extended chords. Major and Minor chords. Key signatures.	Numeracy: Whole note, half note, quarter note etc. Time signatures and counting beats. Understanding subdivision of the beat. Understanding balanced phrases. Rhythmic patterns within the subdivisions of the pulse.	Other: Students given options to guide their instrumental pathway. Independent learning through research and targeted practise.
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Curriculum Overview for Year 10 NCFE MUSIC TECH:

NCFE: Music Technology:

Sequence of learning, assessment and homework

Year 10

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Content 2					
	Content 3				
			Content 4		
				Content 5	

Content 2	Content 3	Content 4	Content 5	Assessment	Homework
The DAW - To understand how hardware and software work in combination as a digital audio workstation (DAW) - To know and understand how to use DAW software functions	Musical elements, style and technology - To learn how music is stylistically composed using musical elements. - To understand how musical <u>elements</u> relate to musical styles and developments in technology from the 1950s onwards	Sound Creation - To understand how sound creation is used in media and how to apply sound creation to your own work	Multitrack recording - To understand the recording studio environment, how to use it safely and how to plan, record and mix a multitrack recording. - To understand how to produce mixdowns	1. Termly written paper 2. Formative assessment of practical tasks for each content area	1. Filling in keyword glossaries for each content area 2. Research tasks 3. Written paper question practises once per fortnight



Curriculum Overview for Year 10 GCSE Music:

Music Year 10 Curriculum Map			
Dates	September to December	January to April	May to July
Focus	Music Theory for Analysis Music Theory for Composition Performance Skills AOS 2 Purcell and Queen Unheard Listening and Practice questions for Paper 3	AOS 1 Bach and Beethoven Comparison Questions Unheard Listening and Practice questions for Paper 3 Free Composition Ongoing solo/ensemble rehearsing	AOS 3 John Williams and Schwartz Unheard listening and Practise Questions for Paper 3 Free Composition Ongoing solo/ensemble rehearsing
Key Knowledge	Basic theory of Music Elements of Music Listening and interpreting (Analysis) Performance on chosen instrument. Background to Vocal Music. Elements of rock (glam) music and in particular Killer Queen. Elements of Baroque vocal music and in particular Music for a While.	Background to Baroque, Classical and Romantic Music Appropriate musical terminology. Elements of Baroque instrumental music and in particular Bach: Brandenburg Concerto No.5. Elements of Classical instrumental music and in particular Beethoven: Piano Sonata No.8	Background to film Music. Elements of Film Music and in particular that of John Williams. Elements of Musicals and Defying Gravity from Wicked in particular Elements in different pieces of music from the same genre.



	Elements in different pieces of music from the same genre.		
Key Skills	To analyse the set pieces using appropriate musical language. To identify instrumentation, techniques, form, tempo changes, dynamic, key, melodic and harmonic components. To expand listening vocabulary and repertoire. Performing to an audience and performance as an ensemble member. Essay writing. To explore Sibelius and Logic ProX with mini composition briefs.	To analyse the set piece using appropriate musical language. To identify instrumentation, techniques, form, tempo changes, dynamic, key, melodic and harmonic components. To use appropriate musical terminology to compare elements in different pieces of music from the same genre. To expand listening vocabulary and repertoire. Answering techniques for exam style questions.	To analyse the set piece using appropriate musical language. To identify instrumentation, techniques, form, tempo changes, dynamic, key, melodic and harmonic components. To use appropriate musical terminology to compare elements in different pieces of music from the same genre. To expand listening vocabulary and repertoire. Answering techniques for exam style questions.



