

## Music Curriculum Intent –

*Music @ Westleigh inspires and enthuses students to realise that they have potential, whilst developing their social skills and providing them with unforgettable experiences and opportunities!*

Y R	<b>KS3 Music &amp; Drama Carousel – 6 hours per half term</b>		
7	<b>HT1</b>	<b>HT2</b>	<b>HT3</b>
7	<p style="text-align: center;"><b><u>Theme – Westleigh Voices</u></b></p> <p><b>Topic description/Purpose:</b> Knowledge/skills – Students will work in small groups to produce performances of simple vocal pieces. Students will start to develop their ability to sing as a group, whilst having the opportunity to sing solos and take the group lead.</p> <p><b>Key piece/assessment: DC1</b> Students work as small groups to create three different vocal performances.</p> <p><b>Literacy focus (O, R, W);</b> Oracy &amp; Written skills developed through the group work, which develops oracy skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets.</p> <p><b>Careers/ Enrichment opportunities –</b> Students will be able to further build on their vocal skills by attending Choir on Monday night. Further opportunities for students to perform in school productions or perform at lunchtime concerts.</p>	<p style="text-align: center;"><b><u>Theme – Musical Structures</u></b></p> <p><b>Topic description/Purpose:</b> During this topic students will start working on the keyboards for the first time. Whilst learning to play the keyboard they will also develop technique, develop a knowledge of the notes on the staff and notes on the keyboard. They will learn to compose and notate your own short melody, which you will perform alongside the pieces you have learnt. When using the assessment criteria try to use a different colour each for your ticks. To help show your progress each week.</p> <p><b>Key piece/assessment: DC2</b> Students will have the opportunity to learn contrasting pieces of music on the keyboards, working individually and/or in a pair. They will also compose a short piece of music.</p> <p><b>Literacy focus (O, R, W);</b> Oracy skills developed through the group work, which develops oracy skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets.</p> <p><b>Careers/Enrichment opportunities –</b> Students will be able to further develop their keyboard skills by attending the lunchtime extra-curricular clubs on a Wednesday or Thursday.</p>	<p style="text-align: center;"><b><u>Theme – Ukulele Basics</u></b></p> <p><b>Topic description/Purpose;</b> The students will experience playing the ukulele for the first time. The students will learn how to play basic chords and develop their strumming pattern.</p> <p><b>Key piece/assessment: DC3</b> Students will be assessed on their ability to play a variety of different songs demonstrating a range of strumming patterns and creating their own structure for their performance.</p> <p><b>Literacy focus (O, R, W);</b> Oracy &amp; Written skills developed through the group work, which develops oracy/ communication skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets.</p> <p><b>Careers/ Enrichment opportunities -</b> Students will be able to further develop their ukulele ability by attending the lunchtime extra-curricular clubs on a Wednesday or Thursday.</p>
8	<p style="text-align: center;"><b><u>Theme – Just Play The Blues</u></b></p> <p><b>Topic description/Purpose:</b> Knowledge/skills – Students develop their ability to play chords used in Blues Music. The students will be stretched further by playing typical Blues bass lines, a hook from 'Jackass Blues' and they will also learn how to improvise using notes from the Blues scale.</p> <p><b>Key piece/assessment: DC1</b> Students will practise the chords by playing along to the Blues 'Just Play' play-along. The students will produce a Blues performance in small groups using keyboards, ukulele and/or vocals.</p> <p><b>Literacy focus (O, R, W):</b> Oracy &amp; Written skills developed through the group work, which develops oracy skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets.</p> <p><b>Careers/ Enrichment opportunities:</b> Students can further develop their musical skills by attending music extra-curricular sessions during lunchtimes.</p>	<p style="text-align: center;"><b><u>Theme – Hooks &amp; Riffs</u></b></p> <p><b>Topic description/Purpose:</b> During this topic the students will be challenged to learn how to play a very popular riff, hooks and ostinatos.</p> <p><b>Key piece/assessment: DC3</b> Students will learn how to play the hooks and riffs from the classical and Popular song genres.</p> <p><b>Literacy focus (O, R, W);</b> Oracy &amp; Written skills developed through the group work, which develops oracy skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets.</p> <p><b>Careers /Enrichment opportunities.</b> Students will be able to further develop their musical ability attending lunchtime or afterschool music clubs.</p>	<p style="text-align: center;"><b><u>Theme – Samba Music</u></b></p> <p><b>Topic description/Purpose;</b> Knowledge/skills – Students will learn about the origins of Samba music. During this topic the students will perform and learn rhythms as a whole class using the traditional Samba instruments. The students will experience playing a new set of instruments.</p> <p><b>Key piece/assessment: DC2</b> Students will work in small groups to create their own performance and structure using the main rhythms and using call and response section that students must create.</p> <p><b>Literacy focus (O, R, W):</b> Oracy &amp; Written skills developed through the group work, which develops oracy skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets.</p> <p><b>Careers/ Enrichment opportunities:</b> Students can further develop their musical skills by attending music extra-curricular sessions during lunchtimes.</p>

