

WIXAMS ACADEMY MUSIC 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

Academy curriculum intent: *To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.*

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students' 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

Subject Curriculum Intent:

Wixams Academy will provide experiences, both within curricular and extra-curricular time where students will be encouraged to grow in confidence as musicians, music makers and creators. The curriculum will aim to put performance, creativity and excellence at the heart of the pupils' experiences; it is our aim that the enthusiasm cultivated in our engaging and practical curriculum lessons will lead to students becoming inquisitive about musical styles less familiar to them. They will learn about the great composers and an array of genres, styles and traditions involving music in the Western world and other cultures too. We will ensure that the performance element of the course is fully inclusive towards stretching our most able students as well as providing structure and accessibility to our less able students to raise their self-esteem and ensure enjoyment. Students will specialise in a musical instrument of their choice in KS3. Opportunities provided in the Academy's already strongly established extra-curricular music sessions throughout the year will play a central role in harnessing this overarching aim.

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	Year 7 INTRODUCE	Year 8 DEVELOP	Year 9 EMBED	Year 10 SECURE	Year 11 MASTER
Aim	Year 7 will introduce students to key terminology, concepts and core skills needed to have success in this subject. In music we teach keyboard skills where student learn technique, staff notation and keyboard geography for performing; students learn to sing confidently and with correct posture;	Year 8 will develop the core skills introduced in year 7, placing greater emphasis on developing depth and understanding around key knowledge. In music, we develop the confidence and knowledge of the piano keyboard by introducing students to chords (harmony) and offbeat use of rhythm in reggae music. This knowledge will then be used to improvise and compose.	Year 9 will embed key knowledge so that it is firmly fixed in the long term memory. In BTEC music, students develop further their instrumental skills. They also develop their understanding and knowledge of popular music throughout the last 60 years as well as that of western classical and world music traditions.	Year 10 will secure knowledge so that it can be recalled, explored and built upon with ease. In BTEC music, students study various musical styles within popular music since the 1960s, plus a serious of other style including word music and western classical music via listening and appraising activities. The year will also involve practically exploring these styles of music plus performing, creating and producing music in line with these styles.	Year 11 will demonstrate mastery in the subject knowledge, making connections with other topics/subjects and applying it to different contexts. In BTEC music, students will explore the professional skills of the music industry such as time management, self-discipline etc. Students will also learn to communicate the music. They will also partake in a music project, which is synoptic, that assessed their skills which they have developed throughout the course (Component 3)

