

**Curriculum Summary – Music**

**Year 7 Music at Temple Moor High School**

Y7	Topic	Programme of Study
Term 1	I've Got Rhythm	<p><b>Key Knowledge and Skills</b> Knowledge of rhythm and pulse and common note values.</p> <p><b>Key Vocabulary</b> Pulse, rhythm, duration, tempo, texture, structure, unison, layering rhythms, call and repeat, call and response, crotchet, quaver, minim, semiquaver.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Working with others Listening and communication skills Using imagination and creativity. Offer reasoned views of how a performance should develop.</p> <p><b>Why Now?</b> Understanding important aspects of music, such as rhythm and pulse, provide students with the fundamental knowledge that they need to be able to progress onto more complex musical activities. Having a clear knowledge of different note values gives students a starting point to build upon when it comes to the next topic, where they begin to play melodies.</p>
Term 2	Melodies and Chords	<p><b>Key Knowledge and Skills</b> Development of keyboard skills and technique along with knowledge of treble clef notation.</p> <p><b>Key Vocabulary</b> Melody, chord, technique, treble clef, notation</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Offer reasoned views of how a performance should develop. Recognising improvements needed and acting upon this proactively. Listening and communication skills.</p> <p><b>Why Now?</b> Students can now apply their knowledge from Term 1 by using a variety of note values but are enhancing and developing this further by learning about melodic lines and basic chord structures. They will use their knowledge of different note values when notating music but will now also learn the basics of the treble clef stave. There are also opportunities to explore the use of vocals through using activities to introduce key elements such as pitch, dynamics and melody.</p>
Term 3 Half Term 5	Samba	<p><b>Key Knowledge and Skills</b> Developing ensemble skills, awareness of music from different cultures and how music can be used for different purposes.</p> <p><b>Key Vocabulary</b> Layering rhythms, call and response, samba break, ensemble, percussion family, rhythm, pulse.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Collaborating in creative process that works towards a common goal. Respecting the views of others Offer reasoned views of how a performance should develop.</p> <p><b>Why Now?</b> This is an opportunity for students to apply all of their knowledge so far from note values to keyboard technique to different musical features such as layering rhythms. However, this scheme gives students the chance to work as a larger musical ensemble, which will ensure that they are not only developing individual technique but also learning the skills needed to be successful in musical ensembles. The topic of Samba also gives students an awareness of how music is used in a different culture and for a specific purpose.</p>

Y7	Topic	Programme of Study
Term 3 Half Term 6	Composing to a Stimulus	<p><b>Key Knowledge and Skills</b> Developing creativity and putting all knowledge learnt so far into an original piece of music to show that these skills can be applied effectively.</p> <p><b>Key Vocabulary</b> Composing, stimulus, creativity, structure, musical elements (dynamics, tempo, pitch, instrumentation)</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Respecting the views of others Offer reasoned views of how a performance should develop. Using imagination and creativity.</p> <p><b>Why Now?</b> Students will have had a number of creating and performing opportunities over the other schemes of work, but this scheme now focuses on composing music to a specific stimulus and implementing all musical knowledge learnt so far into a final product.</p>

**Year 8 Music at Temple Moor High School**

Y8	Topic	Programme of Study
Term 1	The Blues	<p><b><u>Key Knowledge and Skills</u></b> Understanding music from different genres and the context behind the music. Developing the ability to play different parts of music together such as chords and a bass line to develop a sense of ensemble.</p> <p><b><u>Key Vocabulary</u></b> Walking Bass, chords, 12 bar blues structure, improvisation</p> <p><b><u>Assessment</u></b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b><u>Personal Development</u></b> Offer reasoned views of how a performance should develop. Recognising improvements needed and acting upon this proactively. Understanding the views of others and the context behind this.</p> <p><b><u>Why Now?</u></b> Students will be enhancing their ability to play chords and melodies alongside learning about key stylistic features of a certain musical genre. This begins to link forward to the KS4 course. Students will also begin to develop more awareness of how different musical parts fit together within an ensemble, whilst also gaining a contextual understanding of the history of the Blues.</p>
Term 2	Reggae	<p><b><u>Key Knowledge and Skills</u></b> Continuing to develop an understanding of music from different genres and the context behind the music. Developing the ability to play different parts of music together such as chords, a bass line and a melody to develop a sense of ensemble.</p> <p><b><u>Key Vocabulary</u></b> Offbeat (skank rhythm), melodic bass, chords, melody.</p> <p><b><u>Assessment</u></b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b><u>Personal Development</u></b> Offer reasoned views of how a performance should develop. Recognising improvements needed and acting upon this proactively. Understanding the views of others and the context behind this.</p> <p><b><u>Why Now?</u></b> The transition to Reggae from the Blues allows students to see how different genres of music have different cultural contexts and stylistic features that are key to making that genre recognisable. Students learn about contextual background and how these impacts upon musical genres. This, again, links forward into the KS4 course.</p>
Term 3	Soundtracks	<p><b><u>Key Knowledge and Skills</u></b> Developing performance and composition skills through exploration of music and the media. Learning famous film melodies and riffs first before creating an original one.</p> <p><b><u>Key Vocabulary</u></b> Genre, media, soundtrack, stylistic features, musical elements (ones learnt previously plus texture and timbre)</p> <p><b><u>Assessment</u></b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b><u>Personal Development</u></b> Offer reasoned views of how a performance should develop. Using imagination and creativity. Recognising improvements needed and acting upon this proactively.</p> <p><b><u>Why Now?</u></b> As well as understanding music from different cultures, genres and decades, experience of music and the media is important so that students understand how music can be used for different purposes and how technological advances have impacted on this. Students continue to develop their skills throughout this topic, with opportunities to perform well know soundtracks, compose their own using their knowledge of musical elements and analyse soundtracks from different types of film.</p>