		Using Sibelius software and Logic ProX as compositional tools.	Using Sibelius software and Logic ProX as compositional tools.
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GEM tasks	Initial Theory Test. AP1 Solo Performance. AP1 Ensemble Performance. AP1 Music for a While & Killer Queen test AP1 Listening Questions. AP1	Bach and Beethoven essay. Essay on Baroque and Bach. Comparison questions for all pieces studied to date. Listening Questions. Free Composition.	Essay on Star Wars and Defying Gravity.AP2 Practise exam paper. AP2 Completed Free Composition (15% coursework)AP2
Home work	Theory Questions. Essays on Music for a While and Killer Queen. Revision using Knowledge Organisers. Preparation for solo and ensemble performances.	Essay on Beethoven. Essay on Bach and Beethoven. Revision of elements for all pieces studied. Listening log and Unheard listening booklet. Revision using Knowledge Organisers.	Essay on Star wars and Defying Gravity. Revision of elements for all pieces studied. Listening log. Preparation and rehearsal for Summer Concert. Revision using Knowledge Organisers.
Links to KS5	OCR Technical units: Singing Techniques, Singing Performance and Create Music for Performance.	OCR Technical units: Singing Techniques, Music Performance and Create Music for Performance.	OCR Technical units: Singing Techniques, Singing and Music Performance and Create Music for Performance.



Curriculum Overview for Year 11 GCSE Music:

Music Year 11 Curriculum Map		
Dates	September to December	January to April
Focus	Composition from a Brief AOS 4 Spalding and Afro Celt Unheard Listening and Practice questions for Paper 3 Rehearsal for Solo and Ensemble Performance	AOS1-4 Revision Comparison Questions Unheard Listening and Practice questions for Paper 3 Free Composition Composition to a Brief Solo and Ensemble Performance
Key Knowledge and GEM tasks	Solo Performance. AP1 Ensemble Performance. AP1 Composition from a Brief (Interim stage of Actual assessment) Past paper practise for Component 3	Free Composition and Composition from a Brief (Component 2 Actual assessment) Solo and Performance (Component 1 Actual assessment)



		Past paper practise for Component 3
Home work	Theory Questions Essays on Samba and Release Revision using Knowledge Organisers Preparation for solo and ensemble performances.	Review essay writing skills Revision of elements for all pieces studied. Listening log and Unheard listening booklet Revision using Knowledge Organisers
Links to KS5	OCR Technical units: Singing Techniques, Singing Performance and Create Music for Performance.	OCR Technical units: Singing Techniques, Music Performance and Create Music for Performance.





Autumn: Preparation for Controlled assessment (Mock)	Students will undertake small tasks in preparation for the controlled assessment which involves completing a Mock Students who did not complete work in Y10 or who have improvements to be made will be given the opportunity to do so at this time.	Self-evaluations Responding to Formative feedback
Spring: Controlled assessment	Students focus solely on Controlled assessment lasting 30 hours of class time and scheduled drop-down day(s)	Externally assessed
Summer:	Customised work focused on ensuring all previous coursework is complete and is of a suitable standard.	Summative assessments and moderation.
MusicTheory.com Youtube DAW tutorials. RSL Production syllabus		
KEY SKILLS		



Literacy : DAW Condenser Dynamic Ambient and Close Diaphragm Transport Subdivision Time Signature Compression EQ Sample Velocity	Numeracy: Subdivision Ratio Timings Hours of preparation	Other: Research skills Planning and preparation skills Organisational skills Marketing and publicity skills Operational skills
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Reverb Delay Echo Brief Practice plan Rehearsal Plan Health and Safety Audience Intention		
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Curriculum Overview for Year 12:

Year 12/13 – Cambridge Technicals in Performing Arts			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
OCR Cambridge Technicals	External Core Units: 1,2,3,3 2,33 Internal Optional Core 5	Continuous assessment with Controlled assessment in Jan and July	100%
	Optional Units vary between students and pathway		
Key topics	Course content	Assessment	
Year A Autumn 1&2: Units 2 and 5	Both Y12 and Y13 work towards Unit 2 (Proposal for a Commissioning Brief) External assessment and Unit 5 (Current issues in the Performing Arts Industry) internal assessment. Extended Diploma students will also work towards units within their pathways. Music pathways are: Units 23,24,25 and 26,	Research skills Performance development	



