

Curriculum Progression Pathway for Music

Subject Intent:

Music is a universal language that embodies one of the highest forms of creativity. At Graham School our aim is that Music is inclusive and that all students have access to a high quality music education. Our intention is through active participation in the Music Curriculum valuable life skills such as: co-operation, determination, independence, resilience, creativity and self-confidence, along with an appreciation and respect for diversity, cultures and traditions, are developed and honed.

All students actively participate in a predominantly practical Curriculum (learn to perform, compose and listen to music (appraise) with an analytical and critical ear. Musical sound features at the heart of every lesson – students are musicians once they step foot in the classroom. All students experience a robust, incremental and spiral based sequence of learning which cements and develops musical knowledge and skills over time.

KS3

Throughout the KS3 Curriculum students are engaged and inspired to develop as musicians through first hand practical experiences and participation. They learn to perform, compose and listen to music performances, live and recorded, with an analytical and critical ear. The robust sequence of learning cements and develops students' musical knowledge and skills.

KS4

Through the KS4 Curriculum students who feel passionate about Music are supported in forming personal and meaningful relationships with music through further development of musical knowledge and skills centered around performance, composition and appraising. Students engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts and reflect on how music is used in the expression of personal and collective identities. The KS4 Music Curriculum offers the opportunity for students to cultivate a strong sense of ownership for their musical journey.

Why is the study of Music important?

The study of music is a cornerstone of a broad and balanced curriculum essential for every child. As a result of studying Music in the Curriculum all students:

- Are equipped with the music skills and knowledge, ready for the next stage of their learning journey
- All students will hone valuable life and employability skills such as: co-operation, determination, independence, resilience, creativity and self-confidence

What skills will the study of Music teach students?

KS3

Students are explicitly taught to:

- Perform confidently in a range of solo and ensemble contexts using their voice/instrument
- Play instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use staff and other relevant notations when appropriate to support practical activities
- Listen with increasing discrimination to a wide range of music
- Develop a deepening understanding, including social and cultural context, of the music that they perform and listen to

KS4

Students are explicitly taught to:

- Engage actively in the process of music study and recognise links between the integrated activities of performing, composing and appraising
- Develop performing skills individually and in groups to communicate musically with fluency and control
- Develop composing skills to organise musical ideas and make use of appropriate resources
- Broaden musical experience and interests, developing imagination and creativity
- Develop knowledge, understanding and skills needed to communicate effectively as musicians
- Recognise contrasting genres, styles and traditions of music and develop some awareness of musical chronology
- Develop as effective and independent learners with enquiring minds
- Reflect on and evaluate their own and others' music
- Engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development

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

Progress in music requires pupils to develop musically across 3 pillars that interrelate in musicianship.

- The first pillar is the '**technical**' development necessary for pupils to translate their intentions successfully into sound. This will involve instrumental playing or singing. **Substantive, Declarative, Procedural, Core Knowledge**
- The second pillar is the '**constructive**' pillar. This refers to knowledge of how musical components come together both analytically and in the creative process **Disciplinary Knowledge**
- The third pillar, the '**expressive**' pillar. This is focused on the more indefinable aspects of music: quality, meaning and creativity **Hinterland and Horizon Knowledge**

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

When we engage in music making we constantly interact and work collaboratively. This can be with sound and/or with others. At Graham all students will have the opportunity to develop their self-confidence and ability to express themselves and make sense of the world around them. By participating in a Music Curriculum this can improve students' attitude towards themselves and their education.

How can you deepen students' understanding of Music?

This takes place on a daily basis in the Curriculum where lessons are adapted to the needs of all learners. More able musicians are identified, encouraged and nurtured to widen their musicianship, knowledge and interpretation, including expression of sound. The more able musician will be encouraged to learn to read music independently and will be encouraged to improvise and compose regularly to develop their musical ear. The more able musician and those students that show a real interest and engagement with music will be encouraged to participate in the extra curricular life of the Department. They will be encouraged to learn an Instrument with a visiting peripatetic teacher (financial support will be provided for PP students). When ready students will be encouraged to perform at formal Performance opportunities such as Open Evening, Winter Concert, Primary School Transition workshops or our Summer Serenade.

How can Music support students' future progression?

Participation in music can also promote a lifelong love of music. Participation in Music develops various valuable life and employability skills, in addition to one's Social, Moral, Spiritual and Cultural awareness. Resilience is a key skill that is developed through the process of deliberate practice. Practise is at the heart of an effective Music Curriculum.

