



MUSIC CURRICULUM STATEMENT

The Music curriculum at The Trafalgar School at Downton will develop in students a passion for life long musical appreciation. Through musical studies students will develop an understanding of its purpose, language, styles, origins, social diversity and global links. Students will discover the importance of the role of music and its impact on documenting global social diversity and the role music plays in recording and communicating world events and human emotion for future generations. Students will become 'real' musicians, enjoying the practical elements of the subject and building the confidence to perform inside and outside the classroom, whilst understanding musical traditions and discovering how music impacts life on a global scale.

CURRICULUM INTENT – *CURRICULUM IMPACT

- Students will develop a positive and curious interest in Music by being exposed to the traditional musical 'canon' and being introduced to different styles of music from around the world *so that* ***students can cultivate a lifetime passion for Music and pursue further learning and career opportunities.**
- Students will be able to understand and appraise the role played by each musical element (Pitch, Rhythm, Texture, Timbre, Structure, Dynamics, Tempo, Silence) *so that* ***they can analyse music they listen to and be able to compose to a set intention, understanding the impact of each musical element.**
- Students will experience a series of projects that encompass performance, composition and appraising *so that* ***they can express themselves, work alongside others, explore their creativity and experience other cultures.**
- Students will know and understand the conventions of musical language and music theory *so that* ***they can access, understand and describe the way music has developed over time and in different places.**
- In Key Stage 3 students will learn the basic principles in reading and writing notation (reading from 1-2 staves) *so that* ***they can record their musical ideas with increasing accuracy and interpret music accurately when performing.**
- In Key Stage 4 students will learn about more complex musical notation (be able to read from orchestral systems) *so that* ***they can listen and appraise the worth of key works, record developed musical ideas and perform increasingly demanding music.**
- Students will learn about the importance of rehearsal, and practice performance skills *so that* ***they can present themselves, with enthusiasm, to an audience and develop their confidence.**
- Students will be given opportunities to develop skills in Music Technology *so that* ***they are able to prepare for music-related work in the 21st century.**

Beyond lessons students will have the opportunity to take part in various enriching activities including ensembles, choir, music competitions, school production, plus partake in peripatetic music lessons in a full range of instruments.

CURRICULUM IMPLEMENTATION (SEQUENCING)

Terms	1	2	3	4	5	6
Yr7 Units	The Basics	Keyboard Skills	I've Got Rhythm	Sonority City	Form and Structure	What Makes a Good Song
Key learning	Students learn to very basic notation (just treble clef), plus staff duration notation and pitch. They also focus on the elements of music.	Students learn to read notation including treble clef reading, understanding pitch and duration. Basic piano skills	Students understand the purpose of a pulse, develop a feeling for and an awareness of rhythmic styles in music from different times and places.	Students learn about the layout and structure of the symphony orchestra and develop an understanding of musical instruments and how they are played and used in composition.	This unit begins by establishing what is "Form and Structure" in music and why Form and Structure is important. Students explore four different musical structures: Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form.	In this unit students explore the popularity and appeal of the popular song as a genre through four key features that make up a "good song": RIFFS, STRUCTURE, MELODY and LYRICS.
Assessment	Base line assessment Class-based rhythmic performance Very simple composition work	Performance – solo and group Composition – 5 note melodies Listening and appraising as individuals and groups	Class group performance Individual composition Listening and appraising	Individual and group performance Individual composition Listening and appraising	Individual and group performance Individual composition Listening and appraising	Individual and group performance Individual composition Listening and appraising
Homework	Composition and revision of the elements of Music.	Writing simple 5 note melody	Online theory work: The Basics (Grade 1 ABRSM theory)	Online theory work: The Basics (Grade 1 ABRSM theory)	Online theory work: The Basics (Grade 1 ABRSM theory) Individual Bandlab composition projects.	Online theory work: The Basics (Grade 1 ABRSM theory) Individual Bandlab composition projects.

