



## Music Department Curriculum Intent 2023-2024

***Link governor:***

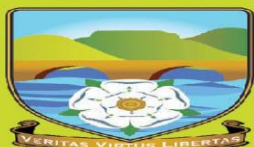
### **Department curriculum intent:**

The Music curriculum at Settle College aims to give all students, regardless of background, a well-rounded and sequential music education that will make them culture and knowledge rich as they transition into adulthood. Music pervades almost every part of our society, consequently, we firmly believe that Music should be accessible to all students. We encourage students to have open minds as they discover different styles of music from different countries and eras, many of which are reused in modern settings. The curriculum for music is split into four disciplines: singing, performing, composing, and appraising and we support all students in their development these skills as musicians throughout the curriculum. These skills start at a foundational level from year 7, with many students having little musical background, and then gradually get more complex throughout KS3, KS4 and beyond. At KS4 and KS5, the course are delivered through these same areas of discipline, and so we work backwards to ensure that students have the skills needed to succeed and access learning at GCSE and beyond. The following quotes summarise why at Settle College we believe a broad and balanced music curriculum is so important for our students.

*“I would teach children music, physics, and philosophy but most importantly music, for the patterns in music and all the arts are the keys to learning” - Plato*

*“Music is what tells us that the human race is greater than we realise” - Napoleon*

*“If I had my life to live over again, I would have made a rule to read some poetry and listen to some music at least once every week” - Darwin*



## Year 7

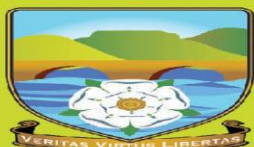
Overall curriculum intent for year 7: To improve performance ability in singing, and on instruments through learning notation, chords and compositional skills. Approximately 7 weeks per scheme						
	Half Term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<b>Find Your Voice</b> Exploring the voice and performance	<b>Percussion Beats Rhythm</b> Exploring Duration, Rhythm, and Time Signatures	<b>Behind Melody Lines</b> Exploring Melody, Articulation and Dynamics	<b>Vocal-Chords</b> Exploring Melody, Harmony, Rhythm, and Texture	<b>Bach to the Future</b> (Sequence the sequence) Exploring structure and all other elements	
Content mapping including Disciplinary skills	Exploring the capabilities of the voice and ensemble performances using Musical Futures.	Improving the ability to keep a steady pulse, read and perform a variety of musical note values and how they fit together to form music and compose their own short rhythmical piece	Building on rhythmic knowledge, learning pitch notation on the stave and where these are played on the keyboard using the correct fingers. Refining performance by adding in articulation and dynamics.	Transferring knowledge of melody to vocal singing. Learning to play more than one note together as a chord using ukulele/guitars and keyboards and performing several pop songs in small groups	Taking sequences from Bach's Toccata and Fugue and remixing it into a personal composition using DAW music software, ensuring that the different Elements of Music are demonstrated	
Assessment mapping	Appraising questions based on the topic studied					
	Knowledge recall tests on key words and concepts					
	Assessment on vocal skills and performance skills throughout the scheme, culminating in final small group performances	Performance of a polyphonic piece called Talking Drums in small groups demonstrating correct rhythm values and pulse	Solo keyboard performance of one of the pieces learned using correct technique and musicality	Group performance of a simple pop song demonstrating correct chord and strumming patterns on guitar and good vocal technique	Remixing sequences to compose a modern Pop music composition that uses several of the Elements of Music, providing a cohesive and musical experience	
Personal development mapping	SPIRITUAL – This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment.					
	MORAL – We encourage our pupils to engage in critical discussions of musical performances from other students. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.					



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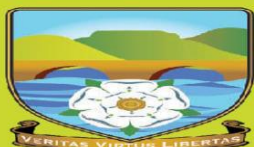
“ Be the best you can be. ”

	<p>SOCIAL –Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings, students are encouraged to do this sensitively with an awareness of the needs of others. Through our programme of extra-curricular activities, we ask students to pool ideas for repertoire and to organize themselves.</p> <p>CULTURAL – The resources and musical examples used across Year 7 encourages a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage students to create their own music and to incorporate different musical influences in their own compositions. We study a wide variety of topics from around the world enriching the cultural experiences of our students.</p>				
Literacy focus for the half term	<p>Grammar and vocabulary –            Correct spelling and use of subject specific vocabulary in any written work, use of connectives.            Reading &amp; Spoken English in appraising work</p>				
Numeracy links		Note values and time signatures	Counting note values, beats, and bars whilst playing	Ensuring correct number of beats/note values are in each bar when performing and composing	
Cross-curricular links to other subjects	Biology – how the voice works	History – how notation has developed			Science – how DAW and FX are created and used
Support for all	<p>Adaptive tasks            Individual help            Visual aids</p>				
Challenge ideas	Make your own instrument from household objects ensuring that they make sound	Use a wider range of rhythmic note values and accurately perform them in a piece	Play using both hands, working independently from each other	Create your own complex strum pattern and use more advanced chords	Use high level techniques and FX in your composition



