



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 (*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** students who 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 explore the methodologies of music making and examine traditional and modern cultures.

Skills developed: To enable young performance artists 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 expand upon a **transferable** skill set.

<b>Year 7: Passionate Performers</b>						
<b>Explore the Musical Elements and Perform with 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>Term 1</b> To explore your voice and percussion through performance and composition.						
<b><u>Notation and Technique</u></b>	Students will explore tonal variations of their voice. They will Elements of Music (subject-specific language) and be able to use them when discussing music. They will be given opportunity to perform in time and in tune. Students will develop ensemble skills and be able to identify, describe and perform.	N/A	Developing singing skills for all future topics. Identification and classification of the percussion family.	Confidence in performance. Pitch recognition and Notation reading (rhythm). Developing of subject specific terminology and ensemble skills.	Students will recognise cultural influences on a variety of singing musical styles.	Singing in a variety of languages – English and MFL. Socio-economic factors influence on Music. Politics and Current Affairs subjects discussed in lyrical content.
<b>Term 2</b> To empower students to experiment with pitch, melody and harmony developing instrument specific techniques						
<b><u>Keyboard Skills 1 - Melody Writing</u></b>	Students learn how to read pitch on a treble clef stave. They will also develop instrument specific techniques and understand what makes a ‘good’ melody. Students will be given opportunity to perform popular melodies and compose their own 8 bar melody and accompaniment.	Adding pitch to notation reading. Elements of Music discussed further. Singing with expression.	Keyboard and compositional skills developed further in Term 3 and other KS3 topics. Popular music melodies 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>Term 3</b> To express yourself in discover the unique sound of pentatonic music						
<b><u>World Music</u></b> <b><u>East Asian and African Music</u></b>	Students are taught how to identify and describe the instruments and features of African, Gamelan and Chinese music. They learn the cultural significance of these music’s and how to compose using a pentatonic scale.	Developing notation reading and keyboard skills. Singing (using a pentatonic scale).	Keyboard and compositional skills continue to be developed throughout Year 8. Recognition of the instrument families re-visited in Year 8, term 2.	Understanding of different harmonic models (pentatonic). Identification of African and Asian instruments/sounds. Composition skills developed further.	Students will be taught how music is used in African, China and Indonesian culture. They will also gain an understanding of Asian ensembles and instruments. Students will develop an understanding of African culture and the significance music plays.	Singing in Chinese. Geography of East Asia. Connection between Indonesian music and religion. African geography and culture.

## Year 8: Musical Maestros

### Discover the Development, Cultural Significance and Influence of Different 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>
<b>Term 1</b> To explore the history, music and cultural significance of 'The Blues'						
<b><u>Keyboard Skills 2 – The Blues</u></b>	Students learn the origins of Blues music and how this genre of music has influenced all African American music styles. Students will be able to perform Blues music on the keyboards and (if resources allow), drum kit and acoustic guitar. Students will also be given opportunity to write blues lyrics and improvise using a blues scale.	Developing understanding of other 'world' music's and continuing to note read and develop keyboard skills.	Guitar and drum skills will be needed for the Musical Futures topic in Year 9. Improvisation will also be developed in Western Art Music 2 (also year 9).	Understanding of other harmonic models (Blues scale). Understanding the influence of 'The Blues' on today's R n B music. Guitar and Drum skills. Improvisation.	Students will be taught about the Atlantic Slave Trade and the effect this had on music/politics/economics and social feeling. It will also offer conversation on people's views today, and BLM.	History of the Slave Trade. Literacy when writing lyrics. PSHCE covered when discussing race/beliefs/trafficking of people.
<b>Term 2</b> To empower students to discover the orchestra and great composers						
<b><u>Western Art Music 1 (1650-1820)</u></b>	Students explore and discover the history of Western Art Music from Baroque to Romantic. They understand how the orchestra developed over time, and can classify instruments into their families. Students perform famous melodies and use the Elements of Music to analyse and discuss music. Students are also given opportunity to research famous composers and their pioneering pieces.	Students will compare and contrast the music and instruments from Africa, with Western styles and traditions. They will also build upon their vocal and keyboard skills.	The history and development of Western Art Music is continued in Year 9.	European instrument and ensemble recognition. Understanding of how culture, religion and time affected the Arts during these periods. Understanding the impact and influence of great composers like Mozart and Beethoven.	Students are taught about historical significances /thinking/culture 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>Term 3</b> To express through performance and compose soundscapes and descriptive character leitmotifs						
<b><u>Film/Game Music (Music Tech Link)</u></b>	Students experiment with descriptive music, performing popular movie melodies and composing their own character 'Leitmotifs'. Students use the Elements of Music to analyse different film and game genres. If resources allow, students will learn how to manipulate music technology to enhance their compositions.	Students will continue to develop their knowledge of composers. They will make links between descriptive storytelling romantic pieces and more 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 be given opportunity to discuss film/game music culture; how subtle music features can persuade and suggest different places/people/time/Feelings.	PSHCE link when students discuss film/game music genres and how music can evoke different emotions from the listener.