Yr8 Units	Bass riffs	Reggae Music	Variations	Feeling the Blues	All About the Bass	Saharan Sounds
Key learning	Students explore riffs and ostinato patterns. Keyboard skills using riffs and ostinatos, plus reading bass clef.	Students learn to perform a reggae song as a class. Students learn about the context, development and culture of Reggae Music.	Students will develop knowledge and understanding of the elements of music and how these can be manipulated to provide musical variation. They explore how other musical devices such as tonality and rhythm can be used to provide musical variation.	Students will learn about the history, origin, cultural importance and development of the Blues. They will explore the characteristic 12-bar Blues structure, a walking bass, and melodic improvisation.	All about the bass is exactly what the student will study. The bass is often forgotten as an important part of music. This unit explores the role of bass music, its influence of styles, genres from the orchestra to hip hop	Students explore the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Pupils explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced.
Assessment	Base line assessment Individual performance	Whole class performance Listening and appraising as individuals and groups	Individual performance Listening and appraising as individuals and groups	Group performance Listening and appraising as individuals and groups	Group performance Listening and appraising as individuals and groups	Group performance Listening and appraising as individuals and groups
Homework	Composition of riffs	Research into relationship between Reggae Music and Rastafarianism.	Online theory work and Listening-based Google Classroom	Online theory work and Listening-based Google Classroom	Online theory work and Listening-based Google Classroom	Online theory work and Listening-based Google Classroom
Yr9 Units	Musical Theatre	Film Music	Computer and Video Game Music	New Directions	Samba	Making Arrangements
Key learning	Investigation the use of song in musical theatre, its origins, present day fashion, plus composition devices used during the creation of musical songs.	Students learn to compose to a given stimulus (The 39 Steps). Students learn to use specific devices in composition. Students learn to use computer technology.	Students will understand the ways in which music is used within a range of computer and video games. They will understand how to vary, adapt and change a melody (character theme) for different atmospheres.	New Directions takes students an in-depth exploration of three of the many various styles, movements and genres of twentieth century music: minimalism, expressionism and experimentalism.	This unit introduces students to the polyrhythmic style of Latin-American Samba and revises and revisits may key concepts concerning rhythm, beat and pulse from pupil's learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response.	The Musical Arrangements students to the Popular Music Industry investigating Cover Versions, Mashups, Remixes, Song Structure, Technology, Digital Effects, Promoting and Advertising the release of a Musical Arrangement, Marketing in the Music Industry, Copyright and Fair Use of Music.
STARc Assessment	Base line assessment Group composition and performance	Composition performance based on either music technology or live performance groups.	Composition performance based on either music technology or live performance groups.	Composition performance based on either music technology or live performance groups.	Composition performance based on either music technology or live performance groups.	Composition performance based on either music technology or live performance groups.
Homework	Online theory work and Listening-based Google Classroom	Online theory work and Listening-based Google Classroom	Online theory work and Listening-based Google Classroom	Online theory work and Listening-based Google Classroom	Online theory work and Listening-based Google Classroom	Online theory work and Listening-based Google Classroom
Terms	1	2	3	4	5	6
Yr10 Units	<u>Introduction to area of study 1:</u>	<u>Introduction to area of study 2:</u>	<u>Introduction to area of study 3:</u>	<u>Introduction to area of study 4:</u>	<u>Revision, development and consolidation</u>	<u>Revision, consolidation and development</u>
Key learning	Musical Forms and Devices This unit studies the fundamental techniques used in musical composition used by composers today who have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provide the context for a study of various methods of musical creation.	Music for Ensemble This study forms the basis for an exploration of the musical elements texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is	Film Music Students study the music of the film industry which is a considerable commercial and cultural area covering many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more.	Popular Music This wide-ranging and diverse art form encompassing any distinct genres is explored by students discovering how the industry offers a wide range of opportunities for both composers and performers, including singer, songwriter, music producer, arranger and more.	Here students revisit topics from AOS 1 & 2 using different pieces as appropriate listening and performing examples. They will Develop and assess free composition project (of choice) ready for submission. Continue to build aural skills through frequent practice from class based ensemble projects.	Students revisit topics from all AOS using different pieces as appropriate listening and performing examples. They will Complete free composition project (of choice) and submit. Complete and submit a solo and ensemble performance plus, be formally assess by mean of an examination.

