



Colton Hills Community School

PERFORMING ARTS

Explore, Empower, Express

Music

CURRICULUM PLAN

Department: Performing Arts (*Drama, Dance and Music*)

Vision Statement: The arts are vital for **engaging** and **maximising** the life chances of all students by providing a **stimulating, challenging** and **respectful** environment. To develop **artistically literate** so students are able to fully engage with **current issues** and **critically evaluate** information.

Strapline: Explore, Empower, Express (To **explore**, you will **empower** and creatively **express**)

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 **tools** they need to succeed. Each performing arts lesson embeds literacy, applied numeracy and expands upon a **transferable** skill set.

Curriculum time: The music curriculum in KS3 and KS4 is taught over a two-week timetable. Students in KS4 have five lessons over a two-week timetable. In years 7 & 8, students have 1 hour a week of music and in Y9, students receive 1 hour of music over the two week timetable rotation.

Year 7: Passionate Performers						
Explore the Musical Elements and Perform with Intellectual Playfulness and Flair						
<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>
Topic 1 To explore students voice and percussion through practise , performance, and composition to build precision .						
My Voice	To understand tonal variations of the voice and the Elements of Music. Students will develop self-regulation , ensemble skills through collaboration 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.	Confidence 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.
Topic 2 To empower students in discovering in discovering the unique sound of cultural music and take risks in composition on the device use in cultural music.						
World Music African Music	They learn the cultural significance of the music, find connections 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.
Topic 3 To express compositional originality 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 practise 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.
Topic 4 To express emotion through a musical through retrieving knowledge from the year to empower their intellectual playfulness 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 autonomous 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.
Topic 5 To empower students to find their own musical voice through collaboration and improvisation						
Musical Futures and Bands	Students will self-regulate and build autonomy . Musical Futures encourages students to form an ensemble and compose, finding connections 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 confidence 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
Topic 1 Find connections between the variation of the orchestra, great composers and the variation of sound expressed through decades of music.						
Western Art Music (1650-1820)	WAM features in Key Stage 4 from Baroque to Romantic. Specifically, 12 note technique and variations. Pupils develop big picture thinking 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.
Topic 2 Empower students to become flexible thinkers when compose soundscapes and descriptive character leitmotifs.						
Film/Game Music Through Music Technology	Students develop intellectual playfulness in composing their own character 'Leitmotifs' and the use of music to enhance a scene. 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 alternative perspectives .	PSHE link when students discuss film/game music genres and how music can evoke different emotions from the listener.
Topic 3 Find connections between the history, music and cultural significance of 'The Blues'						
Blues Composition (Music Tech)	Students find connections 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 practise and compose 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 remix (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.
Topic 4 To express emotion within a musical through retrieving knowledge from the year to empower their intellectual confidence 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 intellectually playful 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 find connections 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.
Topic 5 To empower students to find their own musical voice through collaboration and improvisation						
Musical Futures and Bands	Students will self-regulate and build autonomy in creating a music group. Musical Futures encourages students to form an ensemble, compose, finding connections 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 confidence 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 9: Intriguing Interpretations To Enquire into the evolution of 'rule-breaking' musical styles and their significance in modern day culture						
Topics	Why we teach this	Links to last topic	Links to future topics	Key skills developed	Cultural capital opportunities	Links to whole school curriculum
Topic 1 Students will discover how producers are influenced to create new pieces of music through remixing a pre-existing piece of music and using revolutionary thinking						
Remix	To be able to remix a piece of music, students need to build autonomy in learning and accurately using both compositional and production techniques. Remix develops students understanding of how modern genres of music have become more sophisticated. Once students have learnt the key skills, students will then focus on the refinement of knowledge and musicality.	This topic will consolidate and expand upon the vocabulary of the year and continue to expand their vocabulary and skills/ techniques library if they should choose GCSE.	The skills drawn upon here will be revisited through students learning in Year 9 and in Year 11-Component 3 where students must compose 2 pieces of music using a variety of skills and techniques to respond to a set brief and a free choice brief.	The focus is on building students' intellectual playfulness and confidence in the application of compositional and production skills and being precise in their use of effects and manipulation techniques.	This topic links back to the origins of music, contemporary producers that pioneered the ability to remix a piece of music.	IT skills and collaborative working in pairs. Asking philosophical questions. For example, 'Can a pre-existing piece of music be used to develop a new piece of music?' 'When does old become new?'
Topic 2 Empower students through electronic composition to find their original musical voice.						
EDM	Building on connection finding and increasing their self-regulation . Students learn of influential EDM artists and are taught appreciation and use of DAW and software materials. Students will compose original 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?'
Topic 3 To empower students to find their own musical voice through collaboration and improvisation						
Musical Futures and Bands	Students will self-regulate and build autonomy in creating a music group. Musical Futures encourages students to form an ensemble, compose, finding connections 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 confidence 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 10: Growing Grit						
Create, compose and compare a variety of 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
Autumn Term 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: Understanding Music AoS1 and AoS2	Students will develop an understanding of music appreciation through appraising and critically analysing set works from areas of study one and two. Students will explore how the elements are used by composers to create compositions that are sophisticated. Students will also develop their ability to pick out information from a piece of music.	Throughout Key Stage 3 students have had opportunity to explore a variety of genres, work on personal development and begin understanding performance and compositional techniques in a variety of different musical styles.	Students will critically analyse 2 set works and study 4 different areas of study, identifying alternative perspectives, find connections and link to the 'Big Picture' of why and how musicians create music.	This component is multifaceted for students to develop appraising, performance and compositional skills to build their confidence as musicians.	The approach and purpose of the set works will be analysed as part of the appreciation process.	The introduction unit draws greater links between the connection of KS3 music to KS4.
Spring Term Empower students to perform with rigor, passion, precision and use techniques to become confident performers.						
Component 2: Music Performance Component 1 AoS3	Students will focus on performance skills learning 2 pieces of music as part of an ensemble and as a soloist to develop accuracy, precision and musicality. Students will draw upon their learning from Key Stage 3 to be critical and logical performers ensuring that their choices balance technical difficulty, expression and precision.	The continuation of performance skills is developed with a greater focus on the technical and expressive skills used. Students will be intellectual playfulness and use self-regulation to develop accurate performances.	This topic ensures students can make informed decisions when performing and choosing appropriate pieces of music. The exploration process will form part of C2 which will then be continued into year 11 and will account for 30% of the overall GCSE.	Students must interpret relevant musical elements as appropriate, using resources and techniques to communicate musical ideas appropriate to the style and mood of the music.	Students' performance and technical processes will clearly on intent, approach and process driving them to think about the 'Big Picture' of creating and rehearsing for successful and precise performances.	Students will be completing a series of performances, including reviews and recordings. Links to whole school curriculum will depend on students chosen performance pieces.
Summer Term Explore musical disciplines through complex and multi-step problem solving and build self-regulation with composition.						
Component 3 Music Composition Component 1 AoS4	Students will learn how to develop musical ideas, including extending and manipulating music through two compositions. Students will become a composer and use creativity and intellectual playfulness to respond to a set brief to retrieve knowledge on compositional techniques analysed within component 1.	Students will need to abstract all knowledge of compositional skills and techniques, content, genres of music, structure, compositional devices and elements of music.	This topic ensures students can make informed decisions when composing and using techniques appropriate to the style with sophistication. The compositional process will form part of C3, which will then be continued into year 11 and will account for	Students focus on how to manipulate the elements of music as well as technical/ expressive control and appropriate selection to compose music that is musically convincing.	The pieces students create will be based on ideas from a set and free choice brief. The cultural capital will depend on the briefs presented and chosen.	Links to whole school curriculum will depend on the briefs presented to students.

