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| **Department:** | **Music** | **Head of Department:** | **Sam Williams** |

**5 Year Curriculum Plan**

**The Academy of   
St. Francis of Assisi  
  
2021- 2022**

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| **Department Vision** |
| Celebrating music and bringing joy to our community through the appreciation and performance of music. |
| **Curriculum Intent** |
| Our music curriculum nurtures open minded listeners, creative composers and engaging performers.  The curriculum ensures rich opportunities to develop confidence and respect whilst students obtain transferable performance skills across a wide range of musical styles and genres. |

**Department Vision & Curriculum Intent**

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| **Year 7** | **AP1** | **AP2** | | **AP3** |
| **During Year 7, students will undertake a year-long course in practical musicianship, delivered by Liverpool’s Resonate Music Hub, in conjunction with the Music Department.  Throughout their first year at ASFA, students will work as part of a class ensemble, with a designated Music tutor who specialises in a variety of orchestral and non-orchestral instruments. This practical approach provides all students with the opportunity to learn the basics of multiple musical instruments from across a variety of genres, finding where their strengths lie and where their passion is.  There are structured topics covered across the year, some which are covered in a short number of weeks, and some where the knowledge is cumulative and takes longer to build. All students will utilise their Knowledge Organisers to help with the musical vocabulary they need to become a successful young musician and will have homework set across the year to supplement their learning in class. An outline of topics - along with some of the skills students will develop - is below.** | | | |
| **Topics Covered:**   * The Elements of Music * Notation on the treble clef stave * Notation on the bass clef stave * Reading and playing rhythms * The Piano Keyboard | | * Instruments in a rock or pop band * Instruments of the orchestra * Different types of ensemble * Singing and the voice * Italian musical terms | |
| **Practical Skills Developed During Year 7:**   * Beginner Keyboard Skills - *playing a melody with the right hand, playing chords or a bassline in the left hand, hand position and technique* * Basics of pop and rock strings - *guitar, ukulele or bass guitar* * Basics of the drum kit - *learning a simple rock beat and fill* * Singing as part of an ensemble or singing to front a band * General ensemble skills and teamwork, including composition as part of a group * Independence and organisation in a practice setting * Learning one or more orchestral instruments as part of a class ensemble.  *This is usually woodwind or brass, but we consider each student’s prior learning experience and suitability, when allocating instruments. All instruments are provided by either school, or Resonate.* | | | |
| **Key Stage 4 Link:** | The practical nature of this course has been designed to pave the way towards GCSE Music, for those students who wish to take the subject. 30% of the final GCSE Grade is performance, with students required to perform as part of an ensemble for one or more of their submitted pieces. The vocabulary used across the Year 7 curriculum provides the building blocks for the Listening & Appraising exam at GCSE level, with the ‘Elements of Music’ and ‘Italian Musical Terms’ being absolutely key aspects of musical analysis, both verbally and in written form. Students will experience some composition during Year 7, which is the final component of the GCSE. Their theoretical knowledge, competence and confidence as musicians will stand them in good stead to develop this throughout the rest of KS3, before commencing the GCSE course in Year 10. | | | |
| **Cultural Capital:** | Our curriculum gives all students the hands-on experience of practical music making, regardless of their background. Working with professional musicians and instrumental specialists throughout the year, students will have the opportunity to try both classical and popular instruments, learning about how they are made, how they are played and finding out for themselves which instrument is for them. Students will listen to a variety of styles and genres from around the world, and from different time periods. Students will also see musicians play in both live and recorded form, which they may not encounter through their own traditions and cultures, learning to understand and appreciate the Art of others. | | | |