## Year 9: Intriguing Instruments and Digital Sounds

### To Investigate the evolution of 'rule-breaking' musical styles and their significance in modern day culture

<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>Term 1</b> To explore the development of Reggae and understand the harmonic structure of 'popular' music						
<b><u>1970's and 2000's Popular Music</u></b>	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' song writing. Students will also develop their harmonic understanding of Primary and Secondary chords in song writing. Keyboard and Music ICT skills will be developed throughout this unit.	Students continue to develop their keyboard and ICT skills. This unit also builds on previous taught music theory skills. Links can also be made on the structure of contemporary music.	2000+ popular music uses many music technology 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.	Lyric analysis and examination – how much of a part do the lyrics play in a piece of popular music? Developing harmonic understanding and the role of chords. Identification and exploration of musical structures.	Students will be taught the role of 'protest' songs and why Bob Marley was such an influential black musician. 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. PSHCE links to social commentaries and feelings in popular music lyrics.
<b>Term 2</b> To empower students to discover the great Romantic and Minimalist composers and their works						
<b><u>Western Art Music (1820-1950)</u></b>	During this topic students are taught the significance and ground-breaking musical ideas from Romantic and 20 <sup>th</sup> century composers. Students experiment with performing Romantic melodies and composing their original impressionist pieces of music in a similar style to Debussy and Tchaikovsky. When exploring 20 <sup>th</sup> century music students are given opportunity to analyse aleatoric (chance) music and minimalist music from Steve Reich.	Links to previously taught music theory skills including song structure, harmonic progression and chord building. Continued work on critical analysis of music through DR C SMITTH Elements listening tasks.	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; 'Is this music?' 'What defines music?' Music technology and compositional skills are focused upon with an aim for more independent/paired creative work – this topic is less 'prescribed' and has a focus on the subjective nature of music.	Students are taught about 'rule-breaking' in music composition. These composers wanted to make their audience think because of the European and American culture at this time. 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. Links to impressionist and minimalist Art.
<b>Summer Term 1</b> To express yourself through electronic composition.						
<b><u>EDM</u></b>	Students explore the EDM movement and sound. Analysing the musical features and technological advances in music production. Students learn of	Many features of EDM can be linked to the minimalist music from last topic; these include	Production skills will be used in the Musical Futures topic. Understanding chord progression and popular	Understanding the culture of EDM and how technology provided the advances for many 'non-	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

	influential EDM artists and are taught to understand the development and use of electronic midi instruments. Students will compose original musical ideas and sample pre-existing loops.	compositional and production techniques.	structure will also be revisited.	musically trained' artists to create music. Learning how to sample, loop, copy and paste, add effects and other production techniques.		example, 'Are DJ's musicians?' 'What is the definition of a musician?' 'Has technology advanced or 'dumbed down' music?'
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**Summer Term 2** To express yourself through collaboration and improvisation

<b><u>Musical Futures and Bands</u></b>	During this topic the students have more independence and autonomy in creating a music group and song. Musical Futures encourages students to form a band/ensemble and work together to compose/create a piece of music in preparation for a concert at the end of term. This topic teaches teamwork and working to a deadline alongside compositional and performance skills. In an ideal situation, the performances are in front of an audience to prepare for KS4 Music.	Links to popular music structure and harmonic chord understanding. Students will also use music tech skills taught in the previous topic.	Preparation for more sophisticated musical composition/performance and production skills in KS4 Music. 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. Teamwork, communication and working to a deadline. Lyric writing and band instrument skills.	If possible, a live music event would be a great opportunity for students to understand the organisation and responsibilities of organising a 'music gig'. Students are also exposed to the rigours of musical 'band culture'.	PSHCE teamwork, communication and empathy. Independent working and instilling social justice and accountability for the students.
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**Year 10: Growing Grit**

Create, compose and compare a variety of musical genres

<b><u>Topics</u></b>	<b><u>Why we teach this</u></b>	<b><u>Links to last topic</u></b>	<b><u>Links to future topics</u></b>	<b><u>Key skills developed</u></b>	<b><u>Cultural capital opportunities</u></b>	<b><u>Links to whole school curriculum</u></b>
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**Autumn 1** Develop appreciation of styles and genres of music and explore techniques used to create music products.

