

Curriculum Vision

Faculty	Expressive and Creative Arts	Subject	Music
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Our Vision

Faculty Vision

The Music Department aims to ensure that all students are given opportunities to build universal foundations of musical understanding, through the key areas of performance, composition and listening as stated in the National Curriculum.

Curriculum Intent

At KS3, the curriculum encompasses a wide-ranging and comprehensive view of music education, with students studying varied topics with the aim of providing a firm grounding in melodic notation, rhythmic and music specific vocabulary. Alongside this, students will also build upon vocal work. Our KS3 provides a route to being able to choose and succeed in further qualifications including GCSE, and/or to play a part in the musical life of the school and wider community.

Curriculum Sequencing Rationale and Implementation

KS3

Our KS3 music curriculum is devised to enable pupil progression and musical knowledge development at its centre, all planned around the **3 pillars** that interrelate in musicianship:

- **'technical'** development (e.g., use of staff notation, graphic scores or guitar TAB.)
- **'constructive'** development (e.g., the elements of music.) The importance of learning these constructive concepts and terminology of musical elements is embedded within the wider units of work, taking into account prior learning where appropriate.)
- **'expressive'** development (e.g. the development of individual creativity, the ability of students to make informed decisions about which musical elements to include and omit when performing and composing.)

Students are introduced to melody and rhythm at the start of Year 7. The tasks include reading notation and rhythm as well as composing their rhythmic pieces. This progresses to a whole class performance piece, allowing students to develop a sense of ensemble with an emphasis on unity of pulse and balance between parts. Students then continue to explore musical elements, where students are encouraged to read scores and follow written music, rather than note names. Performance, composition, and listening are focused upon and help to develop students use of music specific terminology.

In Year 8, students continue to develop core musical skills as well as deepening their contextual understanding of periods of music through active listening. The repertoire studied all feature prominently in KS4 Music syllabi, therefore further establishing the framework for potential study beyond KS3.

Alongside programmes of musical study, students also develop the 3 'classes of knowledge' throughout their KS3 musical journey. **Tacit** knowledge is acquired through all the musical experiences throughout the key stage. For example, students will have a tacit awareness of carnival music and its relative musical freedom through the Samba Batucada drumming project. **Procedural** knowledge is developed episodically and returns as strands throughout the projects of KS3, enabling recall practice and the development of long term memory retrieval. Areas such as the geography of the keyboard, or pitches on a treble clef are intrinsic parts of several topics, not taught in isolation. Finally, **declarative** knowledge is used to underpin advanced thinking, and the retrieval of stored information (on factual knowledge such as musical eras, styles and composers) is assessed not only through student approach practical activities, but through recall assessments and questioning.