

Subject: Music

Curriculum Principles

By the end of Year 9, a student of Music at Dixons Newall Green will:

- Experience a pathway for progression which develops musical knowledge in the musical activities of performing, composing and listening/appraising.
- Know the musical elements/interrelated dimensions of music and be able to demonstrate this knowledge and understanding in a wide range of musical activities.
- Demonstrate competence in controlling sound (instrumental, vocal or with music technology) through use of a musical communication system such as graphic score, staff notation, chords diagrams and tab.
- Sing or play an instrument with sufficient control so they are able to perform or compose with purpose, expression and musical understanding.
- Perform with connection and co-ordination when making music with others.
- Substantiate musical meaning across the world and time through the exploration of Western classical music and music from a range of musical traditions. Understand some of the context that brought the music to being.

Our uniting 'sentence' is: "the music department inspired the students at Dixons Newall Green to make music, think more musically and become more musical by delivering a high-quality, enjoyable and inclusive music education."

In order to achieve a true understanding of Music, topics have been intelligently sequenced based on the following rationale:

Sequenced topics continue to build a universal foundation of musical understanding whilst nurturing fundamental musical techniques. The curriculum allows students to gradually strengthen a depth of musicianship through the application of tacit, procedural and/or declarative knowledge.

Topics will provide the technical development necessary for students to translate their intentions successfully into sound and involve instrumental playing, singing and music technology. The interrelated dimensions of music, commonly known as 'the elements of music', are taught and revisited within every topic. Extensive listening opportunities help students develop and realise their expressive intentions.

Through performing, composing and listening/appraising, students are able to experience a rich and varied curriculum which explores western and non-western traditions within a range of musical contexts. Listening/appraising is fundamental in developing a deeper musical understanding of how music is constructed and students will listen to music critically.

Composing gives students the opportunity to create their own music and express themselves through a range of different medium. Music technology plays an integral role in the way music is recorded, composed and produced. Students will learn to create music using Digital Audio Workstations (DAW).

Within the classroom, students will improvise, create and share their own music. Self-reflection and peer feedback are encouraged.

Consolidation is essential for newly learned knowledge to become embedded as learning. Musical knowledge is taught and re-visited on a regular basis through interleaved 'Do Now' retrieval and repetition of key skills. All schemes of work allow for key schema to be added to whereby teachers carefully select new knowledge to teach based on the changing needs of the students each time they re-visit an area of a key concept or knowledge.

The Music curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- A baseline test (written specifically for Dixons Newall Green) is completed by all year 7 students in the first week of term. The information provided helps ascertain the current level of musical understanding, knowledge and experience of each student. Any gaps can then be identified and inform the planning and delivery of the music curriculum. Areas of

musical knowledge that are significantly lacking are given specific attention in order to narrow the gap. The baseline identifies students receiving peripatetic instrumental tuition in primary school and those that were in the choir/other musical ensembles. Students receiving instrumental tuition in primary school will be given the opportunity to continue lessons and provided with space to practise in the music department. Every effort will be made to ensure that this instrumental provision is continued at Dixons Newall Green.

