|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Music** | | | | | | | | | |
| **Key Stage 4:**  Pearson | | | | | **Key Stage 5:**  N/A | | | | |
| **Year 7** | **Year 8** | | **Year 9** | **Year 10** | | **Year 11** | **Year 12** | | **Year 13** |
| 1 lesson per week | 1 lesson per week | | 1 lesson per week | 3 lessons per week | | 3 lessons per week |  | |  |
|  | | | | | | | | | |
| **Staff** | | **Role** | | | **Staff** | | | **Role** | |
| **H. Alexander** | | Curriculum Leader | | | **L. Dryden** | | | Teacher | |

**Intent: what are we trying to achieve with our curriculum?**

The National Curriculum for music aims to ensure that all children:

* perform, listen to, review and evaluate music
* be taught to sing, create and compose music
* understand and explore how music is created, produced and communicated

At Bacon’s, pupils gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an appreciation for the different ways music may influence and enrich any person’s life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

**Implementation: how do we deliver our curriculum?**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | **I’ve Got Rhythm**  An exploration of Rhythm & Pulse and the introduction to music elements. | **Find Your Voice!**  Develop understanding of how to use your voice through singing in ensemble activities and the annual carol service. | **The Keyboard**  Read music notation, identify keyboard notes and develop performance skills. | **The Keyboard (cont.)**  Develop keyboard performance skills by implementing the left hand (bass clef) | **Instruments of the Orchestra**  Identify a range of timbres and sonorities through listening and composing tasks. | **Samba**  Experience authentic samba instruments and explore rhythmic devices and techniques. |
| **Year 8** | **The Blues**  Discover the historical and cultural impact of Blues Music. Understand the melodic and harmonic devices through a keyboard performance. | **The Blues (cont.)**  Further explore the features of Blues in a group arranging project. | **Ukulele**  Identify Ukulele parts and perform chord sequences of popular songs. | **Hooks & Riffs**  Perform different styles of hooks & riffs. Listen and analyse hooks & riffs from a range of genres and compose your own using melodic and harmonic techniques. | **African Drumming**  Know how to perform professionally on the Djembe and use rhythmic devices to compose a group piece. | **Hip Hop**  Discover Hip Hop’s cultural impact in music and understand how to use music technology to perform and create a Hip Hop instrumental. |
| **Year 9** | **Theme & Variations (Game music)**  Discover and apply a range of composition techniques to your own game music composition. | **Ukulele (2)**  Extend and refine Ukulele performance skills with more advance chords and tablature riffs/melodies. | **Electronic Dance Music**  Discover and apply a range of dance music techniques using music technology. | **Electronic Dance Music (cont.)**  Develop and refine your EDM piece by applying technology FX and extending musical ideas. | **Popular Music – Songwriting** Combine all composition and performance skills to create a song in a popular style of your choice. Analyse a range of styles and popular music features. | **Popular Music – Songwriting (cont.)**  Develop and refine your song by extending musical ideas. |
| **Year 10** | **Component 1: Exploring Music Products and Styles (1)**  Identify and analyse a range of music techniques from various genres and styles of music. | **Component 1: Exploring Music Products and Styles (2)**  Identify and analyse a range of music techniques from various genres and styles of music. | **Component 1: Exploring Music Products and Styles (3)**  Identify and analyse a range of music techniques from various genres and styles of music. | **Component 1: Exploring Music Products and Styles (4)**  Identify and analyse a range of music techniques from various genres and styles of music. | **Component 2 LAA: Music Skills Development (1)**  Discover and apply professional skills required to succeed musically. | **Component 2 LAA: Music Skills Development (2)**  Discover and apply professional skills required to succeed musically. |
| **Year 11** | **Component 2 LAB: Music Skills Development (1)**  Develop performing, creating and producing skills. | **Component 2 LAB: Music Skills Development (2)**  Develop performing, creating and producing skills. | **Component 3: Responding to a commercial music brief (1)**  Combine skills to respond to a brief through creating and performing or creating and producing. | **Component 3: Responding to a commercial music brief (2)**  Combine skills to respond to a brief through creating and performing or creating and producing. | **Component 3: Responding to a commercial music brief (5)**  Combine skills to respond to a brief through creating and performing or creating and producing. |  |

**Impact: what difference is our curriculum making to pupils?**

Whilst in school, children have access to a varied programme, including access to peripatetic lessons and extra-curricular clubs, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnic and cultural groups from across the world.

Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**