	<p><i>Set Work 1: Badinerie from Orchestral Suite No.2</i></p> <p>As well as exploring and examining various music from history and places, students study Bach's Badinerie to educate further the methods used to compose.</p>	<p>composed for small groups of instruments and voices.</p>		<p><i>Set Work 2: Africa by Toto</i></p> <p>As well as exploring and examining various examples of popular music from differing styles, students study, in depth Africa by Toto.</p>		
STARc Assessment	<p>Practical Performance – First practical assessment</p> <ul style="list-style-type: none"> Performing in front of others Class performing <p>Practical Composition-</p> <ul style="list-style-type: none"> Composing e.g. writing a melody in a simple structure using devices Start a composing 'sketch book' <p>Written</p> <ul style="list-style-type: none"> Listening exercises to develop notation skills Listening exercises to develop the ability to identify musical elements Developing analytical skills 	<p>Performing – Second practical assessment</p> <ul style="list-style-type: none"> Performing in front of others Class performance of various ensemble pieces <p>Practical Composition-</p> <ul style="list-style-type: none"> Composing e.g., improvising melodic composition Developing a composing 'sketch book' <p>Written</p> <ul style="list-style-type: none"> Listening exercises to further develop notation skills. Listening exercises to develop the ability to identify musical elements. Developing analytical skills Developing appraising skills 	<p>Performing – Third practical assessment</p> <ul style="list-style-type: none"> Performing in front of others class performing of cinematic themes. <p>Practical Composition –</p> <ul style="list-style-type: none"> Composing to a specific cinematic media brief. Further development of composition 'sketch book' <p>Written</p> <ul style="list-style-type: none"> Listening exercises to develop notation skills. Listening exercises to develop the ability to identify musical elements. Developing analytical skills Developing appraising skills 	<p>Performing – Fourth practical assessment</p> <ul style="list-style-type: none"> Performing in front of others Solo/small ensemble performing popular music. <p>Practical Composition –</p> <ul style="list-style-type: none"> Composing to a specific music brief. Further development of composition 'sketch book' <p>Written</p> <ul style="list-style-type: none"> Listening exercises to develop notation skills. Listening exercises to develop the ability to identify musical elements. Developing analytical skills Developing appraising skills 	<p>Performing – Establishing standards and setting targets</p> <ul style="list-style-type: none"> Performing in front of others Solo and group (ensemble) performing. <p>Practical Composition –</p> <ul style="list-style-type: none"> continuation of chosen Composition Assessment of composition 'sketch book' <p>Written</p> <ul style="list-style-type: none"> Listening exercises to develop notation skills. Listening exercises to develop the ability to identify musical elements. Developing analytical skills Developing appraising skills 	<p>Revision consolidation and assessment</p> <p>Mock Performance Assessment – two pieces,</p> <p>Mock Assessment of composition</p> <p>Marking of students' work to Eduqas criteria. Discussion students with regards to targets, refinement. going forwards.</p> <p>Mock listening and appraising examination</p> <p>Full Eduqas written examination covering all areas of study.</p> <ul style="list-style-type: none"> Listening exercises to demonstrating notation skills Listening exercises to demonstrating the ability to identify musical elements demonstrating analytical skills demonstrating appraising skills
Homework	Online theory work, historical knowledge, and Listening-based Google Classroom	Online theory work, historical knowledge, and Listening-based Google Classroom	Online theory work, historical knowledge, and Listening-based Google Classroom	Online theory work, historical knowledge, and Listening-based Google Classroom	Online theory work, historical knowledge, and Listening-based Google Classroom	Online theory work, historical knowledge, and Listening-based Google Classroom
Yr11 Units						
Key learning	<p><u>Revision of Year One areas of study.</u></p> <p>Selection exam board published composition brief.</p> <p>Solo performing.</p>	<p>Composing to a brief</p> <p>Solo performing</p>	<p>Composing to a brief</p> <p>Solo Performing</p>	<p><u>Revision of all set works.</u></p> <p>Complete final free composition.</p> <p>Complete final composition to a brief.</p> <p>Record Performances</p>		
Assessment						
Homework	Online Revision Aids including theory, historical knowledge, and Listening-based Google Classroom	Online Revision Aids including theory, historical knowledge, and Listening-based Google Classroom	Online Revision Aids including theory, historical knowledge, and Listening-based Google Classroom	Online Revision Aids including theory, historical knowledge, and Listening-based Google Classroom		

