



CURRICULUM – MUSIC

Intent, Curriculum Map & Age-Related Expectations

Abstract

Students are carefully provided with feedback on their learning to enable them to improve. They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

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Whole School INTENT

Southchurch students embrace learning opportunities.

INTENT, IMPLEMENTATION & IMPACT

INTENT:

- Southchurch students will be confident musicians and creative music makers.

IMPLEMENTATION:

- Sequencing of the curriculum
- Adaptive teaching (to take into account of what the learners know and don't know).
- Extending opportunities for extracurricular

IMPACT:

- All students will achieve their potential with altered trajectories.

KS2 Links

[Key Stage 2 National Curriculum - Music](#)

CURRICULUM MAP

	Autumn Term														Spring Term														Summer Term														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39				
Yr 7	Ukulele & Voice (Performance) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														Keyboard & Chords (Performance) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														Texture & Structure (Composition) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														AP
Yr 8	Jazz and Blues (Performance) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														Film Music (Composition) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														Chords & Riffs: Pop Music (Performance) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														AP
Yr 9	Band Project (Performance) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														Hip Hop & Production (Performance & Composition) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														Reconstructing from a brief (Composition) <i>Feed Forward Assessment:</i> <i>End of unit assessment</i>														AP
Yr 10	Exploration of Musical Elements <ul style="list-style-type: none"> Musical Genres Musical Elements Sonic Features <i>Feed Forward Assessment:</i>					Composition Skills <ul style="list-style-type: none"> Music Technology: Sound Trap Application of Musical Elements Compositional Features <i>Feed Forward Assessment:</i>					AP 1	Component 1 Task 1: learners will compile a portfolio of evidence that demonstrates their understanding of four different styles of music using musical examples related to a theme. <i>Feed Forward Assessment:</i>					Component 1 Task 2: learners will create three 30–60-second examples of ideas for music products related to a theme, using a range of realisation techniques. <i>Feed Forward Assessment:</i>					Component 1 Refinement and completion of both learning outcomes; LOA Demonstrate an understanding of styles of music LOB Apply understanding of the use of techniques to create music. <div style="background-color: #4a7ebb; color: white; padding: 5px; text-align: center;">Non-Exam Assessment – Window 1 – May Deadline</div>					Performance Skills Development Students will have the opportunity to learn and develop their technique on various instruments. <i>Feed Forward Assessment:</i>					AP 2											
Yr 11	Component 2 Task 1: Learners will plan and create 2 musical outcomes in different musical areas in response to a theme that will develop professional and musical skills. <i>Feed Forward Assessment:</i>					AP 1	Component 2 Refinement and completion of both learning outcomes; LOA Demonstrate professional and commercial skills for the music industry LOB Apply development processes for music skills and techniques. <div style="background-color: #4a7ebb; color: white; padding: 5px; text-align: center;">Non-Exam Assessment – Window 2 – Dec Deadline</div>					Component 3 Learners will be given the opportunity to develop and present music in response to a given music brief. AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief <i>Feed Forward Assessment:</i>					Component 3 Learners will be given the opportunity to develop and present music in response to a given music brief. AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief <i>Feed Forward Assessment:</i>					Component 3 Refinement and completion of all assessment objectives; AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief <div style="background-color: #4a7ebb; color: white; padding: 5px; text-align: center;">Non-Exam Assessment – Window 3 – May Deadline</div>					AP																

KS5 Links

[A Level Music](#)

[BTEC Nationals - Music Technology - Level 3](#)

AGE RELATED EXPECTATIONS

YEAR 7

	Topics / Units	Performing	Composing	Listening & Appraising
4	EXPERT	I can play chords and melody with correct hand technique with accuracy of pitch, rhythm, fluency and musical flare.	I can compose ostinatos with an understanding of complex musical elements including structure, texture, dynamics and harmony.	I can describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.
3	ADVANCED	I can play chords and melody with correct hand technique with accuracy of pitch, rhythm and fluency.	I can compose ostinatos with an understanding of musical elements including structure, texture and dynamics.	I recognise how the musical elements are combined and used expressively. I can write & talk about music using correct musical vocabulary.
2	DEVELOPING	I can play chords and melody with accuracy of pitch, rhythm and some fluency.	I can compose ostinatos with a basic understanding of musical elements including structure and texture.	I recognise how the different musical elements are used and apply this to my own work.
1	POTENTIAL	I can play a simple melody and/or chord sequence with pitch and rhythm.	I can compose simple ostinatos with a basic understanding of texture.	I recognise the different musical elements and understand how they can be used to create contrast.