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| **Year 8** | **AP1 - Unit 1** | | | **AP1 - Unit 2** | | | **AP2** | | | **AP3** | | |
| **Topic** | **Prior Learning Link** | **National Curriculum Link** | **Topic** | **Prior Learning Link** | **National Curriculum Link** | **Topic** | **Key Stage 2 Link** | **National Curriculum Link** | **Topic** | **Prior Learning Link** | **National Curriculum Link** |
| Improving Keyboard Skills | Y7 Keyboard Skills, reading and writing musical notation, working with others | Covers 3 main strands of music learning; Performance, Composition and Listening & Appraising. | Pop Music Secrets | Y7 Keyboard skills, Y7 pop music and band instruments, Y8 topic 1 | Covers 3 main strands of music learning. | Film Music | The Elements of Music, instruments of the orchestra, working as part of an ensemble, Listening & Appraising skills | Covers 3 main strands of music learning. | The Music of Our City  and  Music Across the Globe | Practical music skills, working as part of an ensemble, Listening & Appraising skills | Covers 3 main strands of music learning. |
| **Rationale:** | Students have studied Keyboard Skills during Year 7 and will therefore build upon this prior knowledge to become more competent in playing an instrument. They will develop their reading of musical notation, fluency of playing and accuracy of hand position.  There is an aim across the first two Year 8 units for students to become increasingly confident at two-handed pieces, with improved coordination. They will experience a high-level of independent and guided practice and will  Students will study a variety of music from different genres, whilst also listening to keyboard music from different eras and locations. They will be encouraged to analyse pieces of music in the manner of a discerning musician, developing their ability to discuss and write in a critical manner. This will include the use of some of the more complex Elements of Music. | | | This topic is a direct follow on from the first Year 8 unit, and will utilise the keyboard skills each student has developed. There is an emphasis on composition within this unit, as well as ensemble skills.  Focussing on Pop Music and song-writing, this unit stretches students’ two-handed keyboard playing, by including melodies and chord patterns to be played simultaneously.  There are opportunities for creative writing in the form of lyric construction and analytical writing in the appraisal of popular songs. Students are now expected to be answering questions using the Elements of Music, which have been implemented as key vocabulary throughout Year 7 and 8. | | | Film Music is a topic studied in depth at GCSE Music level and this unit acts as an introduction to the field. There is opportunity to explore how music is created and composed for different genres of film, alongside analysing existing film scores. Students will explore Foley artistry and understand the importance of sonority in film soundtracks. Students will have the opportunity to create their own film score within this unit, using music technology, traditional and electronic instruments to create their own background to an existing scene. Students will participate in composition as part of an ensemble, which will enhance their understanding of cooperation as part of musicianship. | | | Throughout this topic, students will be taken on a journey across the globe to visit some of the influential places that has shaped the music we hear today. Students will explore the musical history of Liverpool and will perform parts of pieces written by musicians from the area.  Students will take part in group African Djembe drumming, learning about the techniques, history and relevance of the music. There will also be an introduction to Bhangra, which is explored further at GCSE level.  As part of the assessment for this topic, students will be required to give a short presentation on an area of world music, as well as performing a short piece either solo or as part of an ensemble. Students are encouraged to bring their own experiences of music to be included in both of these aspects, as we explore and celebrate the diversity of our community. | | |
| **Key Stage 4 Link:** | Students will experience performing a number of solo and ensemble pieces.  Students will explore common structures and a number of compositional devices relevant to AoS1: Musical Forms and Devices. | | | Students will experience performing both solo and ensemble pieces. Students will explore devices relevant to AoS1: Musical Forms and Devices, and analyse music relevant to AoS4: Popular Music. | | | AoS3: Film Music. This is one of the 4 Areas of Study for the Listening and Appraising paper, carrying 25% of the available marks.  Students will experience performing as an ensemble and create their own compositions. | | | Bhangra will be introduced as part of this unit, which is a focus of AoS4: Popular Music at GCSE level.  Students will experience performing as an ensemble and create their own compositions. | | |
| **Cultural Capital:** | Throughout Year 8, students will be exposed to music from a wide variety of genres, spanning across hundreds of Years. There is a focus on Classical Music during the Improving Keyboard Skills Unit, including students learning how to play Classical pieces themselves. Alongside this, a wide variety of pop music will be accessed, including traditional pop songs and modern film music. During the final Unit, students will hear focussed examples of traditional African Djembe drumming and Bhangra, as well as analysing music from other parts of the world. Students will be encouraged to share in a global love of music and understand its relevance in different cultures. | | | | | | | | | | | |

