



## Dudley Academies Trust - The Link Academy

### Statement of Curriculum Intent- Music 2021 - 2022

Music at The Link Academy engages and inspires learners to develop a love of music. It develops their skills and talent whilst developing a range of transferable skills including creativity, independent learning, team work, time management and improving confidence in order to perform to an audience.

The aim of our curriculum is to expose learners to a range of music styles, composers and performers from around the globe. Learners will have the opportunity to use a range of instruments includes their voices, keyboards, percussion, and music technology to compose and perform various styles of music. They will listen, appraise and evaluate music from some of the best composers and performers of their genre/era and understand the influence they have.

Learners will develop a knowledge and understanding of the elements of music including dynamics, rhythm, structure, timbre (instrumentation), tempo, pitch (melody), texture, tonality, and harmony. In line with the national curriculum, they will learn to:

- perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- 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
- Listen with increasing discrimination to a wide range of music from great composers and musicians
- Develop a deepening understanding of the music that they perform and to which they listen, and its history.

## How will this be achieved in our curriculum?

In year 7, learners will be introduced to the elements of music and have a basic understanding of notation, how this relates to the notes on an instrument (usually a keyboard) and learn to perform with accuracy and fluency. They will use this knowledge to begin composing rhythms and melodies influenced by the genres of music they have studied.

In year 8, learners will develop their knowledge of the elements of music and how they can be used expressively. They will build on their knowledge from year 7 and develop their skills to perform more complex pieces with improved accuracy, fluency, and expression. When developing their composition skills, they will learn how music can reflect, create, express, and influence mood and tonality linking this to why music is a big part of our everyday lives.

In year 9, learners will develop their knowledge of notation, elements of music and the skill of composing using music technology. They will learn about the relevance of technology in music and how it has developed. They will understand the importance of music in the media and how this supports the British economy. Developing their own performance skills on the instrument of their choosing and becoming an expert in a style of music they feel a connection with, they are prepared for further studies at key stage 4 and the components of BTEC Music (which we offer at The Link Academy) but also GCSE Music.

## How does assessment fit in?

In all years, core-knowledge that supports composing, performing, and Listening/appraising skills is regularly checked through retrieval tasks as part of DNAs. Throughout the year, we assess learners on their composing, performing, and Listening and appraising skills. Each scheme will usually assess composing or performing and a listening assessment is often included in addition. Listening assessments are often in the form of a test with specific one-mark answers about an element of music but gradually build in year 9 to extended writing describing a piece of music and referring to all of the elements. This also supports work completed in of the BTEC music course.

## Music Key Stage 3 Curriculum Overview

	Term 1.1	Term 1.2	Term 2.1	Term 2.3 and 3.1	Term 3.2
<b>Year 7</b>	<p style="text-align: center;"><b><u>Baseline</u></b></p> <p style="text-align: center;"><b><u>Elements of Music – Rhythm</u></b></p> <p><b>Summary:</b> Learners will learn how music is a form of communication. They will learn about written music through graphic scores and learning to perform rhythms from notation. They will learn the note values and apply various elements of music to their own</p>	<p style="text-align: center;"><b><u>Elements of Music – Pitch</u></b></p> <p><b>Summary:</b> Learners will be introduced to the notes on the keyboard and staff notation. They will learn to play a melody and there is an opportunity to begin learning how to play chords.</p>	<p style="text-align: center;"><b><u>Pachelbel’s Canon</u></b></p> <p><b>Summary:</b> Learners will learn and understand the term ‘ground bass’. They will then learn to play the various parts of Pachelbel’s’ canon focusing on trying to play two parts simultaneously.</p>	<p style="text-align: center;"><b><u>Blues Music</u></b></p> <p><b>Summary:</b> Learners will understand the features of Blues music and learn about its History through listening to examples from famous Blues Artists. They will learn how to play the 12 bar Blues chords and how to improvise using the Blues scale.</p>	<p style="text-align: center;"><b><u>How to compose a melody</u></b></p> <p><b>Summary:</b> Learners will learn the ‘rules’ of what makes a good melody from studying short extracts of classical and popular music (examples will be used from melodies they have learned this year). They will then apply this knowledge to composing their own 8 bar melody.</p>

