



Colton Hills Community School

# PERFORMING ARTS

Explore, Empower, Express

MUSIC

## CURRICULUM PLAN

The table below is designed to be a brief, concise and meaningful Curriculum Plan which summarises the department's thinking for our fully-developed, knowledge-rich curriculum. As well as a ready reference for Curriculum Leaders as part of their 'deep dive' department reviews, this should be a document shared with all members of the department, and regularly discussed as part of department meetings. It will be particularly useful when discussing how to move from one topic to the next, and will enable all teachers to coherently explain the curricular journey to students better in the classroom. Finally, new members of departments will be able to use it to get a better handle on the principles and practices of the department, allowing them to better transition into the department.

Please delete any years not relevant to you before submitting the final version to SBL.

Department: Performing Arts ( <i>Drama, Dance and Music</i> )
Vision Statement: The arts are vital for <b>engaging</b> and <b>maximising</b> the life chances of all students by providing a <b>stimulating, challenging</b> and <b>respectful</b> environment. To develop <b>artistically literate</b> so students are able to fully engage with <b>current issues</b> and <b>critically evaluate</b> information.
Strapline: Explore, Empower, Express (To <b>explore</b> , you will <b>empower</b> and creatively <b>express</b> )
Curriculum Story: Students will understand what it means to be a passionate performer and be empowered to become musical maestros with the knowledge of traditional and modern cultures so they can express their own musical interpretations with contextual understanding.
Skills developed: To enable young performers to progress to the next stage of their career and provide them with the <b>tools</b> they need to succeed. Each performing arts lesson embeds literacy, applied numeracy and expands upon a <b>transferable</b> skill set.
Curriculum time: The music curriculum in KS3 is taught once every two weeks and students in KS4 have five lessons over a two-week timetable.

<b>Year 7: Passionate Performers</b>						
<b>Explore the Musical Elements and Perform with Intellectual Playfulness and Flair</b>						
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<b>Topic 1</b> To explore students voice and percussion through <b>practise</b> , performance, and composition to build <b>precision</b> .						
My Voice	To understand tonal variations of the voice and the Elements of Music. Students will develop <b>self-regulation</b> , ensemble skills through <b>collaboration</b> and be able to describe and perform.	Singing is a key feature to most Primaries' and a key part of the music curriculum.	Developing singing skills for all future topics. Identification and classification of the percussion family.	<b>Confidence</b> in performance as well as pitch recognition and notation reading specifically through rhythm.	Students will recognise cultural influences on a variety of vocal musical styles.	Socio-economic factors influence on Music. Politics and Current Affairs subjects discussed in lyrical content.
<b>Topic 2</b> To empower students in discovering in discovering the unique sound of cultural music and <b>take risks</b> in composition on the device use in cultural music.						
World Music African Music	They learn the cultural significance of the music, <b>find connections</b> between African music and the music of today as well as how to compose using cultural structures.	Developing notation reading with a focus on note values and application.	Compositional skills continue to be developed with understanding music notation, rhythm, and ensemble skills.	Understanding of compositional techniques (Structure, Texture, Tempo). Identification of African Instruments and ensemble skills.	Students will develop an understanding of African culture and the significance music plays.	Connections are made with History, Geography and Dance.
<b>Topic 3</b> To express compositional <b>originality</b> with pitch, melody and harmony developing instrument specific techniques						
Keyboard performance	Students learn how to read pitch on a treble clef stave and what makes a successful melody. Students will be given opportunities to <b>practise</b> and perform popular melodies and musical scores.	Adding pitch to notation reading. Elements of Music discussed further. Singing with expression.	Keyboard and compositional skills developed further in KS3 topics. Popular music melodies are also performed in Music Futures topic.	Instrument specific techniques and treble clef reading. Compositional techniques.	Students will develop an understanding of Western Art music 'features' and UK and American 'Pop' culture.	Singing and lyric writing in English. Historical links to development of Western Art Music Tonal System.
<b>Topic 4</b> To express emotion through a musical through retrieving knowledge from the year to empower their <b>intellectual playfulness</b> to express character emotion.						
Musical Theatre Seussical the Musical	Students learn to play scores from the musical, how the elements are manipulated for musicals and the stylistic features of the genre so that students become more <b>autonomous</b> with this basic skill set.	The topic accumulates students' knowledge of DR C SMITH, scales, chords, devices, and vocal techniques.	Students develop their ensemble skills in future topics which are developed through multi-instrumental groups.	The topic widens students understanding of music and the variation within the discipline to contrast with music technology.	The opportunity for students to see how the three disciplines can work together for musical theatre.	Links to English through literature characters from Cat in the Hat.
<b>Topic 5</b> To empower students to find their own musical voice through <b>collaboration</b> and improvisation						
Musical Futures and Bands	Students will <b>self-regulate</b> and build <b>autonomy</b> . Musical Futures encourages students to form an ensemble and compose, <b>finding connections</b> between learning from the last academic year.	Links to popular music structure and harmonic chord understanding.	Students will also be expected to perform regularly in KS4, and this topic helps prepare and build confidence.	Building independence and <b>confidence</b> for composition and performance.	Students are exposed to the rigours of musical 'band culture'.	Independent working and instilling social justice and accountability for the students.

