



St Dunstan's School

GLASTONBURY



Music Curriculum Booklet 2022-23

Subject Lead: Mrs Hopton

Music Curriculum Intent:

The St Dunstan's music curriculum intends to instil the St Dunstan's core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

- **Truth:** The curriculum intent is to give students the understanding and awareness of the truth behind the history and culture of some music styles.
- **Resilience:** The curriculum intent is to encourage the students' resilience in Music, through engaging in all aspects of the Music lesson. When students face challenges, they are encouraged to problem solve to find resolutions to enable them to succeed.
- **Ambition:** The curriculum intent is to provide students with challenge in all aspects of their musical understanding, and provide them with the opportunity to be ambitious and confident in various performance and creative opportunities available to them.
- **Community:** The curriculum intent is to gain an understanding of the music community of professional musicians working around us, with workshops from songwriters and music industry specialists for students to gain experience from the music industry.
- **Kindness:** The curriculum intent is to encourage kindness when working collaboratively with others, to be kind when giving and receiving feedback, and through the Music classroom being a safe space for students to take risks and complete tasks outside of their comfort zone.

The curriculum prepares for next stages of employment: Music is an exciting, inspiring and practical subject. It promotes engagement in a variety of areas of the Music industry, as songwriters, musicians, conductors.

The curriculum at St Dunstan's follows the guidance from the Model Music Curriculum (2021), to allow students to explore and develop their music skills in: Performing, Composing, Listening and Appraising.

Music at Key Stage 3 continues the journey towards building a universal foundation of musical understanding. Building on the skills and knowledge developed in KS1 and KS2 at Primary School through the transition project unit at the beginning of Year 7 based on the Elements of Music which are used throughout all music lessons in KS3 and KS4.

Key Stage 3

Music lessons are to be musical.

All students will have the opportunities to learn musicianship skills in the context of a variety of instrumental disciplines. They will develop a love of music and musical learning. They will understand the challenges a musician faces, collaborate and problem solve like a musician.

All students will be encouraged to explore their musical 'voice' to help them develop their musical literacy through musical performance, as-well-as developing their creative thinking skills.

Students will feel the value of working hard to achieve, and plan to make progress, in musical explorations, whether this is through musical performance, composition, or ensemble skills. Students will learn to set themselves ambitious challenges appropriate to their starting point. There will be times within any musician's journey where frustration sets in. A quality musician will analyse their progress, problem solve, and work through solutions to make further progress.

Key Stage 4

At KS4 we aim to provide our students with a contemporary, accessible and creative education in Music. They are encouraged to gain an understanding of the music and performing arts industry with a focus on creating and performing.

By the end of the Key Stage they should possess the skills and understanding needed to study Music at A-Level/BTEC and/or pursue Music effectively as a hobby.

Music Curriculum Implementation: Key Stage 3

In Year 7 students are introduced to the Elements of Music, which run through all aspects of our work throughout KS3, and create a wealth of musical language they can use within lessons. Developing skills on instruments such as voice, keyboard, ukulele and drums through performance and composition.

In Year 8 students are able to explore a wider variety of cultures and music styles which are linked to the Areas of Study at GCSE level, creating a foundation of knowledge and understanding of these topics. Instrumental skills are also developed through the use of keyboards, drumming and composition software.

Year 9 provides an introduction to KS4 topics, building on composition skills, to develop a toolkit for students to use at GCSE/Vocational award level, as well as mastering performance techniques on a variety of instruments, such as guitar, ukulele, keyboard and bass guitar.

Progress is monitored through hinge point assessments which include knowledge recall and listening assessments, and through end of term practical assessments based on the skills of performing or composing.

There is opportunity at both KS3 and KS4 for students to complement their classroom music learning with instrumental lessons with our highly skilled and experienced peripatetic teachers on the following instruments: guitar, bass, singing, piano and drums.

Key Stage 4

The Key Stage 4 curriculum follows the WJEC Performance Arts course following the Music pathway. Over the 2 years there are 3 units which are covered: Performing, Creating and Performing Arts in Practice providing learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment in the music industry. Students develop their practical performing and composing skills within Unit 1 and 2, and in Unit 3 they develop an awareness of industry practice: researching artists and influences, health and safety guidance, pitching an idea, marketing and making a proposal.