## Year 8

Overall curriculum intent for year 8: To gain an understanding of musical devices and develop appraising, performance, and compositional skills.						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<b>Find Your Voice 2</b> Exploring how the voice and body can be used to produce music	<b>Around the World in 80 Days</b> Exploring rhythm, melody and composition through music from around the world, including: Africa, India, China, England, and America		<b>All About the Bass</b> Exploring bass clef notation and improvisation through iconic musical ideas that form the basis of popular music and films		<b>Programme Music</b> Exploring how to create musical ideas to describe moods and characters
Content mapping including Disciplinary skills	Learning to recreate musical instrument sounds with the body and voice. Learn how to critically listen and analyze a pop song and reproduce it using just themselves.	Learning the value of music from other cultures and the impact it has on western music. Learning to play more complex rhythms whilst singing, performing and composing both as solo and group performers. Students will also learn about keys, scales and modes		Developing notation reading to include more of the bass clef and how to read chord inversions. Developing guitar /ukulele skills to include reading TAB notation.		Learning how to use the skills learned throughout the year to compose music for specific moods and developing ideas to show a characteristic in music. Developing knowledge of using DAW to compose
Assessment mapping	Appraising questions based on the topic studied					
	Knowledge recall tests on key words and concepts					
	Performing a recreation of a chosen pop song using beat-boxing, body percussion and vocals, ensuring that it is accurate and in time as an ensemble.	Students are assessed on their progress throughout the scheme for their ability to perform vocally, and with instruments ensuring fluency and musicality.		Perform a variety of Hooks and Riffs, demonstrating an ability to understand bass clef notation/TAB. Compose a short melodic hook that could be used in a pop song or film		Compose a piece of music to represent the story of 'The Tortoise and the Hare', demonstrating a greater knowledge of how to compose using chords and melody and develop musical ideas
Personal development mapping	SPIRITUAL – This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment.					
	MORAL – We encourage our pupils to engage in critical discussions of musical performances from other students. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.					



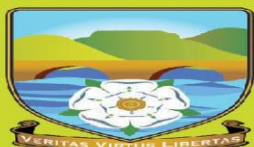
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	<p><b>SOCIAL</b> –Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings, students are encouraged to do this sensitively with an awareness of the needs of others. Through our programme of extra-curricular activities, we ask students to pool ideas for repertoire and to organize themselves.</p> <p><b>CULTURAL</b> – The resources and musical examples used across Year 8 encourages a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage students to create their own music and to incorporate different musical influences in their own compositions. We study a wide variety of topics from around the world to enrich the cultural experiences of our students.</p>			
Literacy focus for the half term	<p>Grammar and vocabulary – Correct spelling and use of subject specific vocabulary in any written work, use of connectives. Reading &amp; Spoken English in lead sheet</p>			
Numeracy links	Counting note values, beats, and bars whilst playing		Ensuring correct number of beats/note values are in each bar when performing and composing	
Cross-curricular links to other subjects		History/Geography – learning about different cultures and how the music was passed down through the generations	History – Western Classical Music Tradition	English – Aesop’s Fables Science – how FX can change sounds
Support for all	<p>Differentiated tasks Individual help Visual aids.</p>			
Challenge ideas	Beatbox, sing and body percussion on your own	Compose your own polyrhythmic piece using complex rhythms and articulation Play or sing a fluent and stylistic improvisation over the walking bass	Use the whole range of the guitar /ukulele/keyboard and use chords	Use high level compositional devices and FX in your composition

## Year 9

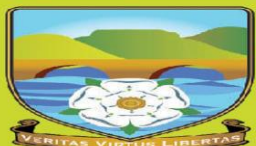
<b>Overall curriculum intent for year 9: To gain an understanding of how place and time affects music and hone students’ musical skills in performance, composition, and appraising.</b>						
	<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>	<b>Half term 6</b>
Intent for the half term	<p><b>Dancing Through Time</b> Exploring Rhythm, Chords and Metre in Music for Dance Learning how modern dance music developed through the ages. Composing dance music using DAW and Notation</p>		<p><b>Interval Time at the Movies</b> Learning how different musical intervals influence the listener through performing a variety of film themes</p>	<p><b>Ex-Foley-Ate</b> Learning to create foley sounds and compose music for film. Students will use their knowledge of intervals and extended chords</p>	<p><b>Band in a Box</b> Building performance and ensemble skills on Guitar, Drums, Keyboard and Vocals</p>	



