



# Music

## Subject Intent

Music is a universal language that embodies one of the highest forms of creativity. At Bishops' we offer a high-quality music education and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, resilience and sense of achievement. Musical opportunities are embedded for students to be able to hone and develop the practical aspects of performance and composition alongside appreciating the analytical skills of listening and appraising music through themed units.

## Core Principles

- **Dignity**

We enable pupils to feel a sense of achievement and self-worth in their musical experience, as such we follow a Scheme of Learning designed to make music accessible and build positive, supportive relationships in the classroom to develop confidence, ensemble skills and pride. We don't just teach the theory and practical aspects of music but develop the whole person through building determination, positivity and resilience.

- **Respect**

We seek to develop pupils' respect for world music, for themselves and peers through creating a learning environment where all feel safe to contribute and experiment through music appraisal, composition and performance. By highlighting differences in musical era, style, genre compositional techniques and cultures we seek to deepen pupils' understanding of those around them.

- **Wisdom**

We intend for our pupils to use their previous learning to make links to make new connections between the written music and theory and to predict how it will sound. We seek to develop pupils' curiosity in musical style/genre and to use their initiative to use the widen their chosen listening scheme. Pupils are encouraged to perform and experiment outwith their comfort zone to find new ways of expressing themselves.

- **Knowledge**

We encourage and enable pupils to question to deepen their understanding of music as a language. We teach them the skills to develop their understanding of this universal learning and to take on and recall new information be it vocabulary. We believe a solid grasp of theory is key to successful learning and understanding of composers intentions and meanings behind the music and embed this in our teaching across the 7-year journey to equip pupils to appraise, compose and perform with authority and knowledge of the background.

- **Skills**

We don't only teach pupils music to identify with but teach them the tools and skills to learn to perform on an instrument. Our bespoke Scheme of Learning gives our pupils the tools with which to learn music as a language, and to transfer these skills into a unique composition or performance. As a musician we are always developing communication skills but also teaching pupils to be resilient as well as to take initiative and control of their learning.

- **Aspirations**

We want our pupils to have a desire to succeed and will always encourage them to go further and stretch themselves. We believe that the skills required to learn a musical instrument are vital for later life and seek to share the benefits of learning through our curriculum, giving pupils opportunities to explore where music appreciation can take them and enable them in their future. As teachers we share our experiences and passion for music within our teaching. We encourage pupils to set goals which will stretch and challenge them.

- **Hope**

Through our lessons and Scheme of Learning we support pupils to seek out solutions via practice techniques and learn skills of how to deal with the challenges of unpicking a tricky passage of music and find ways around it, enabling them to still communicate and access the music. We encourage our pupils to approach their learning with positivity, curiosity and pride in performance.

Key Stage 3 Programmes of Study Music						
Terms	Year 7	Map	Year 8	Map	Year 9	Map
1	<b>Day &amp; Night unit</b>  Elements of Music (dynamics, tempo, pitch) <ul style="list-style-type: none"> <li>- Solo/Ensemble performance &amp; improvisation</li> <li>- Listening &amp; appraising</li> <li>- Composing</li> </ul>		<b>Music Theory unit</b> <ul style="list-style-type: none"> <li>- Building on year 7 theory knowledge to grade 1 standard</li> <li>- Introducing bass clef</li> <li>- Note duration including dotted notes</li> <li>- Time signatures including compound time</li> </ul> <b>Solo performance skills</b> <ul style="list-style-type: none"> <li>- Building on year 7 solo performance</li> <li>- Use of youtube tutorials if necessary</li> <li>- Accumulation of performance points</li> </ul>		<b>Rock and Roll unit</b>  History of rock and roll  <b>Listening and performing</b> Triads 7 <sup>th</sup> chords 12 bar blues  Class ensemble performance : Rock around the clock	
2	<b>Day &amp; Night unit</b> (continued from 1)  <b>Rhythm &amp; Pulse unit</b>  Elements of Music (rhythm, metre) <ul style="list-style-type: none"> <li>- Compose &amp; perform</li> </ul>		Continuation of term 1		Rock and Roll monitoring performance points.  Rock and Roll listening assessment.	