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| **Year 9** | **AP1** | | | **AP2** | | | **AP3** | | |
| **Topic** | **Prior Learning Link** | **National Curriculum Link** | **Topic** | **Prior Learning Link** | **National Curriculum Link** | **Topic** | **Prior Learning Link** | **National Curriculum Link** |
| Advanced Keyboard Skills | Y7 Keyboard Skills, Y8 Unit 1 & 2, reading and writing musical notation | Covers performance and listening & appraising – two of the three main strands of music learning. | Blues and Jazz | Practical music skills, working as part of an ensemble, the Elements of Music, reading and writing musical notation, Listening & Appraising skills | Covers 3 main strands of music learning. Blues and Jazz feature in the Model Music Curriculum, with inclusion of recommended pieces. | Western Classical Music | The Elements of Music, instruments of the orchestra, Listening & Appraising skills | Covers 3 main strands of music learning. Western Classical Music features in the Model Music Curriculum, with inclusion of recommended pieces. |
| **Rationale:** | This topic follows on directly from the Year 8 unit *Improving Keyboard Skills*, and is an opportunity for students to combine their musical knowledge and technical proficiency, to play more complex pieces. Students will focus on perfecting hand position, fluency and expression in their keyboard playing and will choose pieces from a range of styles and eras that will challenge them to achieve a performance they can be proud of.  During this topic, students will investigate the career of a concert pianist, and will be encouraged to understand the benefits of structured musical practise.  Students will develop their Listening & Appraising skills, through accessing a wide variety of music for piano and other keyboard instruments. There will be an emphasis on critical analysis of the music and students will be expected to use their prior knowledge of the Elements of Music to give detailed analyses both verbally and in writing. | | | Blues and Jazz provide students with the opportunity to explore their own creativity through improvisation over set structures, and combining modern instruments with traditional notations. Using the skills acquired in previous Keyboard Skills units, students will begin to learn simple extended chords, to play a 12-bar blues. The will learn about other features specific to this genre, such as walking bass, blues scales and improvisation techniques. There will be an opportunity for creative writing, as students compose lyrics in the 12-bar structure. The historical significance of Blues compositions will be explored in depth, looking at its conception and its links to gospel and sacred music, along with Jazz. Students will explore further into the development of Jazz music throughout the 20th century, and are given access to the music of different artists who have composed and performed on a variety of instruments. | | | This topic transports students on a journey through time to experience pieces of music from the Medieval, Renaissance, Baroque, Classical, Romantic and Modern eras. Students will learn about the changes and trends in instrumentation and style, and discover the impact of different technologies upon musical composition. Throughout this topic, students will gain an understanding the relationship between music and Art, Literature, Architecture and Fashion, exploring the reciprocal impact of music on other aspects of culture.  Students will be encouraged to compose a piece of music from an era which they have studied, and will be able to perform different pieces of Western Classical Music on the keyboard, or another instrument that they play. Students will complete a profile of Baroque composer J.S. Bach, whose piece is currently one of the prepared extracts studied for the GCSE Music listening exam. | | |
| **Key Stage 4 Link:** | AoS1: Musical Forms and Devices, AoS2: Music for ensemble. Critiquing music and providing a written analysis – a skill required for the GCSE Music Listening & Appraising component. | | | AoS4: Popular Music Performance and improvisation skills. Composing to a brief – at GCSE level, this accounts for 50% of the composition marks available. | | | AoS1: Musical Forms and Devices, AoS2: Music for Ensemble. These topics account for 50% of the marks on the GCSE listening paper. J.S. Bach – preparation for prepared extract. | | |
| **Cultural Capital:** | Throughout Year 9 students will have access to examples from over 700 years of musical history, looking at the cultural resonance and implications of each genre studied. Students will study a variety of different styles, including Blues and Jazz improvisation, which will allow them to explore the slave trade, the roots of African American music and the development of protest music in the West throughout the 20th Century. | | | | | | | | |