YEAR 8

	Topics / Units	Performing	Composing	Listening & Appraising
4	EXPERT	I can play chords, melody and baseline with correct hand technique within an ensemble. I perform with accuracy of pitch, rhythm, fluency and musical flare.	I can compose more complex melodic ideas that are accompanied by the correct chords that match the action within the scene. The accompaniment varies in style and tempo. I can also compose character motifs.	I can analyse, compare & evaluate how music reflects the contexts in which it is created, performed and heard. I can use musical vocabulary accurately to discuss music and reflect upon my own work.
3	ADVANCED	I can play chords and baseline with correct hand technique and attempt a melody with accuracy of pitch, rhythm and fluency.	I can compose basic melodic ideas that are accompanied by the correct chords that match the action within the scene.	I can describe, compare and evaluate different kinds of music, using appropriate musical vocabulary. I have a good understanding of the contextual influences of the music we have studied.
2	DEVELOPING	I can play chords and baseline with accuracy of pitch, rhythm and some fluency.	I can compose basic melodic ideas to represent the action in a particular scene.	I recognise how the different musical elements are used and apply this to my own work.
1	POTENTIAL	I can play a chord sequence with accuracy of pitch, rhythm and some fluency.	I can compose and perform basic melodies.	I can identify basic features of music and understand how the musical elements have been used with some prompting.

YEAR 9

	Topics / Units	Performing	Composing	Listening & Appraising
4	EXPERT	I can perform reliably, maintaining an independent part fluently and accurately within an ensemble. I include some expressive use of dynamics and phrasing.	I can compose music which shows the development of ideas and confident use of the conventions and musical elements. I will understand the potential of musical structures and harmony.	I can analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. I make improvements to my own work in light of the chosen style
3	ADVANCED	I can perform with accuracy and control within an ensemble and make use of dynamics to enhance the mood of the performance.	I can compose music that shows some development of ideas/motifs. I can use appropriate musical devices and resources for the style I am composing in.	I can analyse and compare musical features. I can evaluate how occasion and purpose affect the way music is created, performed and heard. I can refine and improve my work.
2	DEVELOPING	I can perform with some accuracy within an ensemble and make use of little dynamics during performance.	I can compose music that demonstrates some understanding of musical devices and the style I am composing in.	I can describe, compare and evaluate different kinds of music using appropriate musical vocabulary. I suggest improvements to my own and others' work
1	POTENTIAL	I can perform a simple part within an ensemble with basic understanding of ensemble skills.	I can compose music that demonstrates some understanding of musical devices.	I can recognise how the different musical elements are combined with some guidance.

KS4 END OF COURSE EXPECTATIONS

BTEC Tech Award Performing Arts	
Aims and learning outcomes	<p>Component 1: Learning outcomes A) Demonstrate an understanding of styles of music B) Apply understanding of the use of techniques to create music</p> <p>Component 2: Learning Outcomes A) Demonstrate professional and commercial skills for the music industry B) Apply development processes for music skills and techniques</p> <p>Component 3: Learning Outcomes AO1: Understand how to respond to a music brief AO2: Select and apply musical skills in response to a music brief AO3: Present a final musical product in response to a music brief AO4: Comment on the creative process and outcome in response to a music brief</p>
Assessment objectives	<ul style="list-style-type: none"> • AO1: understand how to identify key features from musical styles. • AO2: develop their knowledge of famous musicians within multiple musical styles. • AO3: develop their ability to perform and create their own music, from both existing works and through compositional tasks. • AO4: evaluate their own musical ability and reflect on progress made

DEPARTMENT MARKING AND FEEDBACK POLICY

Formative Feedback

The department will provide continuous formative feedback to students every lesson and track progress each lesson using a holistic 1-4 age related expectation grade.