KS5 opportunities linked below:

<https://s6f.org.uk/courses/music-a-level/>

<https://www.scarboroughtec.ac.uk/courses/music-performing-arts/>

<https://www.yorkcollege.ac.uk/search>

Exam board used in Y10 & Y11

GCSE Music [Edexcel](#)

CURRICULUM PROGRESSION PATHWAY

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	Introduction to the Keyboard Performance Assessment	Form & Structure Composition Assessment	Autumn 1: Jazz Performance Assessment Autumn 2: Music for Film Composition Assessment	<ul style="list-style-type: none"> → Solo Performance → Group/Pair Composition tasks → Introduction to Musical elements → Performing Forces/Instrumentation Instruments of the Orchestra 	<ul style="list-style-type: none"> → Solo Performance (Final recording scheduled in NOv Exam Window) → Ensemble Performance prep (Exam in Jan) → Free Composition controlled assessment 5 hour window Interim Deadlines: 6th, 20th October → Final Deadline: 24th Oct → Set Brief Composition 1st Deadline (Initial ideas) → All Networks - Essential analysis → Essay Prep - Musical Elements
Autumn 2	Riff & Ostinato	Dance Music		→ Ensemble Performance	→ Ensemble Performance prep (CWK & HMK)

	Performance Assessment	Performance Assessment		<ul style="list-style-type: none"> → Free Composition toolkit lessons (Set briefs) → Musical Elements: → Tempo, Rhythm & Metre → Texture → Melody → Essential Music language (Rhythm Notation, including dictation) → Analytical Listening Skill Set - “ Describe the Composer’s use of “.... 	<ul style="list-style-type: none"> → Set Brief Composition 2ND Deadline → AOS 4 Samba → Skeleton Score Practise (Q8) → Missing Pitches → AOS 4 Release Setworks → Skeleton Score & Essay Prep → Missing Rhythms <p>Xmas Mock (Full paper)</p>
Spring 1	Introduction to the Ukelele Performance Assessment	Programme Music Composition Assessment	Minimalism Composition Assessment	<ul style="list-style-type: none"> → Solo Performance (HMK) → Free Composition Window Opens Interim Deadlines (more able Free Composition completed) → AOS 1 Baroque Music & Bach Setwork → AOS 1 Romantic Music & Beethoven Setwork 	<ul style="list-style-type: none"> → Set Brief Final Deadline → Composition controlled assessment 5 hour window completed (By Feb Half Term) → AOS 2 & 3 → Wider Listening Prep: Classroom Assessment – Essay Q → Missing Pitches & Rhythms → Final Ensemble Performance Recording

Spring 2	Ensemble Skills Performance Assessment	Introduction to the Guitar Performance Assessment	Spring 2: British Artists Performance Assessment	<ul style="list-style-type: none"> → Ensemble Performance → Free Composition Window continues → Essential Music language (Exam Board – Notes of the treble clef) → Prep for Q9 – Essay Practise → Wider Listening - Musical elements(classroom teacher to design to match needs of cohort) In prep for Q9 – Essay Practise → AOS 2 Purcell & Queen 	<ul style="list-style-type: none"> → Setwork Revision → Wider Listening Prep → Missing Pitches & Rhythms → Revision lessons and interventions addressing any misconceptions/student feedback on weaker Networks
Summer 1	2 week Assessment window (Appraising written paper) Composition Skills	2 week assessment window (Appraising written paper) Songwriting Composition Assessment	2 week assessment window (Appraising written paper) Composition Skills Composition	<ul style="list-style-type: none"> → Solo Performance (HMK), Ensemble Performance → Free Composition Window Continues - Mop up → 2 Interim Deadlines → Essential Music language (Exam Board – Sharps (major and relative minor – up to 4) 	n/a

	Composition Assessment		Assessment	→ Skeleton Score → AOS 3 Star Wars	
Summer 2	Music of the Caribbean (Reggae) Performance Assessment	The Blues Performance Assessment	Choosing own piece to learn or compose Free Composition Performance / Composition	→ Solo Performance (HMK), Ensemble Performance → Free Composition completed (acting on teacher feedback) → Retrieval/Mop up of Essential Music language → Music Dictation (Pitches) → AOS 3 Defying Gravity Wider Listening practice	n/a