

Year 7 Curriculum – 2020-21

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Key Concepts	Listening and Appraising: Introduction to the Orchestra	Listening and Appraising: Musical Notation	Performance: Basic skills on instrument	Performance: Introduction to Grade 1	Listening and Appraising: Musical Dimensions	Performance: Final preparation for Grade 1
National Curriculum Knowledge & Understanding	Understand and explore how music is created, produced and communicated. Listen to music from a wide range of great composers and musicians.	Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.	Play and perform confidently in a range of solo and ensemble contexts	Playing instruments musically, fluently and with accuracy and expression	Understand and explore the use of inter-related dimensions of music expressively and with increasing sophistication.	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
Assessment	Aural test on the instruments of the orchestra.	Pupils complete some basic sight reading on their instrument: including notes of G major scale and basic rhythms.	Pupils perform any of the memorised scales with long tonic and/or equal length notes and German Dance.	Pupils perform their first Grade 1 piece: Daisy Bell as well as any scale learnt last half term (they must remember all of them)	Aural test on the musical dimensions in diverse styles and traditions of music.	Individual ABRSM-style Grade 1 exam on their instrument.
Why this?	These concepts introduce the importance of the KS3 curriculum. Inspire students to want to master their instrument. Show them why we're learning to play an instrument and the benefits associated.	In order to be able to utilise our instrument as a tool for becoming better learners we must first understand the basic music theory of how to play.	Through learning scales, pupils will learn all of the basic skills associated with playing their instrument: bowing, plucking, long notes, short notes, basic fingering (1, 2, 3).	This is the culmination of all of our work so far – the main aim of the Orchestra Project is for all pupils to learn to play an instrument: performing a piece of music with expression and interpretation epitomises this.	The Musical Dimensions are the building blocks of music. Knowledge of these leads to a deeper understanding of how music is created, performed and selected for films and media etc.	This is an ideal means of identifying the pupils who are putting in the practise irrespective of their home circumstances, in order to select pupils for a scholarship of free small-group instrumental lessons.
Why now?	This is an ideal opening topic for the orchestra project. The ideal time to catch the enthusiasm of the students.	This is the last building block before we can become musicians. Once pupils can read pitch and rhythm they are ready to explore the capacity of their new instrument.	Gaining these basic instrumental skills will prepare pupils for tackling their first grade 1 piece next half term.	Too often in modern society, young people give up when something gets hard, which is why it's so important to enthuse pupils with something that feels like a real achievement at this difficult stage in the course.	We must understand how music is put together and be familiar with the language that we should use to discuss musical features before we begin to perform pieces in diverse styles.	This is an ideal time to have pupil's first formal and individual exam, because any pupils who do not pass can use the 6 weeks holiday to up their practise and pass a resit in September.

<p>Skills & Characteristics</p>	<p>Pupils will develop skills of collaboration as they work together to discover new details about instruments that they will later be given the opportunity to master.</p>	<p>Resilience learning will be developed in this unit as pupils maintain their enthusiasm for learning the instrument that they will be given next term whilst learning all of the theory necessary to succeed.</p>	<p>As they learn basic skills on their instruments, pupils will begin to work on their creative skills by learning how important independent study is to mastering something tricky.</p>	<p>Pupils continue to develop their creative learning by beginning to put their own interpretation into their playing – each students performance of the same piece will sound unique as they each input their own originality to the composers markings.</p>	<p>This unit enables pupils to develop collaborative learning skills as they work in small groups to communicate the intention of the composer of each of their performance pieces.</p>	<p>In this, their Grade 1 exam unit, pupils really begin to pull together all of the transferrable skills that make mastering an orchestral instrument so beneficial: pupils will have had to aim high all Year to get to the point where they can pass their Grade 1, there are a great number of hurdles to overcome along the way which have required the pupils to stay positive whilst learning from mistakes. A huge amount of independent study is required to reach this level and the performances must include individual interpretation to succeed.</p>
<p>Aspirations & Careers</p>	<p>The main purpose of this topic is to inspire and enthuse pupils to want to master their instrument so that they can go on to master all of the transferrable skills taught through learning to play an instrument:</p> <ul style="list-style-type: none"> • Independence • Perseverance • Discipline • Time management • Emotional intelligence • Memory capacity • Etc. <p>These transferrable skills are fundamental to future success.</p>	<p>By beginning to perform at a basic level where even the most talented students sound amateur, pupils are beginning to practise perseverance. In a society where instant gratification is all too prevalent it is vital that we teach students that in their adult lives they will need to persevere and fail along the way in order to succeed.</p>	<p>For a lot of students, this is their first experience of an individual exam. The similarities between this and an interview are shared with the students and they are taught to prepare for it, both mentally and intellectually, in the same way as they would prepare for an interview.</p>	<p>By introducing pupils to an increasingly diverse selection of musical genres and traditions, we are more likely to hook in a wider proportion of pupils through their musical preference – thereby increasing their aspiration to master their instrument. This allows us to introduce further career options such as those in the popular industry.</p>	<p>Here, pupils learn skills in self-control and realise the preparation that is required to succeed. Any pupil who has not committed to their instrument practise throughout Year 7 will not pass their Grade 1: teaching them at an early age that achieving anything worth having requires a lot of hard work over a sustained period of time.</p>	

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 collaborate to compose for their instrument.	Sight reading is, by all accounts, the most challenging part of learning to play an instrument. Therefore, it required pupils to demonstrate the resilience learning that they	Pupils practise their ability to study independently in this unit as we use the knowledge gained from Grade 1 with new learning taught in class to begin preparations for Grade 2.	Collaboration skills are demonstrated throughout this unit as pupils communicate and work together in constantly changing hierarchy each lesson to analyse the composers intentions for	Pupils demonstrate resilience learning throughout the Orchestra Project Curriculum but particularly in this unit as they complete their final independent preparations for their Grade 2 exam.	Creative skills are developed particularly in composition units as pupils create music from nothing, the music is entirely created and improved from the pupil's basic ideas.

		practiced last year including aiming high, staying positive and learning from mistakes.		each of their Grade 2 pieces.		
Aspirations & Careers	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.	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. <ul style="list-style-type: none"> • Independence • Perseverance • Discipline • Time management • Emotional intelligence • Memory capacity • Etc. These transferrable skills are fundamental to future success.			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
Key Concepts	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.
National Curriculum Knowledge & Understanding	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
Assessment	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.
Why this?	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.	
Why now?	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-enthuse 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>Skills & Characteristics</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>Aspirations & Careers</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"> • Independence • Perseverance • Discipline • Time management • Emotional intelligence • Memory capacity • Etc. <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>			