<b><u>Component 1</u></b>	It is important for students to understand 'why' and 'how' different musical styles and genres are developed/created. They are also taught the musical forerunners in the different genres and the musical features that contribute to the sound. Alongside analysis, students are also given	Throughout KS3 many of these genres have been taught. At KS4 we now expect more sophisticated analysis, compositions and performance.	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	Detailed musical analysis using mature musical vocabulary. Research skills, using a wide range of resources. Evaluating the success of self and peer	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.
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	opportunity to perform and compose music from the different genres.		creative compositions from a variety of genres.	performances and compositions. Improving instrument technique and confidence.		
<b>Autumn 2</b> Develop appreciation of styles and genres of music and explore techniques used to create music products.						
<b>Component 1</b>	As previous term, genres taught include; Baroque, Classical, Romantic, Britpop, Reggae, Blues, British Invasion, EDM, Minimalism and Film/Game Music.					
<b>Spring 1</b> Develop appreciation of styles and genres of music and explore techniques used to create music products.						
<b>Component 1</b>	As previous – continued research and focus on improving composition, performance and production skills.					
<b>Spring 2, Summer 1, Summer 2</b> Exploring professional and commercial skills for the music industry; apply and develop individual musical skills and techniques						
<b>Component 2</b>	During this component students are taught to focus on their performance and production skills. Students complete an audit of their competences and write a development plan considering the audit. This teaches students how to evaluate their strengths and identify weaknesses. It also teaches the importance of goal setting and pride that comes with accomplishment. Students also spend time researching the 6 'most important' skills required within the music industry which gives them a deeper understanding of vocational opportunities.	Continued work on improving performance and production skills.  Continued requirements of more sophisticated language in music analysis, and using a wide range of reliable sources.	Component 3 requires more performing, composing and production skills. It also expects student independence and self-management.	Auditing own strengths and identifying weaknesses to write a personal development plan.  Understanding the roles, and skills required within the music industry.	The music industry culture and opportunities available.  Depending on 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.

## **Year 11: Making Moments**

**Create, compose and compare a variety of musical genres**

<b><u>Topics</u></b>	<b><u>Why we teach this</u></b>	<b><u>Links to last topic</u></b>	<b><u>Links to future topics</u></b>	<b><u>Key skills developed</u></b>	<b><u>Cultural capital opportunities</u></b>	<b><u>Links to whole school curriculum</u></b>
<b><u>Autumn 1 and 2</u></b> Understand how to respond, apply musical skills, present a final musical product and comment on the creative process and outcome in response to a commercial music brief.						
<b><u>Component 3 Mock</u></b>	Learners will be given the opportunity to develop and present music in response to a given commercial music brief in the form of a full mock to understand the exam process.	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 practise the creative and evaluative processes required for Component 3. Students will participate in workshops to gather research, develop leadership and directorial skills with their peers.	Collaboration of experiences and extracting vital information to empower the developed characters. Whilst encourage students to develop an emotional intelligence (towards characters and the roles of theatre practitioners).	Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL. Examining composition in Art.
<b><u>Spring 1, Spring 2, Summer 1</u></b> Understand how to respond, apply musical skills, present a final musical product and comment on the creative process and outcome in response to a commercial music brief.						
<b><u>Component 3 Exam</u></b>  Exam released in January.	Learners will be given the opportunity to develop and present music in response to a given commercial music brief.	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 performer. Students will fulfil the formalities of a professional performance and complete timely reviewing processes to support further development.	Collaboration of experiences and extracting vital information to empower the developed characters. Whilst encourage students to develop an emotional intelligence (towards characters and the roles of theatre practitioners).	Exploration of research processes in Science, Geography and History. Analysing use of language in English and MFL. Examining composition in Art.