

Music Curriculum Vision

The Music Curriculum at AJK

Why should all students learn your subject? (If relevant, why at AJK?)

Music is a key part of being human. It can transcend social, cultural, ethnic and economic boundaries, but also forms a key part of these identities. The study of music not only develops pupil's understanding of how music 'works' and their ability to describe and evaluate music using appropriate language, but also is a gateway into learning about other cultures. The study of music encourages mutual respect and understanding – underpinning the AJK value of kindness. To be an excellent musician requires discipline and practice, as well as skills in teamwork and collaboration: traits that lead pupils onto success in any field. Music is a creative outlet and can greatly contribute to a sense of wellbeing – both of which are so integral to society in these challenging times.

What is the core knowledge in your subject?

The core knowledge in music can be split broadly into three areas:

1. **Listening and Appraising** – the ability to listen to and analyse music. This is developed over KS3 through an introduction to and consolidation of musical vocabulary, and an exploration of a diverse set of musical styles. A deep understanding of musical knowledge supports pupils in every aspect of the subject – being able to understand what these keywords mean helps them to be proficient and expressive performers and composers who can create pieces with musical interest.

Musical element	Foundational descriptive vocabulary
Dynamics and Articulation	Piano, forte, crescendo and diminuendo, staccato and legato
Rhythm, Metre, Tempo	Syncopated, On beat/off beat. 2/4, 3/4, 4/4. Fast, slow, Allegro, Andante, Largo.
Sonority/Instrumentation	Four main instrument families. Bowing and plucking. Some instruments used in specific fusions.
Structure	Basic ABA structure, EDM structure, canon, pop song structure (basic), round
Melody	Step, leap, ascending, descending, chromatic, riff, ostinato
Texture	Polyphonic, monophonic, homophonic, thicker/thinner, unison, polyrhythmic
Harmony and Tonality	Major/minor, 7 th chords, drone, pedal note, 3rds
Notation	Can read basic rhythms, treble clef and bass clef

By the end of KS3, pupils will be familiar with the following styles of music:

Pop songs, Folk, West African, Blues, Baroque, Electronic Dance Music, Film Music, and Protest Songs. These are explored in more depth at KS4 and KS5.

2. **Performing:** the knowledge to be able to perform pieces of music on an instrument and/or voice, as a soloist and as part of an ensemble. Our co-curricular offer is essential to the mastery of this area of knowledge, as curriculum lessons cannot provide all the time and opportunities pupils need in the area.

KS3	KS4	KS5
Basic keyboard skills (one hand melodies, chords, bass-lines) Singing as part of an ensemble Playing as part of class and smaller ensembles Djembe Ukulele – basic chords	Specialising on an instrument with 1-1 instrumental lessons. Playing this instrument with good technique, fluency and expression as a soloist and as part of an ensemble. Developing keyboard skills to support composition.	Advanced musicianship demonstrated on their specialist instrument or voice – performing with confidence and flair.

3. **Composing:** the knowledge and skills to be able to create music of their own. This emerges from rhythms and short melodies in year 7, to complete pieces in year 11. To do this, they need to understand the language of music and how musical elements can work together to create something that sounds pleasing to the ear.

KS3	KS4	KS5
Rhythmic ostinatos Question and answer melodies Melodies to fit with chords Developing basic melodies EDM piece A protest song	Composition tasks to work up to composing two pieces of music in a genre of their choosing.	Composition tasks to work up to harmonising a chorale in the style of Bach, and composing a sophisticated piece in a style of their choice

What is the key way students practise in your subject?

- Listening and appraising:** regular revisiting of key musical vocabulary through teaching, questioning and quizzing. Exposing pupils to a wide range of music from KS3 – both listening and playing. Encouraging pupils to listen to and explore widely and inquisitively the music around them. Encouraging pupils to take part in extra curricular lessons.
- Performing:** practical time within lessons – with the shortest bursts in year 7, and explicitly teaching pupils how to practice and use their time. To be able to go onto be successful at GCSE, pupils need to be doing co-curricular and/or instrumental lessons to hone and practice the musical skills needed to be a successful performer.
- Composing:** through methodical steps in all key stages, and limiting pupils to a small number of elements of music when they compose – for example, only focussing on rhythm in Year 7 HT2. Over time, pupils’ musical literacy and ears develop so they can be more creative and original in their work. See the Secondary Music Programme Skills and Knowledge overviews for more detail on this.

Whole School Values and Links to Our Subject

Diversity - Because pupils study such a diverse set of Musical styles, our programme will allow pupils to engage not only with the world they live in, but others’ lives. Diversity and pupil voice in Music is hugely important, and in particular pupils will be able to explore these values in our Band Musicianship composition units, where they will be able to compose in groups and explore topics they care about. At KS3, this culminates in the Year 9 Protest Song unit. Music from throughout the world is explored, especially in Year 8 where pupils explore Music from West Africa (Guinea) in Djembe drumming, and the Blues.

Throughout KS4 and KS5, diversity of ideas and music explored continues to be a key priority. This is especially considered through the Fusions Area of Study at KS4 and the study of Jazz at KS5.

Curriculum Overview

Music Curriculum Content Overview 2021-22						
	Autumn		Spring		Summer	
Year 7	Stomp! And Sing	Stomp! And Sing	The Power of the Pentatonic	The Power of the Pentatonic	Band Musicianship: the 4 chord trick	Band Musicianship: the 4 chord trick
Year 8	West African Music	West African Music	The Beauty of the Baroque	The Beauty of the Baroque	Band Musicianship: The Blues	Band Musicianship: The Blues

Year 9	Electronic Dance Music	Electronic Dance Music	Film Music	Film Music	Band Musicianship: Protest Songs	Band Musicianship: Protest Songs
Year 10	Bridging: Game of Thrones, Solo performance	Star Wars, EDM Composition, Solo performance	Music for a While, Release Free Composition 1 st draft, Ensemble performance	Defying Gravity Free Composition 1 st draft, Ensemble performance	Brandenburg Concerto Free Composition 2 nd draft, Solo performance	Revision of 5 set works, Free Composition complete draft, Solo performance practice recording
Year 11	Samba Em Preludio, Killer Queen Brief Composition	Pathetique Sonata, Free composition, Solo performance final recording, Brief Composition	Revision of set works, ensemble recording, brief composition first draft	Revision of Y11 set works, brief composition final draft and free composition improve.	Revision of all set works	Revision of all set works
Year 12	Bridging, Baroque Concerto, chorale harmony, composition tasks, performance	Baroque Concerto, Jazz, chorale harmony, composition tasks, performance	Operas of Mozart, Jazz, Chorale, free composition, performance	Operas of Mozart, Jazz, Chorale, free composition, performance	Operas of Mozart, Music for media, Chorale, Free composition, performance	Music for media, Revision of all listening content, Chorale, Free composition, performance
Year 13	Romantic piano music, Free composition, performance	Romantic piano music, Operas of Mozart Chorale, Free composition, performance	Deep dive: Jazz, revision of Baroque Concerto Free composition, performance	Deep dive: Media, revision of Mozart Free composition final draft, performance	Performance recording, Revision of all areas of study	Revision of all areas of study