Spring and Summer 1:	Students complete Units 1 and 33 in Y13 and unit 4 in Y12 Extended Diploma students will also work towards units within their pathways. Music pathways are: Units 23,24,25 and 26,	Preparation:
Suggestions for independent study and home support: The Stage, YouTube, Arts segments in national newspapers,		
KEY SKILLS		
Literacy: Lyrics to songs Sentence formation Essay writing Paragraph structure Keywords associated with the elements of music – DR SMITH Names of composers Genres and eras of music	Numeracy: Note duration Analysis of music scores: Phrase lengths, beats in a bar, rhythms	Other: Communicating with industry professionals Presentation Team work Independent skills Research development Time management Planning and preparation Organisational and operational Performance to an audience Awareness of others in ensemble



Subject Assessment Reporting and Recording:

The aim of assessing students work is to:

- Let students know what they need to do to improve in order to set realistic goals and targets.
- Monitor students' progress and give them an indication of their level of achievement.
- Provide information for parents about students' progress.
- Acknowledge achievement.

How will work be assessed?

- Students will be assessed on each project they undertake (generally one per half term). Some units (particularly the whole term projects) may have a mid-unit assessment.
- Formative assessment – this will generally take place informally in the classroom in the form of verbal feedback given to students during lessons, but may also take the form of a more formal mid-unit 'work in progress' performance. There will be some peer assessment.
- Summative assessment – students will perform their work, either to the class in a performance setting, to a media recorder in a practice space or in the form of submitted recordings. This work will then be assessed and grades given with diagnostic feedback on how to move forward.
- Students will be graded using the Ethos grades which is used for reporting to parents but will, also, track their own progress via their Radar assessment for every unit that focuses on skills and follows the 1- 9 GCSE grading system.
- During the year, work will be internally moderated in department meeting time to ensure consistency in grading, using audio-visual media taken from performances in class.

Teachers will record marking and assessment data to:

- Provide more accurate baseline data linked to Music knowledge and skills.
- Monitor progress over time.
- Provide evidence to support reporting and target setting.
- Allow for moderation of work to ensure consistency in assessment.
- Allow for intervention strategies and rewards.

Feedback

Feedback will frequently be given to students informally in lesson time in order to assist student's skill development.

Formal feedback will be given at the end of each unit (generally half-termly) through recorded feedback attached to audio-visual media



recorded by the students.

Summative feedback on a project will be given verbally on camera following a performance. Students will have access to this video during the review. Students will use Radar assessments to review their own progress and evaluate/set targets at the end of every unit. The Radar assessments can, also, be viewed by parents/carers.





Three Year Data Overview: (DO YOU WANT 2022? Or will this be filled in by Donel?)

Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7	210	27%	19%	52%	48%	25%
8	210	29%	21%	52%	48%	27%
9	208	28%	25%	47%	53%	28%
10	13	38%	38%	54%	46%	31%
11	17	35%	35%	41%	49%	29%
12	0	-	-	-	-	-
13	0	-	-	-	-	-

Past 4 years results

Year 11

Music GCSE	2019	2020	2021	2022
Cohort number	6	5	0	0
% above target	16.7%	40%	-	-
% on target	0%	20%	-	-
% below target	83.3%	40%	-	-
Music Tech RSL	2019	2020	2021	2022
Cohort number	18	16	18	0
% above target	33.3%	43.8%	44.4%	-
% on target	50%	37.5%	27.8%	-
% below target	16.7%	18.8%	27.8%	-
Music Performance RSL	2019	2020	2021	2022
Cohort number	13	6	15	0
% above target	30.8%	33.3%	40%	-



% on target	38.5%	50%	40%	-
% below target	30.8%	0%	20%	-

Year 13

Music RSL	2019	2020	2021	2022
Cohort number	1	1	0	0

% above target	100%	0%	-	-
% on target	0%	100%	-	-
% below target	0%	0%	-	-

