

## **Music Curriculum Intent**

The Music curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

For example, in Year 9 we introduce students to basic chord structures, common time signatures, structures and texture. Within these they will study a variety of genres of music and develop their understanding of the key musical elements (DR.P.SMITH) which is essential in all areas of music going through the key stages.

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, students will begin by listening and analysing and performing various pieces of music using the musical elements and will progress to creating their own improvisations and compositions within a particular genre.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, while students are studying the elements of music throughout all key stages, they will refer to a variety of genres of music such as samba, British invasion, hip hop etc, the associated historical context of these and the characteristics of the music through listening and analysing activities.

Cultural Capital is identified in our document as the hinterland.

The document below details the core substantive and disciplinary knowledge and how these built over time in our subject.

### Subject: Music Curriculum Intent Year 9

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)		Hinterland (If using in this table)
	Key Concepts	3 Pillars of Music	T & L Techniques	
Autumn 1	<p><b>Induction:</b> Rules and routines, using the equipment and health &amp; safety in the music room.</p> <p><b>British Invasion</b></p> <ul style="list-style-type: none"> <li>• <b>Listening &amp; Analysing –</b> Introduction to the musical elements</li> <li>• <b>Constructing –</b> Group or individual rehearsal.</li> <li>• <b>Performing –</b> Group performance in front of class.</li> <li>• <b>Evaluating -</b></li> </ul>	<p><b>Technical</b> Reading lead and chord sheets Warm-up and rehearsal skills Keyboard skills Vocal skills</p> <p><b>Constructive</b> <b>Musical elements:</b> Structure, Melody, Harmony, Tonality Characteristics of British Invasion Warm-ups Rehearsal process</p> <p><b>Expressive</b> History and social purpose of British invasion Group or individual performances Stage presence &amp; engaging with the audience</p>	<p><b>Retrieval – Do Now Activities:</b> share experiences of middle schools, extra-curricular etc /How do we rehearse? Key elements</p> <p><b>Scaffolding/Modelling –</b> Demonstration performances, worksheets to support learning, helpmats, posters around the classroom.</p> <p><b>Assessment -</b> Continuous peer assessment, summative assessment from teacher for data input.</p>	<p>Youtube clip of the week</p> <p>Videos of professional performances</p> <p>Taking part in concerts and school shows to experience the technical, rehearsal and performance requirements as a musician.</p>
Autumn 2	<p><b>Samba</b></p> <ul style="list-style-type: none"> <li>• <b>Listening &amp; Analysing -</b></li> <li>• <b>Constructing –</b> Class based improvisational activities.</li> <li>• <b>Performing –</b> Groups performances in front of class.</li> <li>• <b>Evaluating -</b></li> </ul>	<p><b>Technical</b> Improvisation Percussion instruments skills Reading basic rhythm notation</p> <p><b>Constructive</b> <b>Musical elements:</b> Structure, Texture, Rhythm Characteristics of Samba</p> <p><b>Expressive</b> History and social purpose of Samba Group performances Adding expression – dynamics, tempo etc Stage presence &amp; engaging with the audience</p>	<p><b>Retrieval – Do Now activities/rehearsal</b> <b>Scaffolding/Modelling -</b> Demonstration performances, worksheets to support learning, helpmats, posters around the classroom.</p> <p><b>Assessment -</b> Continuous peer assessment, verbal feedback from teacher.</p>	

<p>Spring 1</p>	<p><b><u>Introduction to music in year 10</u></b></p> <p><b><u>Electronic Dance Music</u></b></p> <ul style="list-style-type: none"> <li>• <b>Listening &amp; Analysing</b> -</li> <li>• <b>Constructing</b> – Music technology composition tasks</li> <li>• <b>Performing</b> – Presenting work at the end of every lesson to see progression</li> <li>• <b>Evaluating</b> -</li> </ul>	<p><b><u>Technical</u></b> Music technology – Use of loops Understanding Ableton Software</p> <p><b><u>Constructive</u></b> <b>Musical elements:</b> Structure, Timbre, Texture, Production Characteristics of EDM</p> <p><b><u>Expressive</u></b> History and social purpose of EDM</p>	<p><b>Retrieval</b> – Do Now activities/rehearsal <b>Scaffolding/Modelling</b> - Demonstration videos on music tech, worksheets to support learning, helpmats, posters around the classroom. <b>Assessment</b> - Continuous peer assessment, verbal feedback from teacher.</p>	
<p>Spring 2</p>	<p><b><u>Hip Hop</u></b></p> <ul style="list-style-type: none"> <li>• <b>Listening &amp; Analysing</b> -</li> <li>• <b>Constructing</b> – Composing and rehearsing in groups or individually</li> <li>• <b>Performing</b> – Performances or Recordings shown to the class.</li> <li>• <b>Evaluating</b> -</li> </ul>	<p><b><u>Technical</u></b> Rapping and vocal skills Drumming skills Warming up and rehearsal skills</p> <p><b><u>Constructive</u></b> <b>Musical elements:</b> Structure, Timbre, Rhythm, Production Characteristics of Hip Hop Writing Lyrics</p> <p><b><u>Expressive</u></b> History and social purpose of Hip Hop</p>	<p><b>Retrieval</b> – Do Now activities/rehearsal <b>Scaffolding/Modelling</b> - Demonstration performances, worksheets to support learning, helpmats, posters around the classroom. <b>Assessment</b> - Continuous peer assessment, verbal feedback from teacher.</p>	

