**Intent**

Music is an important aspect of the curriculum at Belvue High School and we want to provide students with a wealth of musical experiences in the context of a broad selection of genres. Whilst encouraging students to hone skills in performing, composing, improvising and listening we prioritise the development of self-confidence and aim to nurture interest in music for life long engagement. Students have opportunities to perform on their own and as part of a group in lessons, school events and in the local community. We also acknowledge the profound and therapeutic impact that music has on other aspects of students’ development, such as social skills, communication skills and behaviour.



Music



Music

**Overview**

The music curriculum aims to address the following objectives:

* To develop interest in the appreciation of music and music making
* To develop confidence and self-esteem through music-making
* To develop instrumental and vocal skills
* To develop ensemble skills when performing with others
* To develop creative and decision making skills through composing, improvising and experimentation
* To utilise developing literacy and numeracy skills through music making

Students in Key Stage 3 and those in Key Stage 4 options groups receive weekly music lessons to enable them to make progress against the objectives whilst generalising and consolidating their skills through the breadth of musical genres set out in the long term plan.

Students have access to a wide range of instruments including keyboards, drums, drum kit, acoustic and electric guitars, orchestral string instruments and other percussion. A high level of differentiation allows students to develop their skills at an appropriate level of challenge whilst performing as part of the group.

Students may also be involved in additional music making activities such as singing with the choir in school celebrations and in the local community (Christmas performances and The Ealing Summer Hootenanny in Ealing Broadway Shopping Centre). In liaison with the music teacher a number of students aim to perform in small groups or on their own during whole school assemblies. A number of Key Stage 3 students also receive small group singing sessions to promote self-confidence, literacy and communication skills. We often make links with external providers such as Drake Music and the Orchestra of the Age of Enlightenment.

From time to time the sequence or content of units of work may vary in order to accommodate special events, trial new activities and themes or respond to the needs of different cohorts.

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| KS3 | Autumn | Spring | Summer |
| **Cycle 1** | ***Folk Music*** | ***Western Classical Music*** | ***Asian Music*** |
| Overview | Students will study different pieces of folk music from around the British Isles, for example, *Will You Go Lassie Go*, *The Wild Rover* and *Drunken Sailor*. Students will explore the context and function of folk music and identify features when developing their listening skills. Students will apply their communication and literacy skills when producing lyrics to develop their singing skills. Students will focus mainly on using keyboards, string instruments and some percussion to develop their skills in playing melodic material, accompaniments and improvising. Students may use vocal improvisation to create their own songs in a folk style. | Students will study key examples of Western Classical Music such as operatic arias, excerpts from symphonies and programme music. Students will develop their recognition of common orchestral instruments as well as their ability to recognise simple musical elements and features. Students will develop their skills using pitched instruments to recreate melodies and harmonic accompaniments in addition to improvising or composing around motifs or scales, performing as an ensemble. Students will further generalise and improve their vocal skills when singing on their own and as part of a group. | Students will study a range of styles from Asia such as Classical Indian Music, Bhangra and Indonesian gamelan. Students will sing and perform key examples from these genres examining their purpose and context. Students will apply their communication and literacy skills when producing lyrics to develop their singing skills. Students will study a range of scales used and also create their own scales when composing or improvising on their own and in groups. Students will also develop their understanding of rhythmic elements used by unpitched and pitched instruments Students will develop their listening skills in the context of differing musical techniques and instruments. |
|  | Autumn | Spring | Summer |
| **Cycle 2** | ***Indie/Rock Music*** | ***Jazz and Blues*** | ***Soundscapes*** |
|  | Students will study a range of songs played by ‘bands’ such as work by Oasis, Queen, Nirvana and Blink 182. Students will develop their ability to identify key features when listening and performing. Students will apply their communication and literacy skills when producing lyrics to develop their singing skills. Students will work towards developing their ability to respond to others in group performances. Students will explore, improvise and compose using appropriate instrumentation (such as drum kit, acoustic, bass and electric guitars) with an emphasis on vocal improvisation around themes. Students will learn how to set up ‘band’ equipment in preparation for music-making. | Students will study a range of jazz and blues music such as works by Gershwin, Joseph Kosma, Ella Fitzgerald and various examples of 12 bar blues. Students will develop their listening skills by identifying key features used within these genres. Students will apply their communication and literacy skills when producing lyrics to develop their singing skills. Students develop their ensembles skills when producing simple accompaniments and focus on melodic improvisation using a selection of appropriate scales. Students may also employ vocal improvisation to create their own versions of 12 bar blues. | Students will explore a range of music that does not conform to the conventional use of harmony, instrumentation, rhythm and melody. This may be experimenting with different ways of producing interesting sounds with and without the use of technology. Students will examine how these sounds are ordered and layered to create different effects and moods for their own sake and in in response to visual stimuli. Students will look at how these sounds can be represented using symbols and graphic scoring. There may elements of improvisation as well as planned composition in the pieces created. Students may use software that can layer and order chunks of sound. |
| **Cycle 3** | ***Classic Pop Music*** | ***African Music*** | ***Musicals*** |
|  | Students will study a selection of classic popular music considered to be of significant musical merit or by artists important in the development of popular music. These might include pieces by The Beatles, Abba and Simon and Garfunkel. Students will apply their communication and literacy skills when producing lyrics to develop their singing skills. Students will develop their ability to identify key musical elements during listening activities. Students will develop their ability to perform simple accompaniments playing as part of a group. Students will use vocal improvisation to develop songs of their own. | Students will explore a range of rhythmic and call and response activities as well as studying pieces by key performers within the genre of African Music. Students will develop their skills when using un-tuned percussion when performing with an increased awareness of others. Students will work on leading and following others whilst exploring and improvising. Students will apply their communication and literacy skills when producing lyrics to develop their singing skills. Students will develop their ability to identify key musical elements during listening activities. Students may also explore the relationship between music and movement. | Students will study a range of songs from Musicals, examining the context of the pieces and the characters performing them. Students will identify the key musical features, mood and meaning of songs and recreate them to develop their vocal abilities, applying their communication and literacy skills. They will also develop their instrumental and ensemble skills when performing on their own and as part of a group. Students will work towards creating a dramatic scene including a song developed through exploration, improvisation and composition. Students will work on combing sing skills with simple staging and drama skills. |



Music





