

Longcroft School departmental curriculum overview
MUSIC

Key subject skills

AO1	AO2	AO3	AO4
Perform with technical control, expression and interpretation.	Compose and develop musical ideas with technical control and coherence.	Demonstrate and apply musical knowledge.	Use appraising skills to make evaluative and critical judgements about music.

Building on prior learning

During KS1 pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

What can students do by the end of KS2?

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

What are the skills gaps?

Most, but not all, pupils leave KS2 with a basic understanding of different musical styles and genres. There are significant differences in pupils' exposure to music, particularly in relation to reading and performance. A small number of pupils start KS3 with well-developed instrumental performance and reading skills - usually through having received instrumental tuition at primary school or independently. Many pupils have limited ability and experience of composition (particularly using staff notation).

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Baseline expectations

Component 1: Understanding music

Component 2: Performing music

Component 3: Composing music

Year 7	Year 8	Year 9	Year 10	Year 11
<p>Students can:</p> <ul style="list-style-type: none"> • identify aurally the elements of music in a variety of pieces. • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions • perform as a soloist and within an ensemble • perform simple rhythmic and melodic patterns • compose a simple structured piece • use Music technology to create a dance track 	<p>Students can:</p> <ul style="list-style-type: none"> • identify aurally the elements of music in a variety of pieces • appraise a range of musical genres through listening • listen with increasing discrimination to a wide range of music from great composers and musicians • perform simple chords • perform as a soloist in and within an ensemble • compose a song • use music technology to create a song 	<p>Students can:</p> <ul style="list-style-type: none"> • identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices • appraise a range of musical genres through listening • perform as a soloist in and within an ensemble • develop a deepening understanding of the music that they perform and to which they listen, and its history. • use music technology to manipulate sounds 	<p>Students can:</p> <ul style="list-style-type: none"> • use the elements of music to analyse the Set Works and to respond to listening and appraising questions • respond to listening and appraising analysis questions using their knowledge of the set works • perform fluently and with a sense of style • perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music • make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence 	<p>Students can:</p> <ul style="list-style-type: none"> • analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language • use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music • make critical judgements about music, using appropriate musical vocabulary • perform accurately, fluently and with a sense of style both as a soloist and within an ensemble • make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression • compose in response to a brief using the elements of music

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Year	Autumn				Spring				Summer							
	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links	Topic	Assessment	Skills tested	Links				
7	Elements of Music	End of unit test on all the Elements of Music	AO3	Links to prior learning	African Drumming - performance and composition of rhythmic pieces.	Group composition and improvisation, using rhythmic patterns	AO1	Links to prior learning	Rondo Form	Performance and composition of Rondo piece.	AO1	Links to prior learning				
	Ensemble performance	Whole class performance of a selection of songs.	AO1	<i>Building on KS2 singing skills and elements of music knowledge</i> <i>As for KS2 - students should be able to sing a variety of songs observing phrasing, accurate pitching and observing style.</i>	Fusion - study of Western Music with African Music	Listening Test (AO3) and extended answer (AO4)	AO2	<i>Building on ensemble performing skills with smaller group. Using and extending rhythmic notation.</i> <i>Extending the repertoire of genres and using elements of music knowledge in response to questions.</i>	Dance Ejay	Final track	Listening Test (AO3) and extended answer (AO4) on Rondo form	AO2	<i>Using pitch notation to create own episode. Performance skills solo and ensemble in final assessment</i> How does this prepare students for future learning? <i>Expanding compositional skills by creating a melody as an individual. Using simple Music Technology to create a dance track in preparation for software available for GCSE compositions. Continuing to develop performing skills.</i>			
														AO3	AO4	AO2
														AO1	AO4	AO2
Keyboard Skills	Perform as a soloist.	AO1	How does this prepare students for future learning?				<i>Continue to gain confidence in performing and composing and familiarity with notation</i> <i>These listening skills will prepare students for GCSE exam.</i>									
8	The Blues	Final performance of own arrangement	AO1	Links to prior learning	Song Structure-ukulele skills	Whole Class/small group performances	AO1	Links to prior learning	Song Writing - acoustic or electronic (using	Final performance of own/group song		Links to prior learning				
			AO2					AO2								
				<i>Developing</i>								<i>Developing</i>				

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			learning? <i>For KS3,4 & 5 students are required to perform accurately and stylistically as a soloist and within an ensemble</i> <i>Extending the repertoire of genres and using elements of music knowledge in response to questions. These skills will prepare students for GCSE exam.</i>				learning?				<i>Performing Skills, Composition skills, analysis of pieces of music from a variety of genres, researching composers of their chosen piece or writing a commentary summary for their composition.</i>	
10	Solo Performing	GCSE Solo Performing criteria	A01	Links to prior learning <i>Developing existing performing skills required for this course</i> <i>Use of the Elements of Music through analysis of the two AOS3 set works</i>	Ensemble Performance	GCSE Ensemble performance criteria	A01	Links to prior learning <i>Developing ensemble skills by performing in small groups rather than whole class/larger groups - 1 per part rather than several.</i> <i>Use of the Elements of Music through analysis of the two AOS3 set works</i>	GCSE free composition	GCSE Composition criteria	A02	Links to prior learning <i>Developing individual composing skills from previously 'group compositions'</i> <i>Use of the Elements of Music through analysis of the two AOS3 set works</i>
	AOS 3 Music for Stage and Screen - Defying Gravity/ Star Wars	GCSE listening and Appraising questions	A03 A04	How does this prepare students for future learning? <i>Performance skills will be</i>	AOS 4 Fusions- Afro Celts 'Release' and Samba Em Preludio	GCSE listening and Appraising questions	A03 A04	How does this prepare students for future learning? <i>Performance skills will be</i>	AOS 2 Vocal Music Purcell 'Music For a While' and Killer Queen.	GCSE listening and Appraising questions	A03 A04	How does this prepare students for future learning? <i>Composition skills will be required throughout the</i>

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			<i>required throughout the course</i>			<i>required throughout the course</i>				<i>course</i>		
11	Solo and Ensemble Performing AOS 1 Instrumental Music 1700-1820	GCSE Performing Criteria	AO1	Links to prior learning <i>Developing existing performing skills required for this course</i> <i>Use of the Elements of Music through analysis of the two AOS3 set works</i>	Final Solo and Ensemble Performances	Component 2: Performing music (Assessment objective AO1) Performance is internally marked by teachers and externally moderated by AQA, marked out of 72 and constitutes 30% of the total marks for the qualification.	AO2	Links to prior learning <i>Using composition skills to create a piece in response to a given brief</i> <i>Performing with accuracy, fluency and stylistically and being able to do this as soloist and with an ensemble.</i>	AOS 1,2,3,4 Revision of all set works	Component 1: Understanding music (Assessment objectives AO3 and AO4) Understanding music is assessed through an externally marked exam in two sections lasting one hour and thirty minutes.	AO3 AO4	Links to prior learning <i>Factual recall of all set works</i> <i>Implementation of elements of music in response to listening and appraising questions.</i>
	Bach Brandenburg no 5 and Beethoven Pathetique	GCSE listening and Appraising questions	AO3 AO4	How does this prepare students for future learning? <i>Performance skills will be required throughout the course</i>	GCSE Brief Composition	Component 3: Composing music (Assessment objective AO2) Each student must compose two pieces. One composition must be in response to an externally set brief and the other composition must be freely composed by the student.	AO1	How does this prepare students for future learning? <i>Composition and Performance skills for final assessments - these will be required at A level if continuing on to this course.</i>				How does this prepare students for future learning?