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Unit 1	<p>C is to the left of the two black keys.</p> <p>Some students have had some experience of keyboards through piano lessons and whole class teaching.</p> <p>Teacher assessment of the performance of a right hand part of music.</p> <p>Learn to sing and use their voices to create and compose music on their own and with others. Have the opportunity to learn a musical instrument. Use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Notes values connect to numeracy</p>	<p>Offbeat: A study of reggae music</p> <p>Knowledge of the keyboard, including middle C and appropriate fingering.</p> <p>Teacher assessed.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Geography/History – links to the Caribbean and cultural heritage and historical people.</p>	<p>Component 2 (<i>starting with 2 because it develops students musical skills and sets them up well for Y10</i>)</p> <p>Learning Aim B: Applying and developing individual musical skills.</p> <p>Understanding of music theory from the previous term’s musical styles exploration.</p> <p>Teacher Assessed</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Demonstrate a perceptive use of different musical creation techniques and resources that fully inform and support all creative choices.</p> <p>Demonstrate a thorough and perceptive use of music theory and appreciation skills that fully inform all creative choices.</p>	<p>Component 1</p> <p>Learning Aim A: Developing appreciation of styles and genres of music</p> <p>Learning Aim B: Exploring techniques used to create music products</p> <p>Students need some familiarity with modern popular music</p> <p>Teacher Assessed</p> <p>Evaluate how styles and techniques are used in a wide range of genres of music.</p> <p>Demonstrate a perceptive use of different musical creation techniques and resources that fully inform and support all creative choices.</p> <p>Demonstrate a thorough and perceptive use of music theory and appreciation skills that fully inform all creative choices.</p> <p>Numeracy – note values</p>	<p>Learning Aim A: Exploring professional and commercial skills for the music industry.</p> <p>To recall the use of audits to assess own skills and plan for development.</p> <p>Teacher Assessed</p> <p>Show an effective and considered understanding of personal and professional skills for the music industry.</p> <p>PSHCE – self-discipline and resilience in development of their skills</p>
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<p>Unit 1 knowledge and skills end points</p> <p>September to December</p>	<ul style="list-style-type: none"> • Navigate basic keyboard functions • Know correct posture, sitting and hand position • Identify middle C and other notes on the keyboard • Know correct fingering (1-5) • Know appropriate warm-ups for the fingers • Be able to read basic staff notation • Be able to evaluate the success of their performance 	<ul style="list-style-type: none"> • Know the origins of Reggae Music • Know famous artists from the genre of reggae • Know the different textural layers of reggae • Know that chords come from scales • Know the notes of the primary chords and what they are • Know what syncopation is • Know key themes of reggae lyrics 	<ul style="list-style-type: none"> • To know, identify and develop musical skills and techniques in the three disciplines. • Know and understand how to complete a skills audit. • Know how to set goals in a development plan • Know and understand the development points to focus on for development • Know how to review progress following regular 'milestones' 	<p>Genres of music</p> <ul style="list-style-type: none"> • Know and understand the music from two styles within 60s and 70s popular music. • Know and understand the music from two styles within 80s and 90s popular music. • Know and understand the music from two styles within 00s to present day. • Know and understand an example of music from World music and fusion, Music for media and film, western classical styles, jazz and blues <p>Development of music</p> <ul style="list-style-type: none"> • Know how iconic composers, artists, bands and producers who have influenced and impacted musical styles and genres. • Know and understand the impact of technology on musical styles, instruments and genres: techniques 	<ul style="list-style-type: none"> • Know the expectations and personal skills required to succeed in the industry • Know the importance of time management or self-discipline <ul style="list-style-type: none"> • To develop their ability working with others • Know correct and safe use of equipment <ul style="list-style-type: none"> • Know and identify resources required • Know how to audit existing skills and maintaining a development plan. <ul style="list-style-type: none"> • To know and understand methods of capturing musical development • Know and understand digital or traditional portfolios, <ul style="list-style-type: none"> • To Have a clear and organised approach to communicating • To know about sharing and commenting on work:
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				<p style="text-align: center; color: red;">such as phasing, scratch techniques, turntablism, fusion of styles, looping, multi-tracking.</p> <ul style="list-style-type: none"> • Know and understand the development of instrumental techniques • Understand audio recording developments and techniques • Know and understand the techniques of sampling and synthesis • Know and understand distribution and sharing of music. 	
Unit 2	<p style="text-align: center;">Singing</p> <p style="color: blue;">Students will have engaged in singing ensembles in primary school however it should be noted that during the pandemic this may have been hampered.</p> <p style="color: green;">Teacher assessment of a vocal performance; teacher assessment of short vocal composition.</p> <p style="color: purple;">Learn to sing and to use their voices, to create and compose music on their own and with others, have the</p>	<p style="text-align: center;">‘I guess that’s why they call it the blues’</p> <p style="color: blue;">Knowledge of the keyboard, including middle C; how to construct chords. Contextual understanding of the slave trade and how subsequent styles linked with African rhythms.</p> <p style="color: green;">Teacher assessed</p> <p style="color: purple;">Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the</p>	<p style="text-align: center;">Component 1</p> <p>Learning Aim A: Developing appreciation of styles and genres of music</p> <p style="color: blue;">Students need some familiarity with modern popular music</p> <p style="color: green;">Teacher Assessed</p> <p>Evaluate how styles and techniques are used in a wide range of genres of music. Demonstrate a perceptive use of different musical creation techniques and resources that fully inform</p>	<p style="text-align: center;">Component 1</p> <p>Learning Aim A: Developing appreciation of styles and genres of music</p> <p>Learning Aim B: Exploring techniques used to create music products</p> <p style="color: blue;">Understanding of music theory from the previous term’s musical styles exploration.</p> <p style="color: green;">Teacher Assessed</p> <p>Evaluate how styles and techniques are used in a</p>	<p>Component 3 – Responding to a commercial music brief</p> <p>Understanding of a range of musical styles.</p> <p style="color: blue;">Development of music skills in any two of the three musical disciplines of creation, production and performance.</p> <p style="color: green;">Teacher Assessed</p> <p>AO1 Understand how to respond to a commercial music brief</p> <p>AO2 Select and apply musical skills in response to</p>

