

# Music

## Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn and in this particular subject, at each key stage from Year 7 to Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

### Knowledge; skills and understanding to be gained at each stage\*

	Cycle 1	Cycle 2	Cycle 2
EYFS			
Year 1	Topic:	Topic:	Topic:
Year 2	Topic:	Topic:	Topic:
Year 3	Topic:	Topic:	Topic:
Year 4	Topic:	Topic:	Topic:
Year 5	Topic:	Topic:	Topic:
Year 6	Topic:	Topic:	Topic:
Year 7	Topic: <b>Elements of Music</b> Students will learn how to perform Shotgun by George Ezra on Keyboard and Drum Kit.	Topic: <b>The Orchestra</b> Students will learn how to perform Ode to Joy on the keyboard, developing keyboard skills and score reading.	Topic: <b>Elements of Music (2)</b> Students learn how to perform "Hey Ya" by Outkast on ukulele, drum kit, voice and keyboard.
	Rhythm: Note values, time signatures, rest values. Pitch: Notes on the stave.	Classical Music, timbre, instruments of the orchestra.	Sharps & Flats, time signatures, reading tab.

Year 8	Topic: <b>Disco</b> Students will learn how to perform I Will Survive on the keyboard, ukulele and drum kit.	Topic: <b>World Music</b> Students will learn how to perform Blues & Calypso Music using keyboard, ukulele/guitar, drum kit.	Topic: <b>Film Music</b> Students will compose using Garageband
	Rhythm: Note values, time signatures, rest values. Pitch: Notes on the staff.	Rhythm: Note values, time signatures, rest values. Pitch: Notes on the staff.	Rhythm: Note values, time signatures, rest values. Pitch: Notes on the staff.
Year 9 Exam Specification	Topic: <b>Ensembles</b> Students will develop their instrumental skill through ensemble practice. Assessment completed through performance.	Topic: <b>Sequencing Music</b> Students learn to use a DAW, recording equipment and mixers to create a portfolio of rock, grime and pop music. Assessment completed through logbook, portfolio of work and recording.	Topic: <b>Solo Performance</b> Students will focus their instrumental learning and learn how to rehearse effectively. Assessment completed through logbook and performance.
	Music Theory accompanies the topic. Recapping rhythm, pitch, time signature, tempo, timbre. Students should be able to complete Grade 1 theory exercises competently.	Students learn the context and purpose of sequencing and create a how to guide for future reference.	Students will learn how to set SMART targets, regularly review and evaluate rehearsal practice, respond positively to feedback. They will explore different styles of music and their features in preparation for performance.
Year 10 Exam Specification	Topic: <b>Unit 2 - Music Products &amp; Unit 1- The Music Industry</b> Students will organise, promote and realise a music product i.e. concert, CD or website.	Topic: <b>Unit 1- The Music Industry</b> Exam paper practice.	Topic: <b>Unit 5 - Performing Music (MOCK)</b> <b>May Series Unit 1 Exam.</b> Students will focus their instrumental learning and learn how to rehearse effectively. Assessment completed through logbook and performance.
	Students will study Unit 1 Music Industry topics; job roles, promotion, recording companies, venues, health and safety.	Students will study Unit 1 Music Industry topics; job roles, promotion, recording companies, venues, health and safety, contracts in the music industry, licensing (PRS/PPL).  Extended writing response – advantages/disadvantages/explain/compare/discuss.	Students will learn how to set SMART targets, regularly review and evaluate rehearsal practice, respond positively to feedback. They will explore different styles of music and their features in preparation for performance.
Year 11 Exam Specification	Topic: <b>Unit 7 -Sequencing Music</b> Students learn to use a DAW, recording equipment and mixers to create a portfolio of rock, grime and pop music. Assessment completed through logbook, portfolio of work and recording.	Topic: <b>Unit 5 -Performing Music</b> Students will perform two contrasting piece of music accurately and fluently and with creative flair.	
	Students learn the context and purpose of sequencing and create a how to guide for future reference.	Students will set SMART targets, regularly review and evaluate rehearsal practice, respond positively to feedback. They will explore different styles of music and their features in preparation for performance.	

\*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.