



Music

Subject intent:

Music is an inclusive subject which enables all students to develop confidence and resilience through performance and composition. Our curriculum engages students in active listening, to develop an appreciation and love of music.

Our ambition is:

- That all students will experience exciting and inspiring music lessons, with practical music making at the heart of lessons
- Through the teaching and development of musical skills and knowledge, students will improve not only as musicians but also in social skills and confidence
- That all students deserve and benefit from individual time, support and encouragement so that their musical learning journey is relevant to their own interests, skills and abilities
- That we will offer a varied curriculum which appreciates musical history and theory, but adapts to the ever-changing culture of music
- That we will have a thriving department which inspires all students and makes them feel that their musical experiences - and they themselves - are valuable to us as a team
- That as a department we will contribute to the rich tapestry of the school, offering a variety of extra-curricular opportunities which help students make memories for life and open their eyes to the world of music and performance in all aspects.
- To run GCSE Music with such success that it enables students to access their chosen future.

The Music curriculum at John Cabot provides acquisition of skills and knowledge over time whilst encouraging students to understand many cultures, varying genres of music and pivotal moments in musical history. The curriculum is sequenced in such a way that students broaden and deepen their knowledge and skills as they move through each year. Our curriculum empowers young people to be independent, creative and enthusiastic musicians, who can appraise, compose and perform music whilst fostering a lifelong love of music.

Link to KS4 specification:

<https://www.aqa.org.uk/subjects/music/gcse/music-8271>

<https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF>

Curriculum plan:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 11 AQA GCSE	Listening Qs & Mozart recap Final drafts of free composition	Formal mocks Listening Qs & Little Shop recap	QLA informs exam work Brief composition coursework	Brief composition coursework	Finalise all coursework & recordings Exam past papers & recall	Final exams

	Brief composition stimulus released	Brief composition coursework Mock listening exam Assessed group performance (concert)		Mock listening exam Assessed solo performance (recital)		
Year 10	Baseline listening Elements of music (DR SMITH) Baseline solo performance Composition skills (possible paired/group composition tasks)	Listening skills Paired/group composition – start Free composition if possible	Listening skills Free composition	Listening skills (exam preparation) Solo performance Free composition programme note & score	Listening skills (Mozart Clarinet Concerto – set piece) Free composition finalised with paperwork	Listening skills (Styles & eras) Set pieces: Little Shop of Horrors & Mozart Clarinet Concerto
Year 9	Musicians & genres: Music & the Media- Film & TV 2: History & context Key features of film & tv music Roles in the industry (composer, performer, sound engineer, editor)	Musicians & genres: Music & the Media Composition- music for gaming and advertising: Recap of history & context Key features of games and adverts. How is this different to Film and TV	Cultural connections: Reggae- History & context Key features of style Keyboard performance Start group performance Extension: composition (3 performance pieces)	Cultural connections: Hip Hop- History & context Key features of style Keyboard performance Start group performance	Being a musician: Songwriting History & context Key composers Key features Composition (live/using technology)	Being a musician: Ensemble performance- showcasing skills from KS3 Music and creating a cover version of a popular track. This can be completed on ICT software or live with instruments/voices.
Year 8	Musicians & genres: Historical key pieces & composers-	Musicians & genres: Baroque & Classical music- History & context	Cultural Connections: The Blues - History & context Key features	Cultural Connections: Songwriting – chords, structure, sections of	Being a musician: Minimalism – minimalist conventions, keywords and	Being a musician: Music & the media- Composition techniques History & context

	<p>Exploration of music in depth, key pieces & composers</p> <p>Mini performance</p> <p>Mini compositions – motifs, ostinato</p> <p>Zadok the Priest</p>	<p>Key features, composers & pieces</p> <p>Solo performance</p> <p>‘Tocatta’</p> <p>Composition</p> <p>‘Canon in D’</p>	<p>Solo/paired performance of features (eg. Walking bass & chords)</p>	<p>the song and lyric writing</p>	<p>key features.</p> <p>Compositional techniques with composition task, eg. sampling, cells, phasing.</p>	<p>Key films & composers</p> <p>Character motifs</p> <p>Sound effects</p> <p>Storyboarding</p>
Year 7	<p>Musicians & genres:</p> <p>Note values & rhythms</p> <p>Notation</p>	<p>Musicians & genres:</p> <p>Maestros and Masterpieces</p> <p>Exploration of music in depth, key pieces & composers</p> <p>‘Hall of Mountain King’ performance</p> <p>Understanding of notation, adding chords/other parts</p>	<p>Cultural Connections:</p> <p>Pentatonic scales within China, Japan, Africa, and British folk music – melodies, chords, structure and instruments</p>	<p>Cultural Connections:</p> <p>Fusion – Bhangra</p> <p>African – polyrhythms, ostinato</p> <p>Caribbean – syncopation, calypso, singing</p>	<p>Being a musician:</p> <p>Guitar/Bass</p> <p>Vocals Drumkit</p> <p>Key skills - Riffs, 4/4 beat, projection</p> <p>Different notation</p> <p>Start group performance</p>	<p>Being a musician:</p> <p>Continued work developing skills on each instrument (could add Ukulele)</p>