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| **Year 10** | **AP1** | | | **AP2** | | | **AP3** | | |
| **Performance** | **Composition** | **Listening and Appraising** | **Performance** | **Composition** | **Listening and Appraising** | **Performance** | **Composition** | **Listening and Appraising** |
| Solo Performance    One lesson per fortnight, plus instrumental tuition | Theory and notation basics  Two lessons per fortnight | AoS1: Musical Forms and Devices, including prepared extract analysis *Badinerie* by J.S. Bach  Two lessons per fortnight | Solo Performance    One lesson per fortnight, plus instrumental tuition | More complex theory and notation   Song-writing    Two lessons per fortnight | AoS4: Popular Music, including prepared extract analysis *Africa* by Toto  Two lessons per fortnight | Ensemble Performance Skills  One lesson per fortnight, plus instrumental tuition | Composing to a brief: Film Music  Two lessons per fortnight | AoS3: Film Music  Two lessons per fortnight |
| **Rationale:** | During the first term of the GCSE course, students will be introduced to the three components – Performance, Composition and Listening & Appraising. Students will work on a solo performance, both in class and with their instrumental or vocal tutor. There is an expectation at this level that students will also be practising at home, which will form part of their homework for this subject.  The Composition module begins with a theoretical overview of how music can be composed. Students will revisit their prior knowledge of traditional notation and will begin to write melodic and rhythmic ideas of their own creating, developing their ability to put their musical ideas onto paper. Within the Listening component, students will be introduced to their first prepared extract, which accounts for 12.5% of the marks on the GCSE paper. Students will analyse this piece in great depth, studying the compositional devices and traditional Baroque style of the piece. This piece fits into Area of Study 1, which will see students developing their understanding of different musical forms and devices used in a variety of genres. | | | Students will continue to develop their solo performance pieces, focussing on a piece to perform for a *work in progress* assessment to ascertain how they need to improve as a performer to achieve highly in that component.  Students will develop their theoretical knowledge of notation and theory to assist them in creating their first composition piece. This will be a song, which students will write individually and may form the basis of their ‘free choice’ composition, written in Year 11. Students will study *Africa* by Toto, which is the AoS4 prepared extract for the Listening & Appraising examination. Each student will analyse this piece in great detail, which will no only help them achieve highly on this exam question, but will also aid their understanding of successful song-writing for their own compositions. The listening focus for this term is AoS4: Popular Music, which sees students exploring a wide variety of popular genres, including revisiting Blues, Jazz and Bhangra, which they studied during Year 9 and also pop and dance music, which featured in the Year 8 syllabus. Students will answer exam-style questions on pieces of their choice and share their own ‘popular’ pieces with the class. | | | In the final term of year 10, the performance focus moves from solo, to ensemble, which is a compulsory part of the performance assessment in Year 11. This may mean students are working as part of a band, or singing/playing a duet or trio.  Students may work with their class teacher, their peers or a visiting instrumental tutor to select a piece that is within their ability, which will also help them to achieve highly should they choose to record this piece in Year 11.  Composition and Listening are strongly linked again in this term, as students will further explore the topic of Film Music, that they were introduced to at KS3.  Students will engage in analyses of a wide variety of film scores, including orchestral works and music made with sound-effects and electronic instruments. Students will listen to examples of film scores through time and explore the technological advances that have affected the film industry. Alongside their listening in this area, students will compose their own film score to a specific brief – preparing them for the compulsory *set brief* composition that they will be set in Year 11 as part of their non-examination assessment. This will also strengthen their knowledge of devices, required for AoS1 and leads into AoS2: Music for Ensemble. | | |
| **Cultural Capital:** | Wider listening at GCSE level stems from a wide variety of eras, cultures and geographical locations. Through listening and viewing activities, students will engage in building a critical understanding of music that they are unfamiliar with, including from different religions and cultures, sub-cultures and areas, to those they identify with and experience in their everyday lives. There will be opportunities across the GCSE course for students to take part in workshops and careers events with musicians, and to attend live music events that they may otherwise not have access to. | | | | | | | | |