9	<p align="center"><b>Theme – Hip Hop &amp; Rap</b></p> <p><b>Topic description/Purpose:</b> To develop an understanding of the origins of Hip Hop Music. To learn several important riffs from the Hip Hop genre. They will learn how to perform the chords, bassline, harmony, rap and vocals from Where is The Love by the Black Eyed Peas. To develop the ability to work independently or/and as a small group. The students will evaluate their progress and set targets/ goals</p> <p><b>Key piece/assessment: DC1</b> Students will learn to perform Where is The Love by the Black Eyed Peas in small groups.</p> <p><b>Literacy focus (O, R, W);</b> Oracy &amp; Written skills developed through the group work, which develops oracy skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets</p> <p><b>Careers/Enrichment opportunities –</b> Students will be able to further develop their musical ability by attending lunchtime and after school music clubs.</p>	<p align="center"><b>Theme – Samba Music</b></p> <p><b>Topic description/Purpose;</b> Knowledge/skills – Students will learn about the origins of Samba music. During this topic the students will perform and learn rhythms as a whole class using the traditional Samba instruments. The students will experience playing a new set of instruments.</p> <p><b>Key piece/assessment: DC2</b> Students will work in small groups to create their own performance and structure using the main rhythms and using call and response section that students must create.</p> <p><b>Literacy focus (O, R, W):</b> Oracy &amp; Written skills developed through the group work, which develops oracy skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets.</p> <p><b>Careers/ Enrichment opportunities:</b> Students can further develop their musical skills by attending music extra-curricular sessions during lunchtimes.</p>	<p align="center"><b>Theme – Off Beat</b></p> <p><b>Topic description/Purpose:</b> To develop the students' knowledge on the history and origins of Reggae Music. The students will learn about the key musical ingredients that make Reggae Music so special and unique.</p> <p><b>Key piece/assessment: DC3</b> The students will learn the main features from Three Little Birds by Bob Marley, which is the most challenging song the students will have ever played and it should show the students ability for music after three years of development.</p> <p><b>Literacy focus (O, R, W):</b> Oracy &amp; Written skills developed through the group work, which develops oracy skills. Students will develop their written ability through the self and peer assessment activities. The students will also develop their ability to spell and understand key topic vocab through the musical literacy page in the booklets.</p> <p><b>Careers/Enrichment opportunities:</b> Students will be able to further develop their musical ability by attending lunchtime and after school music clubs.</p>
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YR	<b>KS4 Music – 3 hours weekly</b>		
10	<p><b>Term 1 - Theme – Prep for Unit 201ta (1/2 lessons per week)</b></p> <p><b>Topic description/Purpose:</b> This topic will give students a good knowledge of a few styles of music, which will give students a good foundation knowledge in preparation for their assessed unit201ta. This topic will also see students start to develop their listening skills, by learning how to identify key features in well-known pop songs.</p> <p><b>Key piece/assessment:</b> Students carry out a variety of listening activities to help develop their ability to describe music in detail. Students will also carry out research tasks to help them to gain knowledge about several styles of music.</p> <p><b>Careers/ Enrichment opportunities:</b> This topic will clearly help them to achieve in their actual unit later in the year. Homework will be given to help supplement their development.</p>	<p><b>Term 2- Theme – Unit 201ta Musical Knowledge</b></p> <p><b>Topic description/Purpose:</b> The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry &amp; theoretical language whilst drawing upon knowledge learned within this unit.</p> <p><b>Key piece/assessment:</b> Students will complete a piece of work which demonstrates the students' knowledge of two style of music, of their choice. The students will also complete a track review, which will also be the students' own choice.</p> <p><b>Careers/ Enrichment opportunities:</b> This topic will prepare the students of the style of tasks they would cover in KS5.</p>	<p><b>DC3 Term 3 - Mock External Performance Task Unit 202ta</b></p> <p><b>Topic Description:</b> Students will perform 10-15 minutes of music. The students will pick their own repertoire under the theme of emotion. The students will follow the same guidance and rest</p> <p><b>Assessment:</b> The students will assessed against criteria used by RSL for the external assessment task carried out in year 11. There will be</p> <p><b>Careers/ Enrichment opportunities:</b> Students could perform their music at a lunchtime concert, record their set to be shared on the school's website/ Facebook page or performed at an evening concert to their parents, guardians and friends</p>
	<p align="center"><b>Term 1 &amp; 2 – Theme – Just Play - Musicianship Skills (1/2 lessons [per week] –</b></p> <p><b>Topic description/Purpose:</b> To develop students musicianship on one or more instruments. This unit will also help to prepare them for unit 204, which they will complete in year 11.</p> <p><b>Key piece/assessment:</b> Student will complete and create a practise diary/ log to show their ability to reflect and evaluate. Students will be required to perform every 3 weeks to rest of the class to demonstrate their progress.</p> <p><b>Careers/ Enrichment opportunities:</b> Students will practise like real musicians who are preparing for an upcoming gig/ concert/ tour.</p>		

