

Curriculum intent:

At SPA, our Music curriculum is challenging in its scope. We recognise that our pupils have mixed experiences with music both culturally and educationally, so we teach them the musical knowledge and skills to rapidly understand and engage with a variety of music, opening up wider musical opportunities both inside and beyond the classroom.

We grow aspirational learners in Music, exposing them to performances in Yr 7 from older pupils and offering them opportunities to showcase their musical learning and skill with others through performance opportunities throughout their school life. This drive for excellence in composition and performance encompasses individual, pair, small group and whole class work.

Pupils' musical contribution to their passport to success involves experiencing music and musical forms from different times, places, cultures and religions, working like professional musicians and developing as composers and performers, enabling pupils to study music when they leave our academies, as well as contributing to the local music scene.

Our music curriculum means our pupils are equipped with rich musical knowledge, as well as a working awareness of music as an art form and expressive communication tool both in the UK and around the world. They are skilled at evaluating music based on its purpose and musical features, and articulating well-formed opinions about music.

PRIOR LEARNING (KS2)	KS3 YEAR7 - YEAR 9	KS4 YEAR 10 – YEAR 11
Knowledge/Skills Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music	Knowledge/Skills Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Pupils should be taught to: • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • listen with increasing discrimination to a wide range of music from great composers and musicians • develop a deepening understanding of the music that they perform and to which they listen, and its history	Knowledge/Skills GCSE specifications in music must require pupils to demonstrate knowledge and understanding of the musical elements, musical contexts and musical language listed below, and allow pupils, where appropriate, to apply these to their own work when performing and composing. • organisation of pitch (melodically and harmonically) including simple chord progressions e.g. perfect and imperfect cadences, and basic melodic devices e.g. sequence • tonality including major, minor and basic modulation e.g. tonic - dominant • structure; organisation of musical material including simple structure e.g. verse and chorus, call and response, binary and theme and variations • sonority including recognition of a range of instrumental and vocal timbres and articulation e.g. legato and staccato • texture; how musical lines (parts) fit together including simple textural combinations e.g. unison, chordal and solo • tempo, metre and rhythm including pulse, simple time, compound time, and basic rhythmic devices e.g. dotted rhythms • dynamics; basic dynamic devices e.g. crescendo and diminuendo Musical contexts • the effect of purpose and intention (e.g. of the composer, performer, commissioner) on how music is created, developed and performed in different historical, social and cultural contexts • the effect of audience, time and place (e.g. venue, occasion) on how music is created, developed and performed in different historical, social and cultural contexts GCSE specifications in music must require pupils to develop and demonstrate their musicianship skills through performing, composing and appraising. Pupils should understand musical contexts and use musical language.