<p>Summer 1</p>	<p><b>Reggae</b></p> <ul style="list-style-type: none"> <li>• <b>Listening &amp; Analysing</b> -</li> <li>• <b>Constructing</b> – Writing</li> <li>• <b>Performing</b> – Presenting work at the end of every lesson to see progression</li> <li>• <b>Evaluating</b> -</li> </ul>	<p><b>Technical</b> Keyboard skills Drumming skills Vocal skills Warming up and rehearsal skills Reading from a lead/chord sheet Reading staff notation</p> <p><b>Constructive</b> <b>Musical elements:</b> Rhythm, melody, harmony Characteristics of Reggae Music</p> <p><b>Expressive</b> History and social purpose of Reggae</p>	<p><b>Retrieval</b> – Do Now activities/rehearsal <b>Scaffolding/Modelling</b> - Demonstration performances, worksheets to support learning, helpmats, posters around the classroom. <b>Assessment</b> - Continuous peer assessment, summative assessment from teacher for data input.</p>	
<p>Summer 2</p>	<p><b>Music for Media</b></p> <ul style="list-style-type: none"> <li>• <b>Listening &amp; Analysing</b> -</li> <li>• <b>Constructing</b> – Music technology composition tasks</li> <li>• <b>Performing</b> – Presenting work at the end of every lesson to see progression</li> <li>• <b>Evaluating</b> -</li> </ul>	<p><b>Technical</b> Music technology – Use of MIDI keyboards Understanding Ableton Software</p> <p><b>Constructive</b> <b>Musical elements:</b> Tonality, Timbre, Texture, Structure, Production What is Music for Media? What is its purpose?</p> <p><b>Expressive</b> History and social purpose of Music for Media What are Music products?</p>	<p><b>Retrieval</b> – Do Now activities/rehearsal <b>Scaffolding/Modelling</b> - Demonstration videos on music tech, worksheets to support learning, helpmats, posters around the classroom. <b>Assessment</b> - Continuous peer assessment, verbal feedback from teacher.</p>	
<p><b>Year 9 End Point</b></p>	<p>By the end of year 9 students should be able to.. Understand the process of constructing (rehearsal or composition), performing and evaluating. Work effectively in pairs and small groups. Understand the importance of respect within the performing arts. Have a basic understanding of the characteristics of the genres of music they have covered and the history behind them Have some understanding of examples of music notation. Listen to music and analyse it using the elements of music.</p>			

