

## Year 8 Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Composition: an introduction to improvisation	Performance: Sight Reading	Performance: Introduction to Grade 2	Listening and Appraising: my grade 2 pieces	Performance: Final preparation for Grade 2	Composition: the difference between improv and composition.
National Curriculum Knowledge & Understanding	Improvise	Identify and use the interrelated dimensions of music	Play and perform confidently in a range of solo and ensemble contexts	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	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures
Assessment	Pupils improvise in a given key	Pupils complete 1 ABRSM Grade 2 sight reading example	Pupils perform their first Grade 2 piece: Castle on a Cloud	Aural test on the musical dimensions in diverse styles and traditions of music.	Individual ABRSM-style Grade 2 exam on their instrument.	Pupils submit a composition
Why this?	Improvisation is a practical way of utilising the skills associated with the scales that the pupils learnt for their grade 1 as well as an ideal path to Composition.	Once a student can sight read they can translate their knowledge to any piece of music and really find a passion for their instrument rather than just play their exam pieces	ABRSM systematically introduce new instrumental skills with each grade. The new skills in grade 2 (detailed below) are ideal for pupils at this stage in the curriculum. It is very important that the Orchestra Project Curriculum pays due attention to ABRSM syllabus introduction to diverse styles and cultures of Music as this is an important part of every young person's music curriculum.'		It is important that pupils see how their performance-heavy curriculum provides them with the tools to approach all three key concepts in Music – including composition.	
Why now?	At this stage pupils have enough music theory and performance skill to be able to compose 'real' music using accurate methods meaning they can truly be enthused in the art of composition.	It is at this stage in the course that pupils have enough knowledge of playing their instrument and the theory associated to be able to grasp basic sight reading exercises and develop this skill	It is well researched and documented that when young people go through formal instrument exams from an early age they are more able to set goals and organise their time in order to be able to work towards those goals. The beauty of the Orchestra Project is that every student in KS3 at Southmoor gets this opportunity and every student should benefit from it. All pupils take Grade 1 at the end of Year 7, Grade 2 at the end of Year 8 and Grade 3 at the end of Year 9. Whether or not they opt for Music GCSE, they have the skills and discipline to continue their instrumental studies independently from here.		Pupils now have enough tools in their performances ability to be able to turn a basic improvisation exercise in a given key into a unique composition	
Skills & Characteristics	In this, pupils first composition unit, pupils begin to see the wider benefit of all of the hard work it took to get to Grade 1 as they	Sight reading is, by all accounts, the most challenging part of learning to play an instrument. Therefore, it required pupils to	Pupils practise their ability to study independently in this unit as we use the knowledge gained from Grade 1 with new learning	Collaboration skills are demonstrated throughout this unit as pupils communicate and work together in constantly changing hierarchy each	Pupils demonstrate resilience learning throughout the Orchestra Project Curriculum but particularly in this unit as they complete their final	Creative skills are developed particularly in composition units as pupils create music from nothing, the music is entirely created and

	collaborate to compose for their instrument.	demonstrate the resilience learning that they practiced last year including aiming high, staying positive and learning from mistakes.	taught in class to begin preparations for Grade 2.	lesson to analyse the composers intentions for each of their Grade 2 pieces.	independent preparations for their Grade 2 exam.	improved from the pupil's basic ideas.
<b>Aspirations &amp; Careers</b>	Waiting until this point in the course before introducing the first step of composition results in the pupils truly valuing the skill required for this career path. This topic emphasises the creative side of music and teaches pupils to think outside the box, solve problems, be open minded. All skills hugely valuable to adult life.	Once a student can sight read they can translate their knowledge to any piece of music and really find a passion for their instrument rather than just play their exam pieces. At this point then, pupils can start to work at their own pace, they can begin to teach themselves a new instrument, they can use the skills and knowledge they've gained from the orchestra project to find something that they're passionate about and become exceptional at it.	<p>ABRSM is a highly reputable exam board and employers in all fields really value applicants with mastery of something on their CV, as well as valuing the soft skills that applicants will have gained through mastering an instrument for example. These qualifications will certainly improve our young people's CVs but more importantly will provide them with valuable soft transferrable skills that will equip them for their future careers.</p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Perseverance</li> <li>• Discipline</li> <li>• Time management</li> <li>• Emotional intelligence</li> <li>• Memory capacity</li> <li>• Etc.</li> </ul> <p>These transferrable skills are fundamental to future success.</p>			This is the first stage of building professional industry standard composition skills. Students are introduced to the skills used by composer which are transferrable to all subjects, jobs and as a member of society. As part of this topic, students are given the opportunity to meet a professional composer and watch at least one live professional performance. As well as continually being invited to composer or play for our Academy Orchestra.