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	<p>opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Demonstrating respect for others (when performing).</p>	<p>great composers and musicians.</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Geography/History – links to the Caribbean and cultural heritage and historical people.</p>	<p>and support all creative choices.</p> <p>Demonstrate a thorough and perceptive use of music theory and appreciation skills that fully inform all creative choices.</p> <p>Numeracy – note values</p>	<p>wide range of genres of music.</p> <p>Demonstrate a perceptive use of different musical creation techniques and resources that fully inform and support all creative choices.</p> <p>Demonstrate a thorough and perceptive use of music theory and appreciation skills that fully inform all creative choices.</p> <p>Numeracy – note values</p>	<p>a commercial music brief</p> <p>AO3 Present a final musical product in response to a commercial music brief</p> <p>AO4 Comment on the creative process and outcome in response to a commercial music brief</p>
Unit 2 knowledge end points	<ul style="list-style-type: none"> • Know correct posture for singing • Be able to breath effectively • Use of good diction • Know vocal warm=ups • Know the role of the conductor • Know how to follow a conductor’s direction • Be able to effectively take on the role of the conductor • To use dynamics effectively 	<ul style="list-style-type: none"> • Know what chords are used in blues • Know what a walking bassline is • Be able to play a walking bassline fluently • To know the blues scale • Improvise using notes of the blues scale. • Knowing what makes an effective Jazz improvisation • Duet with one person playing 12 bar blues seventh chords and one 	<ul style="list-style-type: none"> • Know and understand 3 styles of popular music and underpinning music theory of the 60s/70s, 80s/90s, and 00s to present day • Know the techniques and features of two styles of popular music or world/classical music (for next end point) • To know how to apply knowledge and skills above to create, perform or produce two products within two of the disciplines. 	<ul style="list-style-type: none"> • Know and understand 3 styles of popular music and underpinning music theory of the 60s/70s, 80s/90s, and 00s to present day • Know the techniques and features of two styles of popular music or world/classical music (for next end point) • To know how to apply knowledge and skills above to create, perform or produce 	<ul style="list-style-type: none"> • Features of a commercial music brief • Planning to meet the demands of the music brief <ul style="list-style-type: none"> • Considering constraints and intentions • Develop and produce a response to a client brief • Refining musical skills for a musical product <ul style="list-style-type: none"> • Refining musical material • Personal management

