

# Music Curriculum: 5 Year plan 2023-24

	LP1	LP2	LP3
Year 7 1 lesson per week	The Elements of music Keyboard skills	I've got rhythm – Exploring note values, creating and performing rhythmic motifs Form and structure	Sonority – Exploring the instruments of the Orchestra Composition skills
Year 8 1 lesson per week	The elements of music Treble clef notation Rhythm and note values (due to previous rota timetable) Form and structure  (LP1 September 2023 only – due to reduced teaching time in year 7)	Hooks and Riffs  Bass Clef – All about the Bass: Exploring the Bass clef. Walking bass line, Alberti Bass line and Arpeggios	Reggae and off beat rhythms  World music
Year 9 1 lesson per week	The Blues, Jazz Ragtime and Swing  Soundscapes – composing for Film	Minimalism  Reggae and off beat rhythms	Dance music  Computer and video game sequencing and composition
Year 10 Option subject 5 lessons per fortnight	<u>Music BTEC – Component 1</u> Exploring Musical products and styles Exploration of five genres	<u>Component 1</u> Exploring Musical products and styles External exam	<u>Component 2</u> Musical skills development Exploration of Performance, composition and music technology
Year 11 Option subject 5 lessons per fortnight	<u>Music BTEC Component 2</u> Musical skills development External exam	<u>Component 3</u> <u>External exam</u>	<u>Component 3 completion April 2024</u>

## Build-up of Skills:

- ✓ The skills identified for success at BTEC tech award is outlined and planned backwards from Year 11- 7.
- ✓ These skills are built upon each year from year 7.
- ✓ They are age appropriate for each Year group and allow students to fully access assessments and low stakes testing.
- ✓ The language is similar to allow students to become familiar and build up a layer of skills each year- to review and refine these at regular intervals to become independent and resilient learners.

## Assessment:

- ✓ Assessment takes place regularly. 'APP end of topic tests' are used to allow teachers to test student performance but are clear this does not show 'learning' from the long-term memory.
- ✓ End of unit assessments are completed at the end of each LP and are planned to test current and prior knowledge.
- ✓ Assessment QLA is used to address student's misconceptions and re-test rather than re-teach.
- ✓ Topic Response lessons following low stakes tests are built into the curriculum to allow students to plug gaps in their knowledge.

## Long term Memory/ Retrieval of Knowledge:

- ✓ All starters are linked to core skills and include topics from previous lessons. This is long term recall and is linked to the memory model and the science of learning.
- ✓ Low- stakes testing is used to check student understanding and address misconceptions.
- ✓ Teachers use targeted questioning to checking understanding.
- ✓ Progress pit stops allow for retrieval of knowledge and teachers use this technique to collect data based on the needs of their class.
- ✓ Responsive teaching is used as immediate intervention and teachers provide prompt for students during retrieval tasks.

## Pedagogy within the Classroom:

- ✓ Clear instructions given to reduce cognitive overload.
- ✓ Use of 'I,WE,YOU' modelling to break down skill and create resilient and independent learners.
- ✓ Regular, low-stakes testing used to create strong bonds with the long-term memory.
- ✓ Provide every opportunity for students to engage in purposeful discussion and develop their use of vocabulary.
- ✓ Provide links to students' past learning, across faculties and in the outside wider world allowing students to have a broader understanding of the subject.

# Music Lessons at Birkenhead Park School

## Year 7 Rationale:

- ✓ Quickly gauge student's prior musical skill and appreciation allowing students to make rapid progress
- ✓ Build on prior learning by building curriculum around the musical elements, devices, tonalities and structures
- ✓ Allow opportunity to form creative opportunities to develop musical ideas through performance and composition skills
- ✓ It encourages students to use music to explore a range of music from different cultures and times.
- ✓ **Planned cultural capital: Role of composers throughout history, the role of music, the importance of music in different religions and cultures in society, musical influences and opportunities in the local area**

## Year 8 Rationale:

- ✓ Students extend and develop their use and understanding of the musical elements, devices, tonalities and structures
- ✓ The content topics of work will range widely and provide opportunities for students to express themselves through listening & appraising, composition and performance using a range of musical notation
- ✓ The Musical World Unit will specifically widen students understanding of cultural, social and traditional musical conventions
- ✓ Music technology will be used to understand influences and effects on the way music is created with specific reference to the music industry
- ✓ **Planned cultural capital: Role of classical composers and modern day performers on society,**

## Year 9 Rationale:

- ✓ Students build on the skills of listening, performing and composing that have been established at year 7 & 8.
- ✓ Students engage with The Blues as a starting point for popular music
- ✓ Students will understand the conventions of chord progression and notation as a format to create and develop music
- ✓ Students will have the opportunity to understand music in a real-life context, including the sales and reproduction of music
- ✓ **Planned cultural capital: The role of black musicians on modern music, explore the cultural environment and contribution of individuals within the music industry, the role of the music industry in creating jobs, the legal protection that comes with copyright law, the impact of commissioned music on the success of modern musicians, job opportunities within the music industry.**

## Year 10/11 Rationale:

- ✓ Students in Year 10 and 11 will develop their skills, such using musical elements, music creation, performance and music production, using realistic vocational contexts and their personal skills, such as self-development, responding to a brief, planning and time management through a practical and skills-based approach to learning and assessment. Build an understanding of the different types of organisations that make up the music industry
- ✓ To understand the need for personal management skills and communicational skills as a musician and put these skills into practice.
- ✓ To gain knowledge that underpins effective use of skills, processes and attitudes in the music sector, such as musical skills and styles
- ✓ To manage the developing and delivery of a music product within a real-life context
- ✓ To explore creative stimuli in order to meet a brief
- ✓ **Planned cultural capital: etiquette in the work place, applying for music industry**

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## Teaching House Style

### Your role as a teacher

- Meet and Greet** students each lesson and be present on the corridor at changeovers.
- Retrieval Practice** - begin each lesson by retrieving key knowledge with a DO Now as part of your start of lesson routine.
- Activate prior knowledge** to build a strong schema with students.
- Model new knowledge** for students using the 'I, We, You' method. Share your thought process as an expert.
- Be a responsive teacher.** Check what all students know. Respond to misconceptions.
- Lessons have a good pace** and learning time is maxim-
- Strong end of lesson routine** where students leave calmly and with correct uniform, homework and high expectations.

Positivity 🌟 Ambition 🚀 Resilience 🛡️ Thoughtfulness 🧠