

## **Curriculum Progression Pathway for Music**

### **Subject Intent:**

The Performing Arts Curriculum is designed to ignite our students' creativity and passion, and to promote a lifelong love of the Arts while developing a sense of morality, identity and cultural awareness. Within Music students are given the opportunity to explore the world around them through the exploration of a wide range of instruments, musical genres, styles, techniques and the study of specific practitioners. Students are encouraged to develop their teamwork, leadership and independent enquiry skills throughout the Music curriculum with an emphasis on listening, performing and composing work and the development of performance skills, technique and reflective practice.

### **Why is the study of Music important?**

The study of music is a cornerstone of a broad and balanced curriculum essential for every child. The wider benefits of music are well known and include skills such as academic development, phonemic awareness, literacy and numeracy, concentration and spatial awareness. Musical experiences and skills develop crucial creativity, and enable the realisation of aural imagination. With the UK's industry worth £5.8bn pre-pandemic the study of music in all its aspects is vital to the success of our creative industries. The personalised study of musical technique enables students' musical imagination to translate into aural reality whether within performance, composition or development of further analysis. This ensures pupils will develop a range of greater confidence, self-esteem, problem solving, and leadership, direction and teamwork when in ensemble or working collaboratively. The subject also promotes the development of gross and fine motor skills, and enhances fundamental movement skills through the delivery of a broad range of performance activities. The study of Music supports students to become more resilient and determined learners while also supporting students' mental health and emotional intelligence through an understanding of how to develop a self-disciplined, independent relationship within themselves and the world.

### **What skills will the study of Music teach students?**

- Development of fine motor competence
- Fundamental aural skills
- Development of ensemble skills leading to increased social activity/capacity for social activities in later life
- Enabling our wider strategy of improvement of mental health
- Application of techniques
- Self-discipline and increased focus

- Mastery of successful physical sound production
- Take part in activities which present intellectual and physical challenges and be encouraged to work in a team when in ensemble
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

**What will students know and understand from the study of Music?**

- How to improve initially from tacit knowledge through enculturation via previous informal listening
- Greater development of procedural knowledge through developed technique and practice
- Declarative knowledge, both physical (use of muscle memory) and analytical retrieval of musical cultures.
- Increased progress and knowledge in all aspects of the technical, constructive and expressive strands of the subject

**How does the study of Music support students learning in other subjects?**

Music will support learning in other areas both through the intrinsic nature of study, in addition to the development of cross curricular links such as:

- Foundational components of phonemic sound production, early reading and higher-level reading components
- Perception of imposed metrical categories within maths and music
- Development towards the goal of automaticity and fluency
- Space for exploration, inconsistency and independence within all subject areas

**How can you deepen students' understanding of Music?**

Other opportunities outside the curriculum are offered to all students to further their understanding of music. These include a variety of different extracurricular musical clubs and peripatetic lessons. This provides students opportunities to further develop their skills in all areas along with the application of the skills and aural awareness within an ensemble.

**How can Music support students' future progression?**

Music can support you in the future by developing a greater understanding of what it is to be human. Participation in music can also promote a lifelong love of music, allowing students to participate in a range of different activities from community, competitive and non competitive. Students will also be signposted to opportunities in the local area.

Examples of possible KS5 opportunities linked below:

[https://s6f.org.uk/?s=music&post\\_type=courses](https://s6f.org.uk/?s=music&post_type=courses)

<https://www.yorkcollege.ac.uk/why-york-college/music-development-centre>

<https://scarboroughtec.ac.uk/full-time-course/music/>

**Exam board used in Y10 & Y11**

GCSE Music - Eduqas

**CURRICULUM PROGRESSION PATHWAY**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<b>Autumn 1</b>	<p><b>Elements and Cartoon</b>  <b>Skills:</b> Basic elements of music: pitch, rhythm, tempo, dynamics, timbre, Music composition.</p>	<p><b>Themes and Variations</b> Composition            Inversion and retrograde</p>	<p><b>Themes and Variations</b>            Performing and Listening, Rhythmic Application</p>	<p><b>Performance Study.</b>            Live ensemble work.            Formal Performances</p>	<p><b>Controlled Assessment</b>            - Exam Compositional Briefs</p>
<b>Autumn 2</b>	<p><b>Keyboards</b>  <b>Skills:</b> Skills: Use of keyboards, apply music notation (treble clef)</p>	<p><b>Four Chord pop songs &amp; Christmas pop songs</b>            - Ukulele</p>	<p><b>Themes and Variations</b>            Performing and Listening, Rhythmic Application</p>	<p><b>Musical Forms and Devices,</b> form and Structure, prepared pieces</p>	<p><b>Controlled Assessment</b>            - Exam Compositional Briefs</p>

<b>Spring 1</b>	<b>Samba &amp; Indian Music</b> Skills: explore Samba and Indian music through listening, appraising and performing.	<b>Film Music</b> Composing Music for Film and T.V . Riff, musical contrasts, major/minor.	<b>Riffs on Guitar</b> Skills Foci – Performing and Listening	<b>Music for Ensemble</b> revisited. Sonority, Timbre and Texture	<b>Controlled Assessments</b> - Solo and Ensemble Performances
<b>Spring 2</b>	<b>Ukulele</b> Skills: Read from tab notation Tuning the ukulele Playing chords	<b>DJing</b> DJ techniques such as: EQ, automation, panning, fade, loop functions.	<b>Riffs on Guitar</b> Skills Foci – Performing and Listening	<b>Film Music</b> , Musical Elements in Film, Devices and Techniques	<b>General revision</b> - all 4 Areas of Study
<b>Summer 1</b>	<b>Carnival of Animals</b> Skills: Students use music ICT software to compose their own music	<b>Reggae</b> Key elements of the history of reggae	<b>History of Pop Music</b> Skills Foci – Listening, Composition and Performance	<b>Composition - Free Film Brief.</b> Controlled Assessments	<b>General revision</b> - all 4 Areas of Study
<b>Summer 2</b>	<b>Instruments of the Orchestra</b> Skills: Gain an appreciation of Classical Music through exploring the instruments of the orchestra	<b>Jingles &amp; Ringtones</b> Skills: Apply riffs, ostinati, melodies and loops.	<b>History of Pop Music</b> Skills Foci – Listening, Composition and Performance	<b>Composition - Free Film Brief.</b> Controlled Assessments	