



## **Formal Groups curriculum summary and overview**

Date: academic year 2019-20

**Subject Title: Music**

Intent:

Music at Sir Tom Finney provides an opportunity for students to engage with lessons and be creative and passionate about a performance art. Students are encouraged to explore different sounds and genres while working individually, as well as in small groups and as a whole group. In addition, Music offers the students a creative outlet and a different form of communication. Over three years in Key Stage 3, students study music theory and history, learn to read simple sheet music and have experience of playing different types of instruments. They have the opportunity to develop their listening skills through music appraisal and are able to experience different ways of making music through traditional instrument playing, music technology and musical design. Students are encouraged to be creative and explore music from around the world as well as write their own forms of music and explore different genres. Furthermore, opportunities are available to students across the school to learn woodwind, brass, guitar or drums with external teachers, as well as the opportunity to take part in the school choir.

Implementation:

Delivery is organised across ability-based teaching and learning groups in each key stage. This allows work to be differentiated to meet ability ranges with access to staffing ratios that offer small group and individual 1:1 support when needed. Staff are experienced and follow appropriate professional development opportunities to support delivery models. Each subject follows a curriculum map that highlights the content and progression. Assessment is both formative and summative to inform next steps in learning and summarising attainment and progress. Some students will also access enhanced personalised timetables to meet specific additional needs if appropriate. Teaching is provided on a modelled approach, which is then recreated by the students in their own way with support from staff.

Impact:

Students are expected to be able to work both independently and in a group. All students are introduced to a basic historical timeline of music and are made aware of the formation of an orchestra and the different families that make up an orchestra. Students should be aware of basic musical terminology including vocabulary, instructions and be aware of rhythm and beat within a piece of music. Pupils can produce creative work, exploring their ideas and recording their experiences. They will become confident in music appreciation and appraisal skills, being able to identify different instruments as well as rhythms and tempo in music. Students will be able to evaluate and analyse different genres of music and recognise artists and composers within the genre. Furthermore, students will have opportunities to learn about and use different instruments and devise a piece of music using simple sheet music reading skills. Additionally, students will have access to Music Technology resources that will enhance students' knowledge and understanding of multi-track recording, vocal recording and music design. Music prepares students for adulthood by

nurturing their creative skills, growing confidence and increasing their skills in teamwork and communication.

### Curriculum mapping

	Autumn	Spring	Summer
Year 1	Music History pre-20 <sup>th</sup> C The Orchestra Families of Instruments	Rhythm and Beat Music from Around the World Native Americans and Africa	Songs from the Shows Musical Theatre Vocal Technique
Year 2	Music Technology Multi-track layering Christmas Song Production	Music Theory Reading Sheet music Piano and Keyboard	Folk Music Traditional songs and Instruments
Year 3	20 <sup>th</sup> C Genres of Music Artists and Performers Instruments and Innovation	Celebration Music Music from Around the World Far East	Music Design and Improvisation Recycled Instruments

This is a 3 year rolling program, All pupils in KS3 will follow the same topic each term but schemes of work and activities are differentiated to suit each group level. This is to ensure that pupils are not repeating the same topics whilst in KS3

Key Stage 3 - Years 7-9	Year 1	Year 2	Year 3
Autumn	<p><b><u>Music History pre-20<sup>th</sup> C</u></b>  <b><u>The Orchestra</u></b>  <b><u>Families of Instruments</u></b>            Research into early origins of music and instruments, from Renaissance and Medieval to the Romantic Era. Looking at the formation of the orchestra and innovation in instruments that leads to the different families of instruments.            Experiencing instruments and exploring composers of the time, listening and appraising to identify the correct era.</p>	<p><b><u>Music Technology</u></b>  <b><u>Multi-track layering</u></b>  <b><u>Christmas Song Production</u></b>            Using apps and technology to create a Christmas Song. Looking at what makes a good Christmas song – instruments, styles, lyrics etc. Using multi-track recording and technology to create a Christmas hit.</p>	<p><b><u>20<sup>th</sup> C Genres of Music</u></b>  <b><u>Artists and Performers</u></b>  <b><u>Instruments and Innovation</u></b>            Research into early 20<sup>th</sup> Century music and instruments, from 30's to now. Looking at the innovation in instruments that introduced new types of music and genres.            Experiencing instruments and exploring artists and innovators, appraising performances of the time and the effect that it had on the music world in general.</p>

Spring	<p><b><u>Rhythm and Beat</u></b>  <b><u>Music from Around the World: Native Americans and Africa</u></b>  Looking at World Music - understanding rhythm and beats, looking into the cultures and how they used music. Exploring different sounds to be made with drums, experimenting with tempo, rhythm, pitch and complexity.</p>	<p><b><u>Music Theory</u></b>  <b><u>Reading Sheet music</u></b>  <b><u>Piano and Keyboard</u></b>  Understanding music vocabulary and meaning. Students will learn to read a simple stave of music and identify different notes. Students will be able to match the notes to keyboards and learn to play melodies on the keyboard, moving through to independently writing their own melody and writing it on traditional sheet music.</p>	<p><b><u>Celebration Music</u></b>  <b><u>Music from Around the World : Far East</u></b>  Students will learn to distinguish the trends of East Asian music and will research traditional musical compositions. They will define the central themes of East Asian music, including the dances and customs of the culture. Students will identify traits of East Asian music aurally, while discussing the components of East Asian music, and their impact on the overall musical aesthetic.</p>
Summer	<p><b><u>Songs from the Shows</u></b>  <b><u>Musical Theatre</u></b>  <b><u>Vocal Technique</u></b>  Students will listen and appraise different genres of musicals, identifying their favourites and exploring why they like it. Understanding the history of musicals from The Wizard of Oz and Oklahoma to Everybody’s Talking About Jamie. Students will work with their voice to recreate the songs from the shows – looking at vocal technique and good singing practice.</p>	<p><b><u>Folk Music</u></b>  <b><u>Traditional songs and Instruments</u></b>  Students will develop their ability to analyse, create and perform their own musical arrangements of traditional folk songs. They listen to examples of folk music from different times and different places and compare the use of instruments, musical elements and compositional devices used. Pupils will perform as part of small ensembles and arrange their own folk songs using features they have learned from the unit.</p>	<p><b><u>Music Design and Improvisation</u></b>  <b><u>Recycled Instruments</u></b>  The students will design, create and demonstrate a musical instrument made from recycled materials. Student groups will present and play their instruments. Students will describe the design, and show their original design, explaining if this design worked and if not what did they have to change. Students will work in groups to create a song or performance around the theme of Recycling or Saving the Planet.</p>