- Students have the opportunity to access funded, high-quality instrumental lessons delivered by instrumental specialists. These opportunities will encompass a wide range of orchestral and non-orchestral instruments in order to allow students to access the opportunities that are often reserved for children from privileged backgrounds. Instrumental (including vocal) mastery is fundamental when identifying as well-rounded musician. It also provides students with the level of instrumental expertise needed when studying music further at KS4 and KS5.
- The topics delivered cover a broad spectrum of musical and cultural traditions and include western and non-western traditions alongside twentieth and twenty-first-century popular traditions. It is important to recognise that modern British identity is rich and diverse, resulting in communities that celebrate and explore their own specific, localised 'cultural capital'.
- The music curriculum is designed to expose students to, and engage them in, practical music-making both inside and outside of the classroom. All students will have access the same ambitious curriculum which prioritises high-quality practical music-making, technical mastery and depth of musical understanding. Differentiation will stem downwards from high-level objectives, with progress determined by their progress towards those objectives, rather than their progress beyond a low-level objective.
- Highly tailored planning guarantees that the delivery of the curriculum is accessible and inclusive for all students. Regular lesson reflections identify any ideas and concepts which might need revisiting and highlight individual students whose misunderstandings or misconceptions require targeted individual support through intervention. Information regarding social and emotional need, gender, disadvantage, English as an additional language and SEND also informs planning and ensures that no group of students is progressing more slowly than others.
- A wide-ranging co-curricular and extra-curricular programme will allow all students, including those without the means at home, to access high-quality ensemble music-making and music technology in a broader context, to explore their musical interests in more depth and advance their musical specialisms further outside the classroom.
- Links established with external arts and cultural organisations. Students will take part in the 'Meet-a-Musician' session with one of the Hallé orchestra's players and have the opportunity to hear a live orchestra. The school choir will perform in the world's largest youth choir concert at the AO Arena in Manchester in 2024. (Links with BBC Philharmonic Orchestra educational outreach and the Manchester Music Hub in progress).

We fully believe Music can contribute to the personal development of students at Dixons Newall Green:

- Students will develop broader social skills through an enriched music education. The collaborative process of music-making, through performance and composition will allow students to learn fundamental teamwork and communication skills. The range of collaborative experiences that they have in music will allow them to develop and apply those skills in varied contexts.
- Students will have the opportunity to express their musical skills and knowledge in a safe and non-judgmental learning environment. The confidence and self-esteem of students will be nurtured through a culture of music making both inside and outside of the classroom.
- The music curriculum explores unfamiliar cultures and traditions. Emphasis is placed on the equal value of all musical cultures and teaches students about empathy, tolerance and respect.
- 'Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words.'
[Government research review series: music, published 12 July 2021]
- 'Regular participation in group musical activities can strengthen social cohesion by increasing empathy and co-operative behaviour. Making music in groups has wider social value – besides the development of individual friendships – by providing 'opportunities to communicate and connect with other people' and a sense of belonging.'
[2021 The sound of the next generation – new research report by Youth Music]
- 'There is significant research demonstrating the power of music in improving mood and aiding in the treatment of health issues. Music-making has been shown to diminish anxiety, stress and self-harm; and to increase communication and coping strategies for young people in child and adolescent mental health setting. Singing in particular has been shown to improve mood and increase relaxation.'
[2021 The sound of the next generation – new research report by Youth Music]

Our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice. Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Students will have opportunities to work with music industry professionals to enhance their musical learning as well as to develop their understanding of potential future paths. This will include meeting a professional musician from the world-renowned Hallé orchestra, learning about their career and hearing them play.
- Further links are being established between with musicians and groups in the local community as well as more widely within Manchester, including music hubs. This will provide students with broader opportunities to build on their musicianship outside of a school setting.

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- Dixons Newall Green has established links with The Hallé. A musician from the orchestra will deliver a workshop to KS3 students. As well as involving students in a practical music making session, the musician will talk about their job as a professional musician and their role in the orchestra.
- At KS3, job roles linking to music industry are referenced through the curriculum itself. Industry specific vocabulary is used in music technology/ music production schemes of work.
- The specific careers of musicians, producers and composers are referenced in schemes of work in general and through listening diaries (film music, exploring different genres of music, music production etc).
- The Arts Award will be delivered as an extra-curricular qualification. From September 2024, students will have the opportunity to gain an insight into the music industry by developing their own musical skills, developing leadership skills and explore an area of interest in depth.
- A high level of extra-curricular provision including varied peripatetic lessons and multiples ensembles.
- Performance opportunities for students outside of school.

A true love of Music involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- Numerous opportunities and links are in the process of being established.

Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at Key Stage 3 and 4, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Knowledge, skills and understanding to be gained at each stage in Year 7*

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
YEAR 7	New Knowledge	Unit 1: Rhythm and pulse Initial baseline assessment. Introduction to the Elements of Music: Tempo, Dynamics, Pitch, Pulse, Beat, Duration, Structure, Timbre, Texture, Rhythm (musical ingredients). Exploring rhythm in more detail through whole class performance and composition.	Unit 3: Chinese Music Keyboard skills continue to be developed through the exploration of Chinese Music. This topic will also tie in with The Chinese New Year and cross curricular links to Mandarin. Composing and performing based around the pentatonic scale. Improvisation based on the pentatonic scale.	Unit 3: Discovering the Orchestra Keyboard skills will be further developed through the exploration of the orchestra. Students will learn Instruments of the orchestra and the different orchestral families. Students will discover works from a range of important composers including Mozart, Beethoven and John Williams.
		Unit 2: Pitch and staff notation	Unit 4: Ukelele Introduction to playing ukulele.	There may be a visit to hear the BBC Philharmonic Orchestra perform live plus

		Knowledge, skills and understanding to be gained at each stage*		
		Cycle 1	Cycle 2	Cycle 3
		<p>Introduction to the element Pitch (revisit duration and rhythm). Introduction to playing the keyboard. Keyboard technique - Correct finger positions. Staff notation – treble clef and bass clef. A brief introduction to chords and their construction.</p>	<p>Exploring Instrumental techniques – how to hold and play the ukulele whilst playing and constructing chords.</p>	<p>a visit and workshop from a member of the Halle Orchestra. Unit 6: Form and structure Introduction to form and structure through composition. Composition will demonstrate binary, ternary and rondo form. Music technology will be used as a compositional tool (Bandlab). Students will learn about sequencing, automation and mixing.</p>
YEAR 8	New Knowledge	<p>The Blues and Rhythm through STOMP Students will develop a contextual, historical and musical understanding through exploration of the Blues genre. They will continue to embed their knowledge and understanding in relation to The Elements of Music through listening and appraising, composing and performing. Students will continue to develop their keyboard skills. The topic rhythm will be revisited through the scheme STOMP. More complex rhythms and note values will be covered.</p>	<p>Programme Music Students will learn about classical music and composers through Programme Music. They will use music technology as a tool for composition. Students will listen and appraise a wide variety of music whilst building upon their knowledge of The Elements of Music. This knowledge and understanding will be applied through compositional skills in order to portray a story/scene/mood.</p>	<p>The Beatles and Ukelele Students will develop a contextual, historical and musical understanding through exploration of The Beatles. They will continue to embed their knowledge and understanding in relation to The Elements of Music through listening and appraising, composing and performing. Students will continue to develop their keyboard and ensemble skills (ukulele, keyboards, percussion, vocals etc).</p>
YEAR 9 Consolidation	New Knowledge	<p>Film and gaming music Students will learn about film and gaming music. They will use music technology as a tool for composition. Students will listen and appraise a wide variety of music whilst building upon their knowledge of The Elements of Music. This knowledge and understanding will be applied through compositional skills in order to compose music for a short scene from a film or game. New vocabulary and key compositional techniques will be introduced. They will be specific to this genre of music.</p>	<p>Reggae and Protest music Students will develop a contextual, historical and musical understanding through exploration of the Reggae genre. They will continue to embed their knowledge and understanding in relation to The Elements of Music through listening and appraising, composing and performing. Students will continue to develop their keyboard skills. Students will develop a contextual, historical and musical understanding about different protest music. They will continue to embed their knowledge and understanding in relation to The Elements of Music through listening and appraising, composing and performing. Students will choose a topic and compose a protest song that includes lyrics/chords/melody.</p>	<p>The history of pop and ‘Made in Manchester’ Students will develop a contextual, historical and musical understanding through exploration of the The History of Pop (1950s – present day). They will continue to embed their knowledge and understanding in relation to The Elements of Music through listening and appraising, composing and performing. Students will continue to develop their skills on a musical instrument and as part of an ensemble. ‘Made In Manchester’ explores the history of music in our city. The topic enables students to develop a contextual, historical and musical understanding of the city where they are from. They will learn about all the famous musical ensembles, (classical, pop, current), influential bands and producers. Students will have the autonomy to choose an area of focus; composition, solo musicianship, band skills or research. This topic will allow those who have chosen music as an option to develop further skills needed at KS4.</p>