			30% of the overall GCSE.			
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Year 11: Making Moments						
Create, compose and compare a variety of musical genres						
<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>
Autumn and Spring Term Empower students to develop creative performance and precise and intellectually playful compositions.						
Component 2 <u>Music Performance NEA</u> Component 3 <u>Music Composition NEA</u>	Reflecting on students work from Year 10 pupils will complete C2 and C3 performing and composing through multi-step problem solving, collaboration and creativity . This will be accompanied by a composition and performance document and programme note. Students will complete a solo and ensemble performance and will also compose to a set brief and a free choice brief.	This part of the process will build on the work from year 10 and develop students thinking further into fully formed ideas with structure, form, style, and depth as well as musical intent and performance techniques.	The performance process (C2) will account for 30% of the overall GCSE. The compositional process (C3) will account for 30% of the overall GCSE.	Students must abstract their knowledge and understanding of the skills for performance and composition as well as use their bank of knowledge from C1 including performance, technical, expressive and analytical.	The cultural capital will vary based on the students compositional and performance choices.	Links to whole school curriculum will depend on students chosen performance pieces and choice of free brief.
Summer Term Allow students to Express their understanding to become critical and logical thinkers						
Component 1 Exam May-June Examination (1 Hour 30 Minutes)	During the final term students will constantly retrieve knowledge on the chosen study pieces and areas of study 1-4 as well as listen to and answer questions relating to a selection of unfamiliar music. Students will also complete past paper practise in preparation for the summer exam. Students will then complete the exam in timed conditions. <ul style="list-style-type: none"> • Section A: Listening- Unfamiliar Music (68 Marks) • Section B: Study Pieces (28 Marks) 					