**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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| KS4 | Autumn | Spring | Summer |
| **Cycle 1** | ***Music with a Message*** | ***Modern Chart Music*** | ***Student Choice*** |
| Overview | Students will examine a selection of songs that carry an important message such as spirituals and songs about equality, strength and morality. Students will continue to apply literacy and communication skills when developing their singing voices whilst studying the meaning of the lyrics and expressing opinions. Students will develop their ability to perform as part of an ensemble. Students will use improvisation, exploration and composition to create their own songs around issues and topics important to them. | Students will study a selection of songs that have been in the charts over the last 5-10 years and that they may already be reasonably familiar with. Examples of songs used in the past include *Roar* by Katy Perry and *Shotgun* by George Ezra. Students will listen to a range of current chart music identifying key features and differences and similarities between genres as well as expressing their own opinions. Students will develop their instrumental and ensemble skills. Students will use improvisation, exploration and composition to create songs about topics of their choice. | Students will examine pieces of music and genres decided on in liaison with the teacher. Students will learn about the musical features of the pieces, looking closely at the meaning of any lyrics, mood and function of the music. Students will be encouraged to explain their connections with certain pieces of music. Students will develop instrumental and ensemble skills when creating versions of their choices. They will also use similar musical techniques when creating their own pieces of music inspired by their choices. Some students may wish to work on their own when composing or work within completely different genres when creating their own music. |
| **Cycle 2** | ***Retro Popular Music*** | ***Baroque Music*** | ***Student Choice*** |
|  | Students will look at examples of popular music that has stood the test of time, with the emphasis on ‘pop’. Examples include *Never Gonna Give You Up* by Rick Astley and *I Wanna Dance With Somebody* by Whitney Houston. Students will study different pieces comparing fey features and similarities and differences. Students will develop their instrumental, singing and ensemble skills when performing. Students will use mainly electronic equipment to create their own songs through exploration, improvisation and composition. | Students will study a range of pieces from the Baroque era between 1600 and 1750. Students will develop their listening skills by identifying key features and instrumentation from this period. Students will develop their instrumental skills when playing excerpts from key composers such as Bach, Handel and Pachebel. They will develop their ensemble skills when performing ground bass and harmonic accompaniment in groups. Students will also develop their improvisation skills to create melodic sections. They will also explore how to play a range of string instruments. | Students will examine pieces of music and genres decided on in liaison with the teacher. Students will learn about the musical features of the pieces, looking closely at the meaning of any lyrics, mood and function of the music. Students will be encouraged to explain their connections with certain pieces of music. Students will develop instrumental and ensemble skills when creating versions of their choices. They will also use similar musical techniques when creating their own pieces of music inspired by their choices. Some students may wish to work on their own when composing or work within completely different genres when creating their own music. |



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