CURRICULUM PROGRESSION MAPPING

MUSIC - CORE KNOWLEDGE & SKILLS - PROGRESSION MAPPING						
CONCEPT	INTERVENTION	EMERGING	DEVELOPING	MASTERING	EXTENDING	BEYOND
Performance	Students can perform simple patterns and accompaniments to a pulse. They can sing with a sense of melodic shape. They can take part in group rehearsals with help from the teacher. They can represent sounds with symbols.	Students perform melodic and rhythmic patterns that use a limited note range in time. They sing in tune with some expression. They take part in group rehearsals. They follow simple notation (1 staff treble clef).	Students perform by ear and from simple notation. In an ensemble, they maintain their own part and understand how all the parts fit together. They rehearse as part of a group. They follow given notation.	Students perform significant parts from memory and from notations. In an ensemble, they take a lead role, and have an awareness of how their role fits with others. They rehearse effectively with others. They use a variety of notations (treble/bass clef).	Students perform with expression, including effective use of tempo, dynamics, phrasing and sonority. In an ensemble, they make subtle changes to fit their part with others in and take a lead role in rehearsals.	Students are confident performers who perform in different styles. In an ensemble, they make considerable contributions. They perform from and annotate notations.
Composition	Students can carefully choose and order sounds with simple structures such as 'start middle and end'. They can draw simple symbols to match sounds. They can choose appropriate instruments/sound sources with help from the teacher.	Students improvise simple melodic and rhythmic repeated patterns. They join several layers of sound and understand the effect. They use basic notation to represent their ideas. They choose appropriate instruments/sound sources.	Students improvise melodic and rhythmic phrases on their own and as part of a group. They compose by developing/arranging ideas within musical structures. They use some elements of notation to represent their ideas. They select contrasting instruments/sound sources.	Students improvise melodic and rhythmic ideas within given structures. They compose/arrange using different musical devices such as a melody, rhythm, chords and structures. They notate both their melodic and rhythmic ideas using some notation.	Students improvise and compose in different genres and styles. They use harmonic and non-harmonic devices where relevant. They use sustaining and developing musical ideas including instrumentation to achieve different effects. They use relevant notations to plan, revise and refine material.	Students compose/arrange pieces inspired from my own internalised ideas. They adapt, improvise, develop, extend and discard musical ideas. They compose/arrange within given and chosen structures, instrumentation, genres, styles and traditions.
Listening and Appraising	Students can understand how the musical elements can be used to create different moods and effects. They can hear the difference in the different elements of music. They can make changes to their work with help from the teacher.	Students recognise how the different musical elements are combined and used expressively. They understand where they need to make improvements in their own work.	Students describe, compare and evaluate different kinds of music using appropriate musical vocabulary. They suggest improvements in their own and others' work, commenting on how intentions have been achieved.	Students analyse and compare musical features. They evaluate how a venue, occasion and purpose affects the way music is composed, performed and heard. They refine and improve their own work; confidently using varied key vocabulary.	Students analyse, compare and evaluate how music reflects the context in which it is composed, performed and heard. They make improvements to their own and others' work in relation of the chosen style. They use a wide range of key vocabulary correctly and consistently.	Students evaluate and make critical judgements about the use of musical conventions. They make and justify their own judgments using key vocabulary. They use an extensive range of ambitious and musical vocabulary.