The department will set topic / unit summative assessments at the end of the topic / unit at set points throughout the year. These will be marked in green pen and improvements fed back to students. These marks will go towards the holistic 1-4 age related expectations formative assessment grade.

A formative assessment data drop will be completed once per half term.

Assessment Feedback Frequency

KS3 will sit a Summative end of year assessment where the percentage achieved in the assessment will be reported to parents/carers as well as a holistic 1-4 formative assessment grade.

In KS4 Year 10 will sit two summative assessments during the year and the percentage mark of the first Assessment Point (AP1) will be reported and shared with parents/carers as well as a working at 1-9 grade. The second will be an end of year assessment mock style exam. Predictive 1-9 grades will then be calculated at the end of the year.

Year 11 will sit one examination rehearsal half way through the year in preparation for their actual exams again providing a more accurate working at grade and prediction for end of year results.

Planning for Feedback

- Feedback must be planned for using the **FEEDFORWARD ASSESSMENT** planning sheets
- This needs to be completed on a specific independent learning activity undertaken in the students' books which should happen every 6-10 lessons.
- Books should be checked at the same time for presentation with an acknowledgement to the student that you have seen their work.
- Feedback should be provided in the following lesson using DIRT (Dedicated Improvement and Reflection Time) activities.
- Red pen by the students should be used to highlight any work done during DIRT activities.

Feedback Expectations

- **Verbal feedback** - Either one to one or as a class. Misconceptions can be addressed easily.
- **Live Feedback** - The teacher gives feedback as they circulate the room. This feedback is then acted on immediately.
- **Questioning** - The teacher uses a range of questioning techniques (cold call, no opt out, say it again better etc) or mini whiteboards to check understanding.
- **Modelling** - The teacher demonstrates what success looks like and scaffolds how to get there. This can be done verbally or in a written format.
- **Visualiser** - This can be used to do a "we write" model answer, to showcase good work or to address misconceptions.
- **Whole class feedback** - After reading all the books and making notes, the teacher gives feedback on strengths, areas for improvement and misconceptions. Time is given to act on improvements.
- **Written feedback** - Teachers use individual written feedback on a specific piece of work and give students time to act on it (DIRT). The time cost here should be carefully considered.

Presentation in Books

- Books should be able to be used as **revision aids** by the students.
- Look for **common misconceptions** in all books; assessing the **quality** of the books; ensuring that **high expectations** for **presentation** are upheld and **SPAG** is addressed.
- Selective independent work will be checked using the **FEEDFORWARD ASSESSMENT** Planning sheet

NATIONAL CURRICULUM LINKS

National Curriculum - Key Stage 3 Music

Purpose of study:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims:

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Skills:

Pupils should be taught to:

- play and 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.

Computer Science National Curriculum Links

[Computing National Curriculum](#)

All pupils must have the opportunity to study aspects of information technology and computer science at sufficient depth to allow them to progress to higher levels of study or to a professional career.

In Music students are taught to:

- develop their capability, creativity and knowledge using computers, digital media and information technology
- develop and apply their analytic, problem-solving, design, and computational thinking skills
- understand how changes in technology affect safety, including new ways to protect their online privacy and identity, and how to identify and report a range of concerns.

Religious Education National Curriculum Links

[Agreed Syllabus for Religious Education](#)

[Religious Education in English Schools: Non-Statutory Guidance](#)

Within the Music curriculum we focus on developing an understanding of 'worldwide' views through discussion around religious, cultural and ethical design influences.

The demographic of our students influences how we develop our students' understanding and develop their own views of worldwide religious views to ensure that students have a balanced interpretation of different religions.

All pupils receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural development.