Year 8: Musical Maestros Form 'Big Picture' thinking between the Development, Cultural Significance, and Influence of Different Musical Genres						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
<b>Topic 1</b> Find connections between the variation of the orchestra, great composers and the variation of sound expressed through decades of music.						
Western Art Music 1 (1650-1820)	WAM features in Key Stage 4 from Baroque to Romantic. Specifically, 12 note technique and variations. Pupils develop <b>big picture thinking</b> on how the orchestra developed over time and classifying instruments.	Students will make comparisons between African Music and Western Art Music.	The history of Western Art Music is continued in Year 9 with composers and understanding how music can be adapted in different styles and genres.	Understanding the impact and influence of great composers like Pachelbel and Vivaldi.	Students are taught about historical significances and Religion during this period in Europe.	Historical significances during this period. Religion and its effect on Music in Europe. Literacy during composer research projects.
<b>Topic 2</b> Empower students to become flexible thinkers when compose soundscapes and descriptive character leitmotifs.						
Film/Game Music Through Keyboard and music technology	Students develop <b>intellectual playfulness</b> in performing popular movie melodies and composing their own character 'Leitmotifs'. Students use the Elements of Music to analyse different film/game genres.	They will make links between descriptive storytelling romantic pieces and contemporary film/game music.	Students will identify compositional techniques used in both film/game music and genres studied in Western Art Music 2.	Identification and explanation of descriptive music features. Music Tech skills to enhance and manipulate music.	Students will discuss film/game music culture; how subtle music features can persuade and suggest <b>alternative perspectives</b> .	PSHE link when students discuss film/game music genres and how music can evoke different emotions from the listener.
<b>Topic 3</b> Find connections between the history, music and cultural significance of 'The Blues'						
Blues Composition and Performance	Students <b>find connections</b> between the origins of Blues music, Blues devices and 12 bar blues; and how this genre of music has influenced African American styles. They will <b>practise</b> and perform using music technology.	Developing understanding of other 'world' music's and continuing to read notation and develop keyboard skills.	The use of music technology will be an introduction to a specific skill set. Improvisation will also be developed in Western Art Music 2 (also year 9).	Understanding of other harmonic models (Blues scale) and the influence of 'The Blues' on today's R n B music. Improvisation with group work.	Students will be taught the context of the time period. It will also offer a conversation on people's views today, BLM and the influence of the Blues that seeps into most genres.	History of the Blues and the influences on pop music. Literacy when writing lyrics. PSHE covered when discussing race/beliefs/trafficking of people.
<b>Topic 4</b> To express emotion within a musical through retrieving knowledge from the year to empower their <b>intellectual confidence</b> to express character emotion.						
Musical Theatre Hamilton	To understand how historical events can be presented, they will build on their knowledge of the blues and can be <b>intellectually playful</b> with combining historical stories with modern twists.	During this topic students will be developing their knowledge of previous genres and build on musical skills.	Moving into year nine students will be studying popular genres of music and the concept of 'protest' lyrics which will build on the lyrical concepts of Hamilton.	Students will explore speaking in rhyme, harmonising, lyrical intent, vocal skills, the importance of listening and elements of music.	This topic is a key opportunity for students to <b>find connections</b> between other subjects and how art forms can be manipulated.	Cross curricular links with history are made through this topic, as well as Geographical, literature and other performing arts disciplines.
<b>Topic 5</b> To empower students to find their own musical voice through <b>collaboration</b> and improvisation						
Musical Futures and Bands	Students will <b>self-regulate</b> and build <b>autonomy</b> in creating a music group. Musical Futures encourages students to form an ensemble, compose, <b>finding connections</b> between learning from the last academic year.	Links to popular music structure and harmonic chord understanding.	Students will also be expected to perform regularly in KS4, and this topic helps prepare and build confidence.	Building independence and <b>confidence</b> for composition and performance.	Students are exposed to the rigours of musical 'band culture'.	Independent working and instilling social justice and accountability for the students.

