

# Dudley Academies Trust - The Link Academy

## Statement of Curriculum Intent – Music

Music at The Link Academy engages and inspires learners to develop a love of music. It develops their skills and talent whilst developing a range of transferable skills including creativity, independent learning, team work, time management and improving confidence in order to perform to an audience.

The aim of our curriculum is to expose learners to a range of music styles, composers and performers from around the globe. Learners will have the opportunity to use a range of instruments includes their voices, keyboards, percussion, and music technology to compose and perform various styles of music. They will listen, appraise and evaluate music from some of the best composers and performers of their genre/era and understand the influence they have.

Learners will develop a knowledge and understanding of the elements of music including dynamics, rhythm, structure, timbre (instrumentation), tempo, pitch (melody), texture, tonality, and harmony. In line with the national curriculum, they will learn to:

- perform confidently in a range of solo and ensemble contexts using their voice, playing 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 appropriately and accurately in a range of musical styles, genres and traditions
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

## How will this be achieved in our curriculum?

In year 7, learners will be introduced to the elements of music and have a basic understanding of notation, how this relates to the notes on an instrument (usually a keyboard) and learn to perform with accuracy and fluency. They will use this knowledge to begin composing rhythms and melodies influenced by the genres of music they have studied.

In year 8, learners will develop their knowledge of the elements of music and how they can be used expressively. They will build on their knowledge from year 7 and develop their skills to perform more complex pieces with improved accuracy, fluency, and expression. When developing their composition skills, they will learn how music can reflect, create, express, and influence mood and tonality linking this to why music is a big part of our everyday lives.

In year 9, learners will develop their knowledge of notation, elements of music and the skill of composing using music technology. They will learn about the relevance of technology in music and how it has developed. They will understand the importance of music in the media and how this supports the British economy. Developing their own composition and performance skills will prepare them for further studies at key stage 4 and the components of BTEC Music (which we offer at The Link Academy) but also GCSE Music.

## How does assessment fit in?

In all years, core-knowledge that supports composing, performing, and Listening/appraising skills is regularly checked through retrieval tasks and low stakes quizzes as part of DNAs. Throughout the year, we assess learners on their composing, performing, and Listening and appraising skills. Each scheme will usually assess composing or performing and a listening assessment is often included in addition. Listening assessments are often in the form of a test with specific one-mark answers about an element of music but gradually build in year 8 to extended writing describing a piece of music and referring to all of the elements

### Music Key Stage 3 Curriculum Overview

	<b>Rotation 1</b>	<b>Rotation 2</b>	<b>Rotation 3</b>
<b>Year 7</b>	<b><u>Baseline</u></b>  <b><u>Elements of Music – Rhythm and Pitch</u></b>  <b>Summary:</b> Learners will learn how music is a form of communication. They will learn about written music through graphic scores and learning to perform rhythms from notation. They will learn the note values and apply various elements of music to their performance. Learners will be introduced to the notes on the keyboard and staff notation. They will learn to play a melody and there is an opportunity to begin learning how to play chords.  <b>Assessment:</b> Performance of their rhythm grid and keyboard performance  <b>Links to other schemes/Opportunities for retrieval:</b> Elements of music incorporated into every scheme.	<b><u>Pachelbel’s Canon</u></b>  <b>Summary:</b> Learners will learn and understand the term ‘ground bass’. They will then learn to play the various parts of Pachelbel’s’ canon focusing on trying to play two parts simultaneously. Students will for the final few lessons be introduced to what makes a good melody and compose their own part to fit with the ground bass.  <b>Assessment:</b> Solo and paired performance  <b>Links to other schemes/Opportunities for retrieval:</b> Retrieve staff notation/keyboard skills. Links to ‘The Classics’.	<b><u>Blues Music</u></b>  <b>Summary:</b> Learners will understand the features of Blues music and learn about its History through listening to examples from famous Blues Artists. They will learn how to play the 12 bar Blues chords and how to improvise using the Blues scale.  <b>Assessment:</b> Listening quiz and paired performance  <b>Links to other schemes/Opportunities for retrieval:</b> Introduces triad chords. Links to Mood music, Film music, Arrangements & covers, Song writing.