11	<p><b>Term 1 Theme – Unit 204ta – Musicianship Skills DC1</b></p> <p><b>Topic description/Purpose:</b>  <i>This unit aims to enhance the learner’s capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment.</i>  <i>The purpose of this unit is to facilitate the learner’s ongoing development as an instrumentalist, based around their own goals and objectives using structured planning and reflection of personal development. This will in turn facilitate the capacity to use their instrument as their primary tool for creating and/or performing music.</i></p> <p><b>Key piece/assessment:</b>  <i>Task 1.1 – Assess the maintenance requirements of their instrument and identify those which may be undertaken personally.</i>  <i>Task 1.2 - Describe personal Health &amp; Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument.</i>  <i>Task 2.1 - Review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor.</i>  <i>Task 3.1 - Over an agreed study period, demonstrate developmental progression as an instrumentalist through engagement with the practice plan agreed with an instrumental tutor.</i>  <i>Task 3.2 - Clarify achievements in relation to the personal goals identified in 1.2, highlighting strengths and areas for development and plan for ongoing development as an instrumentalist</i></p> <p><b>Careers/Enrichment opportunities:</b>  <i>This will help the students to prepare students for the requirements of the externally assessed unit that they will start in January.</i></p>	<p><b>Term 2/3 –  Theme – Unit 202ta External Task DC2</b></p> <p><b>Topic description/Purpose:</b>  <i>Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry.</i>  <i>The rehearsal elements of the unit are designed to develop the learner’s ability to rehearse effectively. Learners will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process. The purpose of the unit is to prepare learners for the undertaking of a live musical performance in front of an audience.</i></p> <p><b>Key piece/assessment:</b>  The will:  <ol style="list-style-type: none"> <li>1. Plan for the live performance.</li> <li>2. Undertake an effective rehearsal process.</li> <li>3. Perform the set that they been rehearsing to a live audience.</li> <li>4. Reflect on their performance and consider ways to improve future performances.</li> </ol></p> <p><b>Careers/ Enrichment opportunities:</b>  <i>This topic prepares students for the life as a musician/ session musician, in which you have to be able to quickly learn new material with maturity and perform to others.</i></p>	<p><b>Term 3 – Revisit Unit 204ta/ Resit Unit 202ta DC3</b></p> <p><b>Same as previous boxes.</b></p>
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