<b>Year 9: Intriguing Interpretations To Enquire into the evolution of 'rule-breaking' musical styles and their significance in modern day culture</b>						
<b>Topics</b>	<b>Why we teach this</b>	<b>Links to last topic</b>	<b>Links to future topics</b>	<b>Key skills developed</b>	<b>Cultural capital opportunities</b>	<b>Links to whole school curriculum</b>
<b>Topic 1</b> Students will discover the great Romantic and Minimalist composers and what they intended to express through <b>revolutionary thinking</b>						
Western Art Music	Students experiment with performing Romantic melodies and composing their own <b>original</b> impressionist pieces of music in a similar style to Debussy and Tchaikovsky. Students are invited to <b>be open-minded</b> and given opportunity to analyse WAM composers.	Song structure, harmonic progression and chord building. Continued work on critical analysis of music through DR C SMITTH	Many minimalist compositional techniques can be applied in EDM. Music Technology skills are also built upon in future topics. Compositional skills continue to be developed throughout Year 9.	Students are taught to critically think and question; 'What defines music?'	Students will be given opportunity to make connections between the political, social and economic climates and the Arts.	European and American socioeconomic climate during this time frame. The 'aesthetic' value of music and philosophical thinking behind a subjective art form.
<b>Topic 2</b> To <b>find connections</b> between the development of Reggae and understand the harmonic structure of 'popular' music						
1970's and 2000's Popular Genres	Students explore and perform 1970's Reggae and popular music from the 2000's+. Students compare and contrast the importance and use of lyrics; in particular 'protest' songs by developing <b>concerns for society</b> and how music was used.	Students continue to develop their keyboard and ICT skills. This unit also builds on previous taught music theory skills.	2000+ popular music uses many music devices, this will link to the EDM topic in the Summer term. Composing contemporary music will also be revisited and the skills built upon in the Musical Futures topic.	Developing harmonic understanding and the role of chords. Identification and exploration of musical structures.	Taught the role of 'protest' songs. The reading of lyrics allows students to critically analyse subtle and sometimes hidden social commentaries.	Geography of the Caribbean and the history and culture of Jamaica. PSHE links to social commentaries and feelings in popular music lyrics.
<b>Topic 3</b> Empower students through electronic composition to find their <b>original</b> musical voice.						
EDM	Building on <b>connection finding</b> and increasing their <b>self-regulation</b> . Students learn of influential EDM artists and are taught appreciation and use of DAW and software materials. Students will compose <b>original</b> musical ideas and manipulate pre-existing loops.	Many features of EDM can be linked to the minimalist music from last topic; these include compositional and production techniques.	Production skills will be used in the Musical Futures topic. Understanding chord progression and popular structure will also be revisited.	Understanding EDM provided the advances for many 'non-musically trained' artists. Learning how to sample, loop, copy and paste, add effects and other production techniques.	Understanding the shift from musicians to DJ's and their contribution to the European music scene.	Looking back to the previous topic when asking philosophical questions. For example, 'Are DJ's musicians?' 'What is the definition of a musician?'
<b>Topic 5</b> To empower students to find their own musical voice through <b>collaboration</b> and improvisation						
Musical Futures and Bands	Students will <b>self-regulate</b> and build <b>autonomy</b> in creating a music group. Musical Futures encourages students to form an ensemble, compose, <b>finding connections</b> between learning from the last academic year.	Links to popular music structure and harmonic chord understanding.	Students will also be expected to perform regularly in KS4, and this topic helps prepare and build confidence.	Building independence and <b>confidence</b> for composition and performance.	Students are exposed to the rigours of musical 'band culture'.	Independent working and instilling social justice and accountability for the students.