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<p>Content mapping including Disciplinary skills</p>	<p>Learning about the culture of dance music and its origins. Honing the ability to play more complex rhythms and maintain them within pieces. Honing ensemble skills through class, small group and solo performances using a variety of instruments. Honing composition skills to create a modern dance piece of music using DAW focusing on texture, melody, rhythm and structure.</p>	<p>Learning music is built on intervals and how these are used to affect the listener. Learning how to build extended chords and where they are used in film music.</p>	<p>Learning how to record foley sounds and use these in a film composition. Honing melody and chordal skills in composing music to suit different film genres.</p>	<p>A final project where students can showcase the skills they have learned throughout Key Stage 3. They will create a musical performance using instruments, vocals and computers</p>
<p>Assessment mapping</p>	<p>Appraising questions based on the topic studied</p>			
	<p>Knowledge recall tests on key words and concepts</p>			
<p>Personal development mapping</p>	<p>Performance on all Samba instruments and leadership skills Composition of modern piece of dance music using a variety of DAW techniques</p>	<p>Students will be assessed on performance of their chosen film theme.</p>	<p>Recording of sounds and Composition using a wide variety of musical devices learned throughout the year for a film clip</p>	<p>Assessment on performance or compositional skills dependent on the student's project choice</p>
	<p>SPIRITUAL – This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment.</p>			
	<p>MORAL – We encourage our pupils to engage in critical discussions of musical performances from other students. Where there is a specific cultural or social reference that is explicit in the work examined, we encourage pupils to reflect upon this. Where pupils present their own work, we ensure fair and objective assessment and evaluation of their work.</p>			
	<p>SOCIAL – Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks, we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings, students are encouraged to do this sensitively with an awareness of the needs of others. Through our programme of extra-curricular activities, we ask students to pool ideas for repertoire and to organize themselves.</p>			
<p>Literacy focus for the half term</p>	<p>CULTURAL – The resources and musical examples used across Year 9 encourages a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This philosophy also underpins our selection of music for performance events whether they are informal or formal occasions. We encourage students to create their own music and to incorporate different musical influences in their own compositions. We study a wide variety of topics from around the world including Brazilian Samba to enrich the cultural experiences of our students.</p>			
<p>Numeracy links</p>	<p>Grammar, reading, and vocabulary are a focus in all terms - Correct spelling and use of subject specific vocabulary both in verbal and in written work, use of connectives to produce a longer piece of written text when critically appraising music.</p>			
<p>Cross-curricular links to other subjects</p>	<p>Ensuring correct number of beats/note values are in each bar when performing and composing, being able to count carefully as they play.</p>	<p>Geography and History – learning about the history of dance music from 1600 to present-day</p>	<p>Geography, History, Media – learning about the culture of film music and recording</p>	<p>Dependent on student's choice of project</p>
<p>Support for all</p>	<p>Differentiated task Individual help</p>			



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	Visual aids			
Challenge ideas	Create a knowledge organizer for the topic Practice your skills outside of the classroom	Use more complex intervals and chords. Perform the whole piece not just a section.	Create a storyboard for a film, compose the music	Play music in harder keys to develop your instrumental skills

## Year 10/11

<b>Overall curriculum intent for year 10/11: Learners will develop knowledge and understanding of musical elements, musical contexts and musical language</b>						
	<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>	<b>Half term 6</b>
Intent for the half term	To cover the <b>AoS 3: Music for Film</b> and commence the composition to a brief set by the board. To continue with both performances	To cover the <b>AoS 1: Forms and Devices</b> and review compositional skills. To start the Ensemble and Solo Performance Skills required	To cover the <b>AoS 4: Popular Music</b> and both compositions. To continue with the solo performance and complete the ensemble performance	To cover the <b>AoS 2: Music for Ensemble</b> . To continue with free composition and complete solo performance	To review <b>all Areas of Study</b> . To complete free composition. To spend several weeks on revision and exam practice	<b>Exam practice</b> Once the exam is over, to spend time with Year 10 further honing all three skill sets with a view to the KS5 course