There is no examination for this course, instead assessment is covered in controlled assessments in the 3 units throughout the 2 year course.

Allocated Curriculum Time:

Year Group	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours	2	2	2	N/A	6

Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	Unit 1: Elements of Music and Singing <ul style="list-style-type: none"> Understanding the Elements of Music and how they have an impact on the Music we listen to, perform and compose. Composing a piece of music from a stimuli (image) as a group using the Elements of Music to create atmosphere and mood. 	Baseline assessment: Multiple choice listening test Assessment 1: Group performance of composition using percussion, voices and body percussion.
2	Unit 2: Singing <ul style="list-style-type: none"> Students will learn about how the voice works, how the voice produces sound and breathing techniques when singing. Students will develop confidence in singing as a class and in groups, continuing work from Primary School. Students will work in a group to complete a group performance of a song they have chosen, creating a performance focused on accuracy, confidence and expression. 	Assessment 2: Group singing performance of a song.
3	Unit 3: Keyboard Skills <ul style="list-style-type: none"> Students will learn how to read music notation on the treble clef and note values Independently finding the notes on a keyboard Learning keyboard skills- five finger technique, 3rd under technique to support smooth and fluent playing Learning to play a melody line on the keyboard 	Assessment 3: Solo performance of chosen keyboard piece- Bronze, Silver, Gold level of challenge.
4	Unit 4: African <ul style="list-style-type: none"> Students will learn about the culture and traditions of African Music Students will learn about how to play the djembe drums, including the bass, tone and slap sounds. Learning the key features of african drumming music; call and response, polyrhythms, master drummer, rumble. 	Assessment 4: Group composition of an african drumming piece.

5&6	Unit 5: Ukulele <ul style="list-style-type: none"> Students will learn about the basics of the ukulele: different parts, strumming patterns, chords to be able to play a couple of songs Students will learn how to read ukulele TAB so they are able to independently play more chords and songs Whole class/group rehearsals, learning to listen to each other and play in time 	Assessment 5: Group performance of chosen song on the ukulele
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Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	Unit 1: Keyboard Skills* <ul style="list-style-type: none"> Students will learn how to read music notation on the treble clef and note values Independently finding the notes on a keyboard Learning keyboard skills- five finger technique, 3rd under technique to support smooth and fluent playing Learning to play a melody line on the keyboard 	Baseline assessment: Multiple choice listening test Assessment Solo performance of chosen keyboard piece- Bronze, Silver, Gold level of challenge.
2	Unit 2: Musical Theatre and ostinatos <ul style="list-style-type: none"> Students will explore various genres of musicals, focusing on the use of the elements of music to create mood and how we can use articulation to create expression within a performance. Students will develop their composing skills to use a variety of musical devices to provide musical variation to a music idea. 	Assessment Composition
3	Unit 3: The Blues <ul style="list-style-type: none"> Students will learn to play the 12 bar blues, walking bass line and the blues scale on the keyboard Students will develop their keyboard skills using the five finger technique, playing chords, playing with their left hand and develop skills in playing with both hands together Developing performance skills and working as a pair to listen to each other. 	Assessment Composition assessment working in pairs using Mac computers
4	Unit 4: Film Music <ul style="list-style-type: none"> Students will learn about the importance of music in films and the impact this has on the audience Students will learn the key features of film music: leitmotiv, digetic, non-digetic, mickey-mousing, underscore. Students will compose their own piece of film music to match a film clip given using Logic Pro on the Mac computers 	Assessment Performance with improvisation in pairs on the keyboard