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Half Term 1	Topic: Intro to Music: Rhythm	Topic: Music for Dance	Topic: The Band	Topic: Component 1: Exploring Musical Products and Styles	Topic: Component 2: Music Skills Development. HT2: Internal Assessment
	Knowledge: Rhythm symbols and concepts, key words to describe music,	Knowledge: Key features of EDM, key features of bhangra, jig, waltz, salsa, texture and creating 'build-up', using loops, common FX used in EDM			Knowledge: Capturing development of skills, SWOT analysis, SMART targets, individual and group practice routines, Composing: developing, rhythm, melody, chord sequences, texture, diatonic harmony, extended chords, bassline, structure, key features of: disco, punk rock, ambient/soundscapes
	Skills: Play and write rhythms accurately, including by ear, describe music accurately	Skills: Explaining musical features and linking to purpose, use of apps/ loops/FX to compose EDM track			
Autumn Half Term 2	Topic: Intro to Music: Pitch and Keyboard	Topic: Ukulele: A Song for Christmas	Skills: Listening/analysing cover versions/differences from original, rehearsing individually and as a group, cajon technique, reading lead sheets and guitar/bass tab, using inverted chords, left/right hand guitar technique	Knowledge: Key info about course and assessment, DR P SMITH, key words for describing music accurately, key features of: 1950s rock n roll, reggae, grime, Baroque, film motif/leitmotif, knowledge of DAW, different musical products	Skills: How to research and apply development processes to own performance (individual and group), brief analysis and goal-setting, analysis of progress, developing own development plan for performance/ composition
	Knowledge: Stave notes, note names, finger positioning on keyboard, key words to describe music, keyboard warm-up exercises, major/minor scales	Knowledge: More complex ukulele chords (7 th), ukulele tab, chord sequences in songs, layers of texture in a song, structure, texture			
	Skills: Reading and playing (sight-reading) piano melodies from stave notation, describe music accurately, timing with others	Skills: Playing in an ensemble, playing more complex chords, playing longer/more complex melodies from tab			
Spring Half Term 3	Topic: Intro to Music: Chords and Melodies	Topic: World Percussion	Topic: The Job Part I	Internal Assessment for Component 1	Topic: Continuing preparation for Component 3
	Knowledge: Chords, chord sequences, major/minor chords, passing notes, common chords	Knowledge: Knowledge of percussion ensembles from around the world, knowledge of key drumming techniques, knowledge of cultural role of drumming, key texture knowledge and terms	Knowledge: Advert jingles, loops, DAW, ostinato, pentatonic scale, raga, erhu, pipa, sitar, multitracking, texture variation	Knowledge: Key info about course and assessment, DR P SMITH, key words for describing music accurately, key features of: 1950s rock n roll, reggae, grime, Baroque, film motif/leitmotif, knowledge of DAW, different musical products	Knowledge: Samples/sampling, FX use, knowledge of research/preparation techniques, cover versions
	Skills: Composing and playing melodies, describe music accurately	Skills: Accurate playing using correct technique, timing in ensemble	Skills: Composing using a DAW, loops, virtual instruments, listening/analysing, evaluation skills		Skills: Planning using mark scheme, responding to a brief, creating a cover version in a different style
Spring Half Term 4	Topic: Theme and Variation	Topic: Got the Blues	Topic: Back to Baroque		Topic: External Assessment for Component 3
	Knowledge: Variation in melody, ways to create variation	Knowledge: Origins of blues music, modern examples of blues, musical influence of blues, chords, chord sequences: 12 bar blues, blues scale, AAB lyric structure	Knowledge: Eras of Western classical music, background of Baroque music (including links to slave trade) key features of Baroque music, key composers	Skills: Recognising and analysing/ describing music accurately, playing and composing in a range of styles (see above), using a range of DAWs with increasing skill, responding to a brief, creating different music products	Knowledge: Samples/sampling, FX use, knowledge of research/preparation techniques, cover versions
	Skills: Composing using variation, develop musical ideas, describe music accurately	Skills: Improvising using 12 bar blues, playing 12 bar blues, singing using blues holler, Explaining musical features using accurate vocabulary	Skills: Listening/analysis skills, recognising, playing and composing using Baroque key features		Skills: Planning using mark scheme, responding to a brief, creating a cover version in a different style
Summer Half Term 5	Topic: Ukulele: Shotgun	Topic: Music for Special Events	Topic: The Job Part II	Topic: Component 2: Music Skills Development	Topic: External Assessment for Component 3
	Knowledge: Ukulele chords, ukulele tab, chord sequences in songs, layers of texture in a song	Knowledge: Purposes/features of fanfares, common musical devices, well-known fanfares, texture/texture terms	Knowledge: Extended chords, accidentals, dissonance and resolution, clusters, texture: homophony and polyphony, motor rhythms, instrument-specific techniques eg. Slide/glissando	Knowledge: Capturing development of skills, SWOT analysis, SMART targets, individual and group practice routines, Composing: developing, rhythm, melody, chord sequences, texture, diatonic harmony, extended chords, bassline, structure, key features of: djembe drumming	Knowledge: Samples/sampling, FX use, knowledge of research/preparation techniques, cover versions
	Skills: Ukulele chords/melodies in time, reading tab, describe music accurately, playing as an ensemble, singing skills	Skills: Composing music for specific purposes, developing musical ideas using devices, explain musical features and link to purpose, composing and editing using a DAW	Skills: Composing using a DAW, virtual instruments, composing for texture, composing using instrument specific techniques for effect, evaluation skills		Skills: Planning using mark scheme, responding to a brief, creating a cover version in a different style
Summer Half Term 6	Topic: Superheroes and Villains	Topic: Reggae Reggae	Topic: Song writing		
	Knowledge: Motif and leitmotif, chromatic scales, ostinato, accidentals, intervals	Knowledge: Reading stave notation, chord diagrams, ukulele tab, reggae culture and history	Knowledge: Key features of hip hop & grime 8-bar chord sequences, extended chords, song structure and alternatives, DAW, composing/production techniques/FX	Skills: How to research and apply development processes to own performance (individual and group), brief analysis and goal-setting, analysis of progress, developing own development plan for performance/ composition	
	Skills: Composing for specific characters, developing composition, describe music	Skills: Singing skills, keyboard technique for right/left hands, ukulele tab reading	Skills: Lyric/melody writing, composing in different styles using DAW, evaluation		

	accurately, composing and editing using a DAW	and left/right hand technique, breathing and voice intonation	skills, using specific stylistic composing/production techniques/FX		
Additional Resources: Suggested Reading and Online Links to Support Study	Guide to basic rhythm notation – Youtube Another Youtube guide to rhythm - Youtube Intro to note values – Khan Academy Online piano site Virtual piano site	Surprise Symphony' - youtube Writing a Melody - Music Theory Academy How Chords Work - Music Theory Crash Course - YouTube	George Ezra - Shotgun (Official Lyric Video) - Bing video Ukulele Chord Practice Play Along - C F Am - Very Easy - YouTube Ukulele Chord Drill Practice - C Major - Ukulele Play Along - YouTube Ukulele Chord Practice Play Along - C F G7 Am - Very Easy - YouTube Theme and Variations - Music Theory Academy	Online Sequencer – a way to start composing and saving your work online Online synths – make, mix and edit sounds Reviews and links to 10 online music making tools Hookpad – try out some chord ideas Get started Learning Music (ableton.com) Music Theory for Musicians and Normal People (tobyrush.com)	Point Blank Music School - YouTube Produce Like A Pro - YouTube Guy Michelmores - YouTube BBC iPlayer - Music - Featured Three Tips For Writing A Great Melody - YouTube Music Composition Techniques & Tips (haydockmusic.com) Switched On Pop - A Podcast About Pop Music Song Exploder - Episodes