**Year 9 Music at Temple Moor High School**

Y9	Topic	Programme of Study
Term 1	Musicals	<p><b>Key Knowledge and Skills</b> Understanding how different disciplines of Performing Arts can combine effectively, whilst also developing an understanding of how music can be used for different purposes.</p> <p><b>Key Vocabulary</b> Theme, pit band, chord sequence, minor and 7<sup>th</sup> chords.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Offer reasoned views of how a performance should develop. Recognising improvements needed and acting upon this proactively. Listening and communication skills.</p> <p><b>Why Now?</b> Year 9 music follows the same schemes as Performance (Dance/Drama) so that we can support depth of knowledge by linking certain key vocabulary and skills. This allows us to then focus on specific disciplines within specialist lessons, but students will have knowledge from both curriculum lessons to support their learning.</p> <p>Musical Theatre shows how the three disciplines of Music, Dance and Drama work together within a specific industry. There are also opportunities to discuss how other subjects link in terms of career pathways such as construction (designing and creating sets), textiles (costume design), enterprise/business (events management) and areas such as lighting and sound engineering.</p> <p>Students also gain an awareness of the purpose of Musical Theatre e.g. to entertain but also the important themes that are highlighted such as LGBTQIA+.</p>
Term 2	Practitioners	<p><b>Key Knowledge and Skills</b> Understanding what makes certain practitioners so successful and key stylistic features of key practitioners.</p> <p><b>Key Vocabulary</b> Practitioner, stylistic features, song writing, structure, musical elements.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Offer reasoned views of how a performance should develop. Recognising improvements needed and acting upon this proactively. Listening and communication skills.</p> <p><b>Why Now?</b> This next scheme allows us to focus in on specific practitioners and their impact on the world of Performing Arts. This links to Component 1 in KS4. Students learn about key practitioners within the different disciplines, gain knowledge about the context behind their work and explore it practically to consolidate this. We look at practitioners within the industry that have key characteristics/techniques to their work so that students can identify traits of their work in the future.</p>
Term 3	Composing to a Brief (Works alongside Choreographing/Devising to a Stimulus in Performance)	<p><b>Key Knowledge and Skills</b> Applying skills and techniques learnt to a set brief/scenario. Giving students an awareness of what it is like to work in the music/performance industry.</p> <p><b>Key Vocabulary</b> Brief, stimulus, theme, product.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Respecting the views of others Offer reasoned views of how a performance should develop. Using imagination and creativity.</p>

Y9	Topic	Programme of Study
		<p><b>Why Now?</b> This scheme links to Component 3 in KS4, where students are given a brief which includes a scenario and theme to guide them on completing a final product. This scheme prepares students by introducing how to access a brief/respond to different stimuli, understanding the key vocabulary and creating practical work by exploring original ideas creatively.</p>