	Rotation 1	Rotation 2	Rotation 3
Year 8	<p><b><u>Holst ‘The Planets’</u></b></p> <p><b>Summary:</b> Learners will study 3 movements from ‘The Planets’ suite and learn to describe the various elements of music in as much detail as possible. They will learn to perform the ostinato from the opening of ‘Mars – The Bringer of War’ and then compose their own piece representing Planet Earth</p> <p><b>Assessment:</b> Listening quiz and performance of their composition</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Retrieval of elements of music, how to compose a melody, and links to Music in the media</p>	<p><b><u>Music in the Media</u></b></p> <p><b>Summary:</b> Learners will study the features of classical music and the emotional response that is explored through use in the media. Students will study and analyse music of some of the great film composers. They will analyse how music elements are used to enhance film scenes and understand the term leitmotif.</p> <p><b>Assessment:</b> Listening skills quiz and short performance task</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Retrieval of elements of music. Links directly to Mood music scheme.</p>	<p><b><u>Latin American Music</u></b></p> <p><b>Summary:</b> Learners will study various styles of Latin music including Salsa, Rumba, Tango, and Samba. They will learn about the origins of each style, the features of the music (in particular focusing on the rhythm) and how it links to dance.</p> <p><b>Assessment:</b> Ensemble performance of Samba or Salsa</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Links to Elements of Music scheme and context of Blues music.</p>

	<b>Scheme 1</b>	<b>Scheme 2</b>	<b>Additional (only those chosen to specialise in Music)</b>
<b>Year 9 (choice)</b>	<p align="center"><b><u>Music Technology Band Lab/ Song Composition</u></b></p> <p><b>Summary:</b> Introduction to music sequencing. Learners will learn how to manipulate and edit samples and loops. They will learn how to input notes using step entry. They will also move onto learning how to add effects and how to master a finished track</p> <p><b>Assessment:</b> Assessment of their arrangement and written test on using a DAW (Digital Audio Workstation)</p> <p><b>Links with other schemes/Opportunities for retrieval:</b> Links to Hip Hop and other subjects that use layered software</p>	<p align="center"><b><u>Evolution of Hip Hop and Grime</u></b></p> <p><b>Summary:</b> Learners will select a style in which they are to become an 'expert'. Students will first research and present information of the musical features of their chosen style, famous performers, songwriters and producers, and analyse a well-known track. Students will then recreate a section of that track either through live performance or using music software.</p> <p><b>Assessment:</b> Assessment of project and performance</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Links to What is 'Pop' music?, Blues music, and Arrangements and Covers</p>	<p align="center"><b><u>Managing a Music Product</u></b></p> <p align="center"><b><u>Plan, Create and Promote a Music</u></b></p> <p><b>Product Summary:</b> Learners will plan, create, promote, and evaluate a music product. This could in the form of a concert, podcast, Performance, composition, You Tube video or streaming playlist/album. They will carry out research into their target audience and make decisions based on what their research suggests will attract their target audience. Each group member will have specific roles and be responsible for various parts of the process.</p> <p><b>Assessment:</b> Finished product, evidence of planning process, promotional material and a written evaluation.</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> BTEC Unit 2 (Managing a Music Product) BTEC Unit 5 (Introduction to Performance)</p>

**Links to National Curriculum subject content and skills:**

	Y7 Rotation 1	Y7 Rotation 2	Y7 Rotation 3	Y8 Rotation 1	Y8 Rotation 2	Y8 Rotation 3	Y9 Scheme 1	Y9 Scheme 2	Y9 Scheme 3 (optional)
Listening									
Composing/Improvising									
Performing – Solo									
Performing – Ensemble									
Appraising/Evaluating									
Elements of Music									
Forms of notation									
Scales and tonalities									
Music from around the world									
Various styles of Music									
Various musicians /composers									
History and Context of Music									
Music Technology									

How does extra-curricular for Music benefit our learners?

Extra-curricular within Music includes a range of experiences – this includes choir, rock school, independent practice time, private music tuition. These opportunities build cultural capital and provide learners with the opportunity to express themselves. Lunchtime clubs and after school trips are accompanied by planning trips to take learners to experience live performances.