### Subject: Music Curriculum Intent Year 10

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)		Hinterland (If using in this table)
	Key Concepts	3 Pillars of Music	T & L Techniques	
Autumn	<p><b>Induction:</b> Rules and routines, using the equipment and health &amp; safety in the music room, course overview</p> <p><b>Component 1: Exploring Music Products and Style</b></p> <p><u>Disciplines &amp; Roles within the Music Industry</u> What are these roles <b>Performer, Creator &amp; Producer</b>? What is the difference between them? What do they involve? Which one are you? Tasks based around these 3 disciplines using compositional features and sonic features based around the genres below.</p> <p>Grp 1 – British Invasion Grp 2 – Hip Hop &amp; Reggae Grp 3 – House/Techno &amp; Drum and Bass Grp 4 – World Music Grp 5 – Music for Media</p> <p><i>Compositional Features</i> – Melody, Harmony, Tonality, Rhythm &amp; Structure.</p> <p><i>Sonic Features</i> – Instrumentation, Texture, Timbre &amp; Production.</p>	<p><b>Technical</b> Developing skills in music production. The importance of understanding your own instrument – general technique (posture, hand and body) Reading notation/tab</p> <p><b>Constructive</b> Developing skills in the creation of music. Analysing genres of music – listening tasks Developing understanding of how music is constructed – Compositional and Sonic Features Developing research skills.</p> <p><b>Expressive</b> Developing skills in performance. – individual and group work. History behind the chosen musical styles</p>	<p><b>Retrieval</b> – Do Now Activities/rehearsal <b>Scaffolding/Modelling</b> - Demonstrations, worksheets to support learning, helpmats, posters around the classroom. <b>Assessment</b> - Continuous peer assessment, summative assessment from teacher for data input.</p>	<p>Diving into the history of genres of music and the artists. Studying the culture behind the genres of music.</p> <p>Own experiences of rehearsal. Videos of professional rehearsals and performances.</p> <p>Taking part in concerts and school shows to experience the technical, rehearsal and performance requirements as a musician.</p>

Spring	<p><b><u>Component 1: Exploring Music Products and Style</u></b></p> <p>Final prep for assignment brief release in Feb. Students choose 4 out of the 5 genres.</p> <p>Grp 1 – British Invasion Grp 2 – Hip Hop &amp; Reggae Grp 3 – House/Techno &amp; Drum and Bass Grp 4 – World Music Grp 5 – Music for Media</p> <p><b>Start Task 1 – Research Task</b></p> <p>.</p>			
Summer 2	<p><b><u>Component 1: Exploring Music Products and Style</u></b></p> <p><b>Start Task 2 – Composition/Arrangement Task</b></p> <p><b><u>Component 2: Music Skills Development</u></b></p> <p>Introduction to unit</p> <ul style="list-style-type: none"> <li>○ Skills Audit.</li> <li>○ Target Setting</li> <li>○ Progress Log</li> <li>○ Tasks based around the 3 disciplines – Performing, Creating &amp; Producing.</li> </ul>			
Year 10 End Point	<p>By the end of year 10 what students in Music should know, be able to remember and be able to do..</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of styles of music</li> <li>• Understand the use of techniques within styles of music specifically compositional and sonic.</li> <li>• Have a clear understanding of the 3 disciplines (Performing, Creating &amp; Producing) and where their strengths lie within these.</li> <li>• Understand the skills required for the music industry.</li> <li>• Be able to log their own progress and set themselves targets for development.</li> </ul>			

### Subject: Music Curriculum Intent Year 11

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b><u>Musical Knowledge &amp; Instrumental Study</u></b></p> <ul style="list-style-type: none"> <li>• Complete any outstanding work.</li> </ul> <p><b><u>Live Music Performance – Prep time</u></b></p> <ul style="list-style-type: none"> <li>• Introduction of the assignment brief</li> <li>• Exploring a theme</li> <li>• Choosing repertoire</li> <li>• Exploring practice plans and rehearsal logs</li> <li>• Understanding the stages of a rehearsal</li> <li>• Setting targets</li> <li>• Understanding the stage</li> <li>• Writing an evaluation</li> </ul>	<p><b><u>Technical</u></b> Instrumental techniques Reading notation Practice techniques</p> <p><b><u>Constructive</u></b> Choosing repertoire Practice plan Rehearsal Warm-ups</p> <p><b><u>Expressive</u></b> Performance time – expression, engagement with your audience Exploring a theme</p>	<p>Diving into the history of genres of music and the artists. Studying the impacts of social, economic and political factors had on music.</p> <p>Own experiences of rehearsal. Videos of professional rehearsals and performances.</p>
Spring	<p><b><u>Live Music Performance – Controlled assessment</u></b></p> <p>Students are required to respond to a brief set by the exam board. During this time they are not allowed to receive any help or summative feedback. These are controlled hours of work and have to be recorded by the teacher. At the end they have to produce a 6 ½ - 15 mins performance.</p>	<p>Groups will be divided into tasks which will be on a rotated basis. (rehearsal, planning and researching)</p>	<p>Taking part in concerts and school shows to experience the technical, rehearsal and performance requirements as a musician.</p>
Year 11 End Point	<p>By the end of year 11 all students should know: A variety of genres of music, including the factors that influenced them, significant artists and recordings and fashion of the genre. What an effective rehearsal looks like and sounds like. And how important this is to the develop of their own instrument or voice. How to plan a rehearsal. How to prepare for a performance. How to evaluate the rehearsal and performance process.</p>		