5&6	Unit 5: World Music <ul style="list-style-type: none"> Students will learn about the culture and traditions of African Music Students will learn about how to play the djembe drums, including the bass, tone and slap sounds. Learning the key features of african drumming music; call and response, polyrhythms, master drummer, rumble. Learning about Indian Music and Ragas Playing Indian Raga on the keyboard and Indonesian Gamelan on the xylophones 	Assessment Group composition of an african drumming piece
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Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	Unit 1: Film Music <ul style="list-style-type: none"> Students will learn about the importance of music in films and the impact this has on the audience Students will learn the key features of film music: leitmotiv, diatetic, non-diatetic, mickey-mousing, underscore. Students will compose their own piece of film music to match a film clip given using Logic Pro on the Mac computers 	Baseline assessment: Multiple choice listening test Assessment Composition created on mac laptops
2	Unit 2: World Music <ul style="list-style-type: none"> Students will learn about Samba and Reggae Music: culture, the music and key features. Students will develop their skills to play in a large ensemble, improving their listening and communication skills when playing to enable them to play in time. 	Assessment Performance as a large ensemble
3	Unit 3: Band Project <ul style="list-style-type: none"> Students will learn to read guitar/bass tab and practice their notation reading skills Develop group working skills to learn to play as a band Opportunity to develop skills on an instrument of their choice: guitar, bass, keyboard, ukulele. 	Assessment Group performance on keyboard, guitar, bass or ukulele

4	Unit 4: Keyboard 3 <ul style="list-style-type: none"> Students will build on their reading notation skills from Year 7 and 8, working on reading bass clef notes on the stave. Continue to develop using the five finger technique, 3rd over and thumb under technique. Students are introduced to playing with both hands together and playing chords with a melody line. 	Assessment Performance on the keyboard
5&6	Unit 5: Dance composition <ul style="list-style-type: none"> Development of composition skills with a focus on using students own original ideas to record into Logic Pro Using a sense of balance to create a well rounded piece of music Understanding and using structure in their composition 	Assessment Composition in pairs using the Mac computers

Curriculum Plan: Year 11 Music

Exam Board: Eduqas WJEC Performing Arts

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1&2	Unit 2: Creating <i>'Creatives work in a huge range of different disciplines and environments, sometimes as individuals and sometimes as part of a team. They may work to a brief of their own design or create something to a commissioned brief from someone else.'</i> In this unit learners will gain, develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in the performing arts, following the composition discipline. Controlled assessments will include <ul style="list-style-type: none"> Explore and develop In this topic learners will gain knowledge and understanding of exploring and developing in response to a creative brief (released September 2023) Applying knowledge and skills to create original work In this topic learners will apply the knowledge, skills and techniques necessary to create individual pieces of performing arts work and produce one original piece or a portfolio of original pieces. 	Controlled Assessments <ul style="list-style-type: none"> components outline development log 3 recordings of the composition an evaluation report

	<ul style="list-style-type: none"> Review, reflect and refine In this topic learners will gain knowledge and understanding of evaluating original work and refining original work. 	
3&4	<p>Unit 3: Performing Arts in Practice <i>'Creatives are given the opportunity to plan and create various pieces of work by responding to industry commissions. They will work to a brief commissioned by an arts organisation to plan a performance. In order for artists to be successful in securing paid commissions, they will need to have a good understanding of the business and management sector of the performing arts industry.'</i></p> <p>This unit introduces learners to areas of the performing arts that need to be considered when responding to an industry commission. Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.</p> <p>Controlled assessments will include</p> <ul style="list-style-type: none"> Planning performance work In this topic learners will gain knowledge and understanding of factors influencing the creation of performance work and creating performance work. Promoting and pitching In this topic learners will gain knowledge and understanding of promoting and pitching. Evaluating and reflecting In this topic learners will gain knowledge and understanding of evaluating the success of planning, promoting and pitching and reflecting on their work. 	<p>Controlled assessments</p> <ol style="list-style-type: none"> 1.Outline 2.Plans/ideas 3.Timeline 4.Marketing 5.Practical 6.Pitch 7.Evaluate
5	Finalising all coursework for Unit 1, 2 and 3 ready for submission	

Performing Arts Final Assessment Structure:

Component	Weighting	Content	Proposed Date of Examination
Unit 1: Performing	30%	10 hours to complete controlled assessment	May/June of Year 11
Unit 2: Creating	30%	10 hours to complete controlled assessment	May/June of Year 11
Unit 3: Performing arts in practice	40%	20 hours to complete controlled assessment	May/June of Year 11

Please see exam board websites for up to date information:

https://www.educas.co.uk/qualifications/level-1-2-vocational-award-in-performing-arts/#tab_keydocuments