**KS4 Music at Temple Moor High School**

KS4	Topic	Programme of Study
Year 10 Term 1 + 2	Component 1	<p><b>Key Knowledge and Skills</b> Gaining a knowledge of a range of genres from different decades and styles including contextual understanding, key musicians, key stylistic features and applying the knowledge practically.</p> <p><b>Key Vocabulary</b> Genre, stylistic features, technological advances, context, musical elements.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Understanding the views of others and the context behind this. Listening and communication skills.</p> <p><b>Why Now?</b> This 1<sup>st</sup> component introduces students to various genres of music from different periods of time. Students learn about the context behind the music, key practitioners within that genre, stylistic features, technological advances and analysis of pre-existing music. They also explore this practically through performance tasks, composition tasks, and DAW (Digital Audio Workstation) projects.</p>
Year 10 Term 3 + Year 11 Term 1	Component 2	<p><b>Key Knowledge and Skills</b> Being able to self-audit and decide what are the most important areas for you to improve on as an individual. Being able to track progress and identify successes and areas for further improvement. Understanding the key skills (both musical and transferable) that can make a musician successful in the industry.</p> <p><b>Key Vocabulary</b> Audit, progress, industry, transferable skill, review.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Offer reasoned views of how a performance should develop. Recognising improvements needed and acting upon this proactively. Listening and communication skills.</p> <p><b>Why Now?</b> The 2<sup>nd</sup> component looks into the various transferable skills that are needed to be successful in the music industry. For example, time management, self-discipline and working with other musicians. Students will also have to show how successfully they can put these skills into practice. Students then audit their current skills and decide on key areas for further development, completing milestones to show their progress on these. This component follows on well from Component 1, as the 1<sup>st</sup> component is looking outward to successful musicians/genres and then component 2 looks inwards to where the individual student is at in terms of showing the skills needed to be successful.</p>
Year 11 Term 2 + Term 3a	Component 3	<p><b>Key Knowledge and Skills</b> Being able to accumulate all knowledge and skills into a final product by following a set brief and following a creative process to a set deadline.</p> <p><b>Key Vocabulary</b> Brief, scenario, theme, product, purpose, musical elements.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Collaborating in creative process that works towards a common goal. Offer reasoned views of how a performance should develop. Using imagination and creativity. Recognising improvements needed and acting upon this proactively.</p> <p><b>Why Now?</b></p>

KS4	Topic	Programme of Study
		<p>Component 3 is an accumulation of everything that has been taught leading to this final product. Students are given a brief, that requires them to change a song (given a choice of 10) into a different genre (a choice of 4).</p> <p>Students must be able to use the skills that they have developed in Component 2 (and throughout their musical experience so far) in order to create a successful final product, that includes their initial planning, practical task and an evaluation of their success. They must be able to use key stylistic features from their chosen genre to ensure it meets the criteria and also meet the aims of the brief by aiming it to a specific target audience and theme.</p>

**KS5 Music at Temple Moor High School**

KS5	Topic	Programme of Study
Year 12 Term 1 + 2	Improving Instrumental Performance	<p><b>Key Knowledge and Skills</b> Being able to understand what you need to improve as a musician in order to meet your future ambitions in the music industry. Creating an action plan that addresses these and comprehensively reviewing, whilst keeping a detailed progress log.</p> <p><b>Key Vocabulary</b> Ambition, aspiration, action plan, audit, analytical, comprehensive.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Listening and communication skills. Independent learning. Developing creativity. Recognising improvements needed and acting upon this proactively.</p> <p><b>Why Now?</b> For students to understand how they need to develop as a musician, they initially look at their current instrumental skills by completing an audit and what development is needed by setting themselves 3 targets on an action plan. These must link to their future aspirations as a musician and show a comprehensive understanding of what improvement is needed and why. They keep a detailed log of their progress and constantly review/adapt to this, receiving peer and teacher feedback to support.</p>
Year 12 Term 3 + Year 13 Term 1	Planning a Career in the Music Industry	<p><b>Key Knowledge and Skills</b> Being able to plan for a potential future career in the music industry. Having high aspirations and knowing what steps to take to achieve these.</p> <p><b>Key Vocabulary</b> Industry, aspiration, research.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Independent learning. Recognising improvements needed and acting upon this proactively. Thinking about future aspirations and how to achieve these.</p> <p><b>Why Now?</b> This unit gets students to unpick where they currently are in their career plans and how they can reach their aspirational career. Linking to their aspirations in the music industry, students audit their transferable as well as musical skills and set a learning development plan based on this. This allows them to decide what they need to develop to gain the skills needed to go into their potential career. They then pick 2 potential careers (1 performance based/1 non-performance based) and research them to find out about qualifications needed, potential routes, competition, availability. They then focus on looking forward to where they see themselves at different stages in their career leading towards when they are at the height of their aspirational career.</p>
Year 13 Term 2 + 3a	Rehearsal Skills and Live Performance	<p><b>Key Knowledge and Skills</b> Preparing a final live performance to a set brief. Developing decision making, ensemble, independent skills and technique.</p> <p><b>Key Vocabulary</b> Repertoire, ensemble, review, brief, inspiration, theme.</p> <p><b>Assessment</b> Students receive formative assessment every lesson in various forms such as low stakes tests, questioning, verbal feedback from peers/teacher. Summative assessment is complete at the end of each topic and feedback provided for the students.</p> <p><b>Personal Development</b> Collaborating in creative process that works towards a common goal. Listening and communication skills. Recognising improvements needed and acting upon this proactively.</p>



KS5	Topic	Programme of Study
		<p><b>Why Now?</b>  Students complete the course by putting on a final performance, in which they are given a set brief that includes a theme that they must plan their performance on. They decide on songs that will best showcase their ability, whilst also meeting the aims of the brief and decide whether to work as a solo musician, ensemble or mixture of both. They must show that they are planning their rehearsal time effectively and utilising this time to its full potential in order to be fully prepared for their final performance.</p>

Students also study 2 units at Brigshaw (Auditioning for Music and Music Events Management) alongside the first two units at Temple Moor.