Subject: Music Curriculum Intent **Year 12**

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b><u>Intro to course</u></b>            Expectations            Study and practice skills</p> <p><b><u>MUSPRA 349 Planning a Career in Music</u></b>            Intro to unit            Skills Audit            Looking into careers in the music industry – linked to units covered in course            Workshops on a variety of skills – practising, planning, researching, performing, evaluating, musical skills.            Begin assignment Autumn 2.</p> <p><b><u>MUSPRA 365 Auditioning for Music</u></b>            Intro to course            Research tasks, teacher led interviews, presentations, audition performances, audition interviews and evaluation.</p>	<p>Teacher led workshops            Practice performances            Class discussions            Professional interviews            Possible school visits            Peer and self evaluations            Research projects            Rehearsal time</p>	<p>Speaking to professional within the music industry.            Visiting places outside of school to run workshops.            Observing events in the local area.            Observing music activities in the local area.</p> <p>Own experiences of rehearsal.            Videos of professional rehearsals and performances.</p> <p>Taking part in concerts and school shows to experience the technical, rehearsal and performance requirements as a musician.</p>
Spring	<p><b><u>MUSPRA 365 Auditioning for Music</u></b>            Begin assignment brief.            Practice auditions and interviews            Assessing own skills.</p> <p><b><u>MUSPRA 355 Leading a Music Making Activity</u></b>            Analysing existing music led activities.            Studying structure and resources of an activity.            Questioning.            Participating in practice activities.</p>		
Summer	<p><b><u>MUSPRA 355 Leading a Music Making Activity</u></b>            Begin assignment brief.            Leading a Music Making Activity.            Evaluating a Music Making Activity.</p> <p><b><u>MUSPRA 362 Lead Performer</u></b>            Intro to unit            Importance of stage presence            Preparing for a performance</p>		



	Health and safety		
Year 12 End Point	By the end of year 12 all students should be able to.. Plan effectively to develop a range of knowledge and skills to support future engagement with the music profession. Demonstrate the skills to audition effectively for a specific music role and identify strengths and areas for development. Demonstrate the skills to lead music making activity and evaluate its success. Assess own skills and areas requiring further development.		

Subject: Music Curriculum Intent **Year 13**

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p><b><u>MUSPRA 362 Lead Performer</u></b>            Begin assignment brief.            Analysing performance</p> <ul style="list-style-type: none"> <li>- Persona</li> <li>- Wardrobe</li> <li>- Communication with your audience</li> <li>- Image portrayal</li> </ul> <p><b><u>MUSPRA 353 Music Event Management</u></b>            Analysis of an existing event.            Planning of an event.            Analysing roles and distributing them.</p> <p><b><u>Rehearsal Skills and Live Music Performance – Prep time</u></b></p> <ul style="list-style-type: none"> <li>• Introduction of the assignment brief</li> <li>• Exploring a theme</li> <li>• Choosing repertoire</li> <li>• Exploring practice plans and rehearsal logs</li> <li>• Understanding the stages of a rehearsal</li> <li>• Setting targets</li> <li>• Understanding the stage</li> <li>• Writing an evaluation</li> </ul>	<p>Teacher led workshops            Practice performances            Class discussions            Professional interviews            Possible school visits            Peer and self evaluations            Research projects            Rehearsal time</p>	<p>Speaking to professional within the music industry.            Visiting places outside of school to run workshops.            Observing events in the local area.            Observing music activities in the local area.</p> <p>Own experiences of rehearsal.            Videos of professional rehearsals and performances.</p> <p>Taking part in concerts and school shows to experience the technical, rehearsal and performance requirements as a musician.</p>
Spring	<p><b><u>MUSPRA 353 Music Event Management</u></b>            Begin assignment brief.            Organising and leading a music event.</p> <p><b><u>Rehearsal Skills and Live Music Performance –</u></b>            Students are required to respond to a brief set by the exam board.            During this time they are not allowed to receive any help or summative feedback. These are controlled hours of work and have to</p>		

	be recorded by the teacher. At the end they have to produce a 20 mins performance.		
Year 13 End Point	<p>By the end of year 13 all students will be able to..</p> <p>Plan a rehearsal and rehearse for a live performance.</p> <p>Present a live music performance.</p> <p>Contribute to the running of a musical event by working in a team in a managerial capacity.</p> <p>Demonstrate stagecraft skills in the role of a lead performer.</p>		