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| **Year 10** | **AP1** | | | **AP2** | | | **AP3** | | |
| **Performance** | **Composition** | **Listening and Appraising** | **Performance** | **Composition** | **Listening and Appraising** | **Performance** | **Composition** | **Listening and Appraising** |
| NEA: Solo and Ensemble Performances     One lesson per fortnight, plus instrumental tuition | NEA: Set Brief Composition       Two lessons per fortnight | AoS2: Music for Ensemble      Two lessons per fortnight | Opportunities for  re-recording NEA *in HT3 only* | NEA: Free Choice Composition      Three lessons per fortnight until complete | Revisiting AoS1 and 4 Prepared Extracts *Badinerie* and *Africa*   Two lessons per fortnight, more once all NEA is complete |  |  | Revisiting AoS1-4, prepared extracts and exam technique    All available lessons |
| **Rationale:** | During this term, students must rehearse and record both their solo and ensemble pieces, ready for marking. Students will be given time in class for this, alongside continued instrumental or vocal lessons with their tutor. Both performances must be recorded in school, during a set period leading up to the end of the Autumn term. Performance NEA is 30% of their final grade. Every September, the exam board set a selection of four composition briefs, and each Year 11 student must select one brief to Compose a piece of music for. Students will use their knowledge of theory and different genres to select a suitable brief. They will then spend time creating ideas, experimenting with sounds and finalising their music over the course of the term. The set brief composition will be submitted to the Head of Music for marking by a deadline in December. This piece of Music will form half of the composition submission for the student. This term’s listening focusses on the remaining Area of Study, AoS2: Music for Ensemble. Students will learn about choral music (including Musical Theatre ensembles and classical choirs), Big Band, Symphony Orchestra and chamber ensembles. This will also complement their ensemble performance work for Component 1. | | | Students will continue to develop their solo performance pieces, focussing on a piece to perform for a *work in progress* assessment to ascertain how they need to improve as a performer to achieve highly in that component.  Students will develop their theoretical knowledge of notation and theory to assist them in creating their first composition piece. This will be a song, which students will write individually and may form the basis of their ‘free choice’ composition, written in Year 11. Students will study *Africa* by Toto, which is the AoS4 prepared extract for the Listening & Appraising examination. Each student will analyse this piece in great detail, which will no only help them achieve highly on this exam question, but will also aid their understanding of successful song-writing for their own compositions. The listening focus for this term is AoS4: Popular Music, which sees students exploring a wide variety of popular genres, including revisiting Blues, Jazz and Bhangra, which they studied during Year 9 and also pop and dance music, which featured in the Year 8 syllabus. Students will answer exam-style questions on pieces of their choice and share their own ‘popular’ pieces with the class. | | | In the final term of year 10, the performance focus moves from solo, to ensemble, which is a compulsory part of the performance assessment in Year 11. This may mean students are working as part of a band, or singing/playing a duet or trio.  Students may work with their class teacher, their peers or a visiting instrumental tutor to select a piece that is within their ability, which will also help them to achieve highly should they choose to record this piece in Year 11.  Composition and Listening are strongly linked again in this term, as students will further explore the topic of Film Music, that they were introduced to at KS3.  Students will engage in analyses of a wide variety of film scores, including orchestral works and music made with sound-effects and electronic instruments. Students will listen to examples of film scores through time and explore the technological advances that have affected the film industry. Alongside their listening in this area, students will compose their own film score to a specific brief – preparing them for the compulsory *set brief* composition that they will be set in Year 11 as part of their non-examination assessment. This will also strengthen their knowledge of devices, required for AoS1 and leads into AoS2: Music for Ensemble. | | |
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