PERSONAL DEVELOPMENT CURRICULUM

The Drama curriculum is designed to support and promote the vision of Southchurch High School, “A community of Opportunity, Learning and Aspiration”. The curriculum recognises not only the importance of allowing students to flourish academically but also our wider role in preparing our students for their adult life beyond school. Our Personal Development programme is underpinned by five core pillars;

- **Equality and Diversity**
- **Cultural Capital**
- **Community and Wellbeing**
- **Careers and Employability**
- **Character Development.**

Character Development: All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.

- **Community of Opportunity** – All students are supported and encouraged to perform in front of their peers and watch with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions.
- **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, school musical performances, trips and visits and workshops.
- **Aspiration** – Students are encouraged to see numerous examples of live theatre and are invited on a plethora of trips and visits. Students also explore different careers within the arts such as music makers, performers and composers.

Equality & Diversity: The Music curriculum aims to be a beacon of excellence, in showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us. The choice of repertoire from a variety of cultures and traditions in vocal and instrumental lessons offers a powerful way to promote diversity. Creating a culture where all music is celebrated and respected encourages learners to be confident in enjoying, embracing, and sharing the music that is meaningful to them.

Wellbeing & Community – The Music curriculum recognises the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience.

Cultural Capital – The Music curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.

- **Trips & Visits:** All students are provided the opportunity to attend a theatre and see live performance within KS3 and this is compulsory at KS4.
- **Extra-Curricular:** A wide extra-curricular offering including; Music Ensembles, School Choir, Jack Petchey Glee Club Project, Private Instrumental and Vocal lessons via the Music Hub and Staff Choir.
- **British Values:**
- **Individual Liberty:** In Music we express ourselves through the music we play, create and listen to. We develop music in our own style and are encouraged to use our own creativity. We are assessed on our individual creative approach to work.
- **Mutual Respect:** In Music we respect the opinions of our classmates. We respect and celebrate the creativity and talents of those around us. We value the respect we are shown by others.
- **The Rule of Law:** The classroom rules enable all of us to develop our skills in an environment where equipment and each other’s feelings are respected. The classroom rules ensure we are all responsible for the learning environment in which we work.
- **Tolerance:** We are tolerant of the opinions and creative ideas of each other. We value the wide variety of cultures that share music from all over the world. We are tolerant of different faiths and beliefs in the music we study.
- **Democracy:** In Music we are all part of the learning experience, we are listened to. We assess each other’s work and celebrate each other’s successes. We have the opportunity to make choices on how we develop our own creativity.

Careers & Employability – The Music curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the Music curriculum, our students are supported to develop the following skills;

- Communication
- Confidence

- Teamwork and Leadership
- Listening and Responding
- Creativity
- Critical thinking and problem solving
- Time management
- Research

SMSC CURRICULUM LINKS

Social: Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. Students also focus on how music is used in a particular culture and how this genre is composed and performed. Students learn to appreciate various styles or genres of music and appreciate the performance of other students.

Moral: Students develop individual performing skills, confidence in performing and learning music, and creativity through composing projects. Students focus on why a particular piece of music is created, for an occasion for example and how a piece of music may reflect the feelings or intentions of the composer or piece of music. Students also focus on how music is used in a particular culture and how this genre is composed and performed. Students learn to appreciate various styles or genres of music and appreciate the performance of other students.

Spiritual: Students learn to appreciate and understand the musical interests of their peers through evaluation and demonstration. Students offer feedback and encourage their peers through assessment and learn how to promote confidence in performing and composing. Students' complete evaluation of performances and compositions demonstrating their willingness and ability to reflect. Students learn how careers may be developed in Music and Music Technology and may influence their decision in a career choice due to the skills they have developed through creative composing and team work during performance.

Cultural: Across both key stages students focus on various styles and genres of music from the tradition of Classical Music and explore Composers to more contemporary musical styles and how these are created. At KS4 level, students study a plethora of musical genres and styles, and their musical context with the world or culture at the time of creation and interest.

Equality, Diversity and Inclusivity Links

Aims

Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them.