<b>Year 10: Growing Grit</b>		<b>Create, compose and compare a variety of musical genres</b>				
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<b>Autumn Term</b> Develop appreciation of styles and genres of music and explore techniques used to create music products and build autonomy in the styles explored.						
Component 1	Learners will explore techniques used in the creation of at least 3 musical products and investigate the stylistic features of different musical styles. Students will demonstrate an understanding of music styles. Apply understanding of the use of techniques to create music through practice and taught sessions and be able to investigate and experiment to produce their own products.	At KS4 we now expect more sophisticated analysis, compositions, and performance with flexible thinking.	Both Component 2 and 3 build upon the skills and knowledge taught in C1. C2 focuses heavily on production and performance skills, whilst C3 requires composition from a variety of genres.	Detailed musical analysis using mature musical vocabulary. Research skills, using a wide range of resources. Evaluating the success of self and peer performances and compositions. Improving technique and confidence.	Geography of the origin of musical genres. Historical, political and socioeconomic climate that led to the development of certain musical genres.	The subjective nature of 'Art'. Transatlantic Slave Trade and Reggae Protest – BLM Advancements in technology and use of music for commercial purposes.
<b>Spring Term</b> Internally Assessed but Externally moderated Assignment brief under 12 hours of supervised time.						
Component 1 Internal-Moderated externally May to June release	Task 1: Compile a portfolio of evidence that demonstrates understanding of four styles of music using musical examples related to a theme. Task 2: Create 3 30-60 second examples of ideas for music products related to a theme using a range of realisation techniques.	This is an examined brief that draws all skills from prior topics in KS3 and KS4 so far together. The theme is set externally, and students work will be a response to this national brief. The work in component 1 will develop into component 2.				
<b>Summer Term</b> Explore musical disciplines through complex and multi-step problem solving and build self-regulation with composition.						
Component 2	Students will explore 2 musical disciplines through practice tasks, documenting their progress and planning for further improvements. Students will specialise in 2 of the following areas: music performance, creating original music and music production.	Improving performance and production skills and developing sophisticated language in music analysis.	Component 3 requires more performing, composing and production skills.	Auditing own strengths and identifying weaknesses to write a personal development plan. Understanding the roles, and skills required within the music industry.	Depending upon the genre chosen by the student, the culture of the music they produce during their development plan.	Careers in Music. History of the genre chosen by the student for their C2 Performance and Production piece.

<b>Year 11: Making Moments</b>		<b>Create, compose and compare a variety of musical genres</b>				
<u>Topics</u>	<u>Why we teach this</u>	<u>Links to last topic</u>	<u>Links to future topics</u>	<u>Key skills developed</u>	<u>Cultural capital opportunities</u>	<u>Links to whole school curriculum</u>
<b>Autumn term</b> Internally Assessed but Externally moderated Assignment brief under 15 hours of supervised time.						
Component 2 Internal- Moderated Externally  December- January release	EXAMPLE Task: Plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.	This is an examined brief that draws all skills from prior topics in KS3 and KS4 so far together. The theme is set externally, and students work will be a response to this national brief. The work in component 1 will develop into component 2.				
<b>Spring 1</b> A second attempt for C1: Under 12 hours of supervised time or C2: Under 15 hours of supervised time.						
Re-Take of C1	Component 1 will have taken in May/June of the previous academic year. Retake for Component 1 is available in December/January.					
<b>Spring Term and Summer 1</b> Understand how to respond, apply musical skills, present a final musical product and comment on the <b>creative</b> process and outcome in response to a commercial music brief through <b>finding connections</b> with C1 and C2.						
<b>Component 3 Exam</b>  May-June release only.	Students will complete the exam in timed conditioned. Following the guidance from the brief: <ul style="list-style-type: none"> <li>• Preparatory work for Act 1 (4 hours) informal.</li> <li>• Activity 1: Initial response (2 hours) formal, digital template.</li> <li>• Activity 2: Create a music product (16 hours) informal +6 screen shots.</li> <li>• Activity 3: Commentary on the creative process (1 hour) formal.</li> </ul>	Collaboration of experiences and extracting vital information from the given brief and stimulus.	Students will have developed transferable skills to support them in further and higher music education.	Students will critique the given stimulus acknowledging the audience, examining the context and apply skills and techniques as a musician. Students will fulfil the formalities of a professional production or performance and complete timely reviewing processes to support further development.	Collaboration of experiences and extracting vital information to empower the developed characters. Whilst encouraging students to develop an emotional intelligence (towards composing in response to a given brief and composing/producing music for a specified audience).	Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL. Examining composition in Art.
Re-Take of C2	Component 2 will have been taken in December/January of this academic year. Retake for component 2 is available in May/June.					