	<p>composition and performance.</p> <p><b>Assessment:</b> Performance of their rhythm grid and note values/elements of music quiz</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Elements of music incorporated into every scheme.</p>	<p><b>Assessment:</b> Solo performance and Staff notation quiz</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Keyboard skills and knowledge of notes on the keyboard required for most schemes.</p>	<p><b>Assessment:</b> Solo and paired performance</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Retrieve staff notation/keyboard skills. Links to 'The Classics'.</p>	<p><b>Assessment:</b> Listening quiz and paired performance</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Introduces triad chords. Links to Mood music, Film music, Arrangements &amp; covers, Song writing.</p>	<p><b>Assessment:</b> Solo performance of their melody</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Retrieve staff notation/keyboard skills. Links to song writing.</p>
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	Term 1.1	Term 1.2	Term 2	Term 3
<b>Year 8</b>	<p><b><u>Holst 'The Planets'</u></b></p> <p><b>Summary:</b> Learners will study 3 movements from 'The Planets' suite and learn to describe the various elements of music in as much detail as possible. They will learn to perform the ostinato from the opening of 'Mars – The Bringer of War' and then compose their own piece representing Planet Earth</p> <p><b>Assessment:</b> Listening quiz and performance of their composition</p>	<p><b><u>What is 'Pop' music? (Exploring Styles)</u></b></p> <p><b>Summary:</b> Learners will study the various styles that are considered popular music. They will learn about the musical features of each, some famous artists/song writers, and perform extracts from a range of styles.</p> <p><b>Assessment:</b> Listening quiz and performance</p>	<p><b><u>Music in the Media</u></b></p> <p><b>Summary:</b> Learners will study the features of classical music and the emotional response that is explored through use in the media. Students will study and analyse music of some of the great film composers. They will analyse how music elements are used to enhance film scenes and understand the term leitmotif.</p> <p><b>Assessment:</b> Listening skills quiz and short performance task</p>	<p><b><u>Latin American Music</u></b></p> <p><b>Summary:</b> Learners will study various styles of Latin music including Salsa, Rumba, Tango, and Samba. They will learn about the origins of each style, the features of the music (in particular focusing on the rhythm) and how it links to dance.</p> <p><b>Assessment:</b> Ensemble performance of Samba or Salsa</p>

	<p><b>Links to other schemes/Opportunities for retrieval:</b> Retrieval of elements of music, how to compose a melody, and links to Music in the media</p>	<p><b>Links to other schemes/Opportunities for retrieval:</b> Links to Blues music and Arrangements and Covers. Retrieval of staff notation and chords</p>	<p><b>Links to other schemes/Opportunities for retrieval:</b> Retrieval of elements of music. Links directly to Mood music scheme.</p>	<p><b>Links to other schemes/Opportunities for retrieval:</b> Links to Elements of Music scheme and context of Blues music.</p>
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	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>Year 9</b>	<p><b><u>Music Technology Band Lab</u></b></p> <p><b>Summary:</b> Introduction to music sequencing. Learners will learn how to manipulate and edit samples and loops. They will learn how to</p>	<p><b><u>Composing a Song 1</u></b></p> <p><b>Summary:</b> Learners will learn about primary and secondary chords and how they are built on a scale. They will then compose a 8 bar chord</p>	<p><b><u>Hip Hop V Rock</u></b></p> <p><b>Summary:</b> Learners will select a style in which they are to become an 'expert'. Students will first research and present information of the musical</p>

	<p>input notes using step entry. They will also move onto learning how to add effects and how to master a finished track</p> <p><b>Assessment:</b> Assessment of their arrangement and written test on using a DAW (Digital Audio Workstation)</p> <p><b>Links with other schemes/Opportunities for retrieval:</b> Links to Hip Hop and other subjects that use layered software</p>	<p>sequence for a verse and a 4 bar chord sequence for a chorus. Students will then look and how they can vary playing their sequence to suit a particular style of song. If there is time, Students will continue with their own composition focusing on composing lyrics and a melody.</p> <p><b>Assessment:</b> Assessment of chord sequence and quiz on chords</p> <p><b>Links with other schemes/Opportunities for retrieval:</b> Links with How to compose a melody, Blues music, Covers and Arrangements, What is 'Pop' Music? and 'Music Technology'</p>	<p>features of their chosen style, famous performers, songwriters and producers, and analyse a well-known track. Students will then recreate a section of that track either through live performance or using music software.</p> <p><b>Assessment:</b> Assessment of project and performance</p> <p><b>Links to other schemes/Opportunities for retrieval:</b> Links to What is 'Pop' music?, Blues music, and Arrangements and Covers</p>
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