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	<ul style="list-style-type: none"> • Know about correct pitch • Develop confidence potentially to sing solo • To use vibrato to add expression to a vocal performance 	<p>improvising with a blues scale in C</p> <ul style="list-style-type: none"> • recognise the instruments used in blues • Know what swing rhythms are • Knowing and understanding seventh chords 	<ul style="list-style-type: none"> • To know and understand what a live performance, audio recording, composition for media, original song or composition, Digital Audio Workstation (DAW) project. • To know and understand musical realisation techniques within creation, performing and producing. 	<p>two products within two of the disciplines.</p> <ul style="list-style-type: none"> • To know and understand what a live performance, audio recording, composition for media, original song or composition, Digital Audio Workstation (DAW) project. • To know and understand musical realisation techniques within creation, performing and producing. 	<ul style="list-style-type: none"> • Reviewing work based on client needs • Quality of outcome • Presenting own work to a client • Relation of final product to the brief • Commentary on the creative process • Reflect on the outcome of the musical product
Unit 3	<p style="text-align: center;">Sonority City</p> <p style="text-align: center; color: blue;">No prior experience of the orchestra needed, however students may have heard of an orchestra and the instruments within it.</p> <p style="text-align: center; color: green;">Teacher assessed.</p> <p style="text-align: center; color: purple;">Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p style="text-align: center;">African Drumming</p> <p style="text-align: center; color: blue;">Knowledge and understanding of Africa as a continent and the countries within it.</p> <p style="text-align: center; color: green;">Teacher assessed.</p> <p style="text-align: center; color: purple;">Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>	<p style="text-align: center;">Component 2</p> <p style="text-align: center;">Learning Aim A: Exploring professional and commercial skills for the music industry.</p> <p style="text-align: center; color: blue;">To recall the use of audits to assess own skills and plan for development.</p> <p style="text-align: center; color: green;">Teacher Assessed</p> <p style="text-align: center; color: purple;">Show an effective and considered understanding of personal and professional skills for the music industry.</p> <ul style="list-style-type: none"> • PSHCE – self-discipline and resilience in development of their skills 	<p style="text-align: center;">Component 2</p> <p style="text-align: center;">Learning Aim B: Applying and developing individual musical skills.</p> <p style="text-align: center; color: blue;">Understanding of music theory from the previous term’s musical styles exploration.</p> <p style="text-align: center; color: green;">Teacher Assessed</p> <p style="text-align: center; color: purple;">Demonstrate a perceptive use of different musical creation techniques and resources that fully inform and support all creative choices.</p> <p style="text-align: center; color: purple;">Demonstrate a thorough and perceptive use of music</p>	<p style="text-align: center;">Component 3 continuation of external component</p>

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	Identification of instrument timbres; use of descriptive words for describing these sounds.			theory and appreciation skills that fully inform all creative choices. PSHCE – self-discipline and resilience in development of their skills	
Unit 3 knowledge end points	<ul style="list-style-type: none"> • Know what an orchestra is. • Know what sonority/timbre mean (same meaning), along with other relevant elements. • Know the groups of orchestral instruments. • Know the different instruments within each group. • Know the role of the conductor. • Know how instruments produce sound. • Know how to use the keyboard to make sounds. 	<ul style="list-style-type: none"> • Perform two sounds correctly on an African drum • Perform as part of a group a cyclic rhythm as part of a polyrhythmic texture • Understand that syncopation is an offbeat rhythm, performed on the weaker beats of the bar and describe the effect which this has on the music • Sing and perform syncopated parts within smaller groups as part of a group arrangement towards a complete song arrangement showing good awareness of syncopation • Improvise and compose two “call” patterns, using words and 	<ul style="list-style-type: none"> • Know the expectations and personal skills required to succeed in the industry • Know the importance of time management o self-discipline • To develop their ability working with others • Know correct and safe use of equipment <ul style="list-style-type: none"> • Know an identify resources required • Know how to audit existing skills and maintaining a development plan. <ul style="list-style-type: none"> • To know and understand methods of capturing musical development • Know and understand digital or traditional portfolios, • To Have a clear and organised approach to communicating 	<ul style="list-style-type: none"> • To know, identify and develop musical skills and techniques in the three disciplines. • Know and understand how to complete a skills audit. • Know how to set goals in a development plan • Know and understand the development points to focus on for development • Know how to review progress following regular ‘milestones’ 	

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		<p>recording using rhythm grid notation with a good awareness of question and answer rhythms</p> <ul style="list-style-type: none"> ● Make connections between African musical instruments and those available within the classroom ● Compose and accurately record own rhythm, with some syncopation, performing it individually and as part of a group polyrhythmic texture ● Recognise and identify more complex features of African music such as syncopation and polyrhythm when listening and use these features as part of a larger African-inspired group composition. 	<p>To know about sharing and commenting on work:</p>		
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Do not change the colours of the text used.

UNIT TITLE- State the title of the unit

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