3	<b>Music Theory &amp; Solo performance skills</b> Treble clef notation Note durations Time signatures Keyboard plan Solo performance Chords	<b>Soundtracks Unit</b>  <b>Listening</b> - elements of music linking to film genre <b>Performing</b> – James bond leitmotif & themes <b>Composing</b> – James bond trailer task	<b>Popular song unit</b>  <b>Listening</b> - Popular song genres and characteristics: - Hook - Riff - Pop structures  <b>Performing</b> – Stand by Me
4	<b>Music Theory &amp; Solo performance skills</b> Treble clef notation – including ledger lines Note durations – including semi quavers Time signatures Keyboard plan Solo performance – increasing difficulty Chords	<b>Soundtracks unit</b> – continued  <b>Listening</b> – Westerns  <b>Composing</b> - Horror	As term 3 to finish  <b>Cover track unit</b>  What makes a good cover track?  Class ensemble performance of tracks  Small group / solo performance of a cover track
5	<b>Listening &amp; Appraising skills</b> - Identifying the elements of music  <b>Music Theory assessment</b> - <b>Ensemble performance skills</b> - Melody line - Harmony line (chords) - Bass lines - Rhythm section	<b>Musical Theatre Unit</b> - Origins of the musical - Musical characteristics and features - Performing a musical theatre song as class ensemble x 2 (Chicago)	As term 4 to finish  Introduction to Sibelius
6	As term 5	Continuation of term 5	<b>Creating a Music Product</b>  Contribute to the planning, recording, promotion and realisation of a music album

## Key Stage 4 Programmes of Study- Music

Terms	Year 10 (2019) Btec	Map	Year 11(2019) GCSE	Map
1	Grade 1 Music theory The elements of music MAD T-SHIRT Linked with listening exercises (Listen Out resources)  Btec Component 2 Introduction to Sibelius software Melody and harmony writing project		<p><b><u>Performance</u></b>                      Fortnightly progress checks. Ensemble focus                      Written and aural feedback given.</p> <p><b><u>Composition</u></b>                      Completion of free composition, scores &amp; logs</p> <p><b><u>Listening &amp; Appraising</u></b>                      Fortnightly aural training homework tasks                      Regular SMHW quizzes focusing on vocabulary                      Fortnightly lesson area of study lesson: AoS 4 - Popular Music</p>	A
2	<p><b>Btec Component 1 LAA-</b> Workshops on decades of music                      60's &amp; 70's Reggae, Soul, Rock                      80's Synth pop &amp; Stadium Rock                      (development of music &amp; stylistic features/characteristics - music theory)</p>		<p><b><u>Performance</u></b>                      Fortnightly progress checks &amp; recordings. Ensemble focus                      Written and aural feedback given</p> <p><b><u>Composition</u></b>                      Planning of brief composition.</p> <p><b><u>Listening &amp; Appraising</u></b>                      Fortnightly aural training homework tasks                      Regular SMHW quizzes focusing on vocabulary                      Fortnightly lesson area of study lesson: AoS 1 – Eine Kline set work                      PPEs</p>	
3	<p><b>Btec Component 1 LAA-</b> Workshops on decades of music                      90's Rave/Techno &amp; Indie                      00's Girl/Boy bands                      Present day genre's                      (development of music &amp; stylistic features/characteristics - music theory)</p>		<p><b><u>Performance</u></b>                      Fortnightly recording sessions – Ensemble focus.                      Written and aural feedback given</p> <p><b><u>Composition</u></b>                      Completion of brief composition</p> <p><b><u>Listening &amp; Appraising</u></b>                      Fortnightly aural training homework tasks                      Regular SMHW quizzes focusing on vocabulary                      Fortnightly lesson area of study lesson: AoS 3 – Music for ensemble</p>	
4	<p><b>Btec Component 1 LAA-</b> Workshops on Music products                      World music &amp; fusion                      Media &amp; WCT                      Jazz &amp; Blues</p>		PPEs <p><b><u>Performance</u></b>                      Final recordings.                      Folios collated and prepared for online submission to exam board.</p> <p><b><u>Composition</u></b>                      Completion of brief composition, scores &amp; logs</p>	

			<p>Folios collated and prepared for online submission to exam board.</p> <p><b><u>Listening &amp; Appraising</u></b></p> <p>Fortnightly aural training homework tasks</p> <p>Regular SMHW quizzes focusing on vocabulary</p> <p>Fortnightly lesson focused on exam technique and practice questions on all AoS.</p>	
5	<p><b>Btec Component 1 – LAA</b></p> <p>Develop Theory knowledge to support LAA</p> <p>Rhythm/ scales/ harmony/ melodic techniques/ production / technology</p> <p>Week 3 of Summer term – support for assignment.</p>		<p>Final Exam Revision and Preparation</p>	
6	<p><b>Btec Component 1 – Learning aims A</b></p> <p>Support for assignment.</p> <p>Assignment submission.</p> <p>Feedback on assignment.</p> <p>PPEs</p>			