

Longcroft School Curriculum Overview  
**MUSIC**



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

## Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

## Longcroft School Curriculum Overview

### MUSIC

#### Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

**We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:**

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

#### Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

#### Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

#### Purpose of study

‘Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.’ *Adapted from National Curriculum, DfE, 2014.*

#### Aims

The Longcroft School and Sixth Form curriculum for music aims to ensure that all pupils:

- 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
- 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
- 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.
- are prepared to **effectively articulate their knowledge and skills** in the way that best represents these in statutory assessments such that they have the requisite outcomes to enable the widest access of opportunity.

## Longcroft School Curriculum Overview

### MUSIC



#### **Subject Curriculum Vision**

To enrich the lives of young people through the art of music. To develop the confidence to perform, the skills to compose and the knowledge to appreciate a wide range of musical genres.

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

#### Great Heart

We provide a safe environment for students to take creative risks through respectful relationships, collaboration, tolerance and praise.

#### Great Thought

Using analytical skills, students will strive to develop their individual and group performances, create well-considered written and verbal responses to music, and to imagine their own compositions.

#### Great Vision

To extend the opportunity to participate in music-making beyond the classroom. To access a range of experiences both familiar and unfamiliar that inspires a life-long love of music.

## Longcroft School 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).

## Longcroft School Curriculum Overview MUSIC

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

## Longcroft School Curriculum Overview MUSIC

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>			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>		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>		
							AO3							How does this prepare students for future learning?		AO3	How does this prepare students for future learning?
							AO4									AO4	
	Keyboard Skills	Perform as a soloist.	AO1	How does this prepare students for future learning?	Fusion - study of Western Music with African Music	Listening Test (AO3) and extended answer (AO4)	AO3	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>	Dance Ejay	Final track	AO2	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>					
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	AO1	Links to prior learning					
			AO2				AO2										





Longcroft School Curriculum Overview

MUSIC

			AO4	How does this prepare students for future learning?  <i>For KS3,4 &amp; 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>			AO4	How does this prepare students for future learning?			AO5 AO6	How does this prepare students for future 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	AO1	Links to prior learning  <i>Developing existing performing skills required for this course Use of the Elements of Music through analysis of the two AOS3 set works</i>	Ensemble Performance	GCSE Ensemble performance criteria	AO1	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. Use of the Elements of Music through analysis of the two AOS3 set works</i>	GCSE free composition	GCSE Composition criteria	AO2	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	GCSE listening and Appraising questions			AOS 4 Fusions- Afro Celts 'Release' and	GCSE listening and Appraising questions			AOS 2 Vocal Music Purcell 'Music For a	GCSE listening and Appraising questions	AO3	





					composed by the student.						
--	--	--	--	--	--------------------------	--	--	--	--	--	--

**Enrichment Opportunities**

Key stage	
KS3	<ul style="list-style-type: none"> <li>• Orchestra – after school</li> <li>• School Production - after school</li> <li>• Choir – after school</li> <li>• Band rehearsal</li> </ul>
KS4	<ul style="list-style-type: none"> <li>• Drop in sessions for one to one mentoring of compositions.</li> <li>• Orchestra</li> <li>• Band rehearsal</li> <li>• School Production</li> <li>• Theatre Visits</li> <li>• Performing Arts Night Performances</li> <li>• Song Writing workshop with professional singer/songwriter</li> </ul>
KS5	<ul style="list-style-type: none"> <li>• Orchestra</li> <li>• Band rehearsal</li> <li>• School Production – 6<sup>th</sup> form students take lead roles to facilitate the event</li> <li>• Theatre Visits</li> <li>• Performing Arts Night Performances</li> <li>• Song Writing workshop with professional singer/songwriter</li> </ul>