## Year 9 Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Key Concepts</b>	Composition: compose a study which shows off your ability on your instrument.	Listening and Appraising: aural tests	Performance: Introduction to Grade 3	Listening and Appraising: my grade 3 pieces	Performance: Final preparation for Grade 3	Composition: compose a piece for your peer to perform.
<b>National Curriculum Knowledge &amp; Understanding</b>	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	Identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	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	Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
<b>Assessment</b>	Pupils submit a composition	Pupils complete individual aural test	Pupils perform their first Grade 3 piece on their instrument.	Aural test on the musical dimensions in diverse styles and traditions of music.	Individual ABRSM-style Grade 3 exam on their instrument.	Pupils submit a composition via peer performance.
<b>Why this?</b>	Composition is a practical way of utilising the skills associated with the scales and techniques that the pupils learnt for their grade 2.	ABRSM systematically introduce new instrumental skills with each grade. The new skills in grade 3 (detailed below) are ideal for pupils at this stage in the curriculum. It is very important that the Orchestra Project Curriculum pays due attention to ABRSM syllabus introduction to diverse styles and cultures of Music as this is an important part of every young person's music curriculum.'			This topic is a fun and creative culmination of all of the skills pupils have learnt as part of the orchestra project. This topic acts as means of motivating pupils to continue their studies into KS4.	
<b>Why now?</b>	This is an opportunity for pupils to 'show off' all the cool skills that they have learnt on their instruments e.g. portamento (sliding up and down a violin string) to re-enthusiast themselves as well as peers who may be less motivated	It is well researched and documented that when young people go through formal instrument exams from an early age they are more able to set goals and organise their time in order to be able to work towards those goals. The beauty of the Orchestra Project is that every student in KS3 at Southmoor gets this opportunity and every student should benefit from it. All pupils take Grade 1 at the end of Year 7, Grade 2 at the end of Year 8 and Grade 3 at the end of Year 9. Whether or not they opt for Music GCSE, they have the skills and discipline to continue their instrumental studies independently from here.			This is the last topic of the orchestra project, from here pupils take their own path but the hope is that they will continue to develop their instrumental skills as a means of continuing to improve brain capacity and develop transferrable skills.	

<p><b>Skills &amp; Characteristics</b></p>	<p>Pupils develop creative skills and characteristics here by perfecting original creations, by problem solving: ‘why doesn’t that bit sound as good as it could and how can I make it better with the performance expertise I have?’</p>	<p>In today’s society and the context of a Comprehensive with higher than average disadvantaged pupils, a high proportion of pupils struggle with aural tests as a result of having to sing. Therefore, in completing this unit, a high proportion of pupils are staying positive and practicing resilience in willingly taking part.</p>	<p>Pupils demonstrate resilience learning in this unit as the performance standard increases to Grade 3 the pupils must be willing to aim high and stay positive whilst learning from mistakes.</p>	<p>Here, pupils practise their creative skills by adding their own interpretation to the composers markings to make their performances of each piece unique to them.</p>	<p>In order to pass their Grade 3, pupils have practised being resilient and creative learning skills throughout the 3 years of orchestra project. Pupils have, by now, mastered these skills to the extent that they can continue their studies (grade 4 and beyond) completely independently or with a little help at intervention opportunities.</p>	<p>Pupils develop their collaborative learning skills as they compose a piece of music which is assessed based on how appropriate it is to their peer’s skills and knowledge. They must communicate effectively with their partner throughout.</p>
<p><b>Aspirations &amp; Careers</b></p>	<p>This topic demonstrates that pupils have the tools to approach all three key concepts and basic career paths within Music – including composition. It emphasises the creative side of music and teaches pupils to think outside the box, solve problems, be open minded. All skills hugely valuable to adult life. Furthermore, pupils are continually invited to compose and/or play for the Academy Orchestra who are frequently invited to play at prestigious professional venues such as Sunderland Empire and The Sage.</p>	<p>ABRSM is a highly reputable exam board and employers in all fields really value applicants with mastery of something on their CV, as well as valuing the soft skills that applicants will have gained through mastering an instrument for example. These qualifications will certainly improve our young people’s CVs but more importantly will provide them with valuable soft transferrable skills that will equip them for their future careers.</p> <ul style="list-style-type: none"> <li>• Independence</li> <li>• Perseverance</li> <li>• Discipline</li> <li>• Time management</li> <li>• Emotional intelligence</li> <li>• Memory capacity</li> <li>• Etc.</li> </ul> <p>These transferrable skills are fundamental to future success.</p>	<p>This topic demonstrates that pupils have the tools to approach all three key concepts and basic career paths within Music – including composition. It emphasises the creative side of music and teaches pupils to think outside the box, solve problems, be open minded. All skills hugely valuable to adult life. Furthermore, pupils are continually invited to compose and/or play for the Academy Orchestra who are frequently invited to play at prestigious professional venues such as Sunderland Empire and The Sage.</p>			