Our curriculum in MUSIC

What is the purpose of Music?	Department information
The core purpose and ambition of the Arthur Terry Music Curriculum is to provide a high-quality music education that transforms the life chances of all our learners. The fundamentals of our Music curriculum is for learners to actively engage in practical music making through the exploration of both Performing Music and Creating Music. We place our vulnerable learners first and at the centre of our curriculum design to ensure students with SEND and those who are socially disadvantaged have enriched cultural capital whilst providing all with the the opportunity to connect and actively engage with Music.	**Core Leader:** Miss Rebecca Deekes **Subject Leader:** Miss Rebecca Deekes **Exam boards** Year 7 – Year 9: KS3 National Music Curriculum Year 10: Eduqas Level 2 Vocational Award in Performing Arts Year 11: RSL Level 2 Certificate for Music Practitioners Year 12 & 13: RSL Level 3 Subsidiary Diploma for Music Practitioners

How do we develop Arthur Terry Learners?

We develop Arthur Terry learners by ensuring our curriculum design and lesson delivery allow time and opportunity for learners to develop the foundations of the Arthur Terry Learner skills. We support students in building resilience through performing, develop their preparation skills both inside and outside the classroom using a variety of resources such as: knowledge organisers, workbooks, and online resources. All lessons are designed using an active approach, and we encourage and reward good

learning values, as well as teaching British Values. Finally, we allow time for students to develop meta-cognition and crucially, build in time for students to practice and refine their new learning and skills.

	Topics/Units	Summary of key content
7	☐ I've Got Rhythm *(Half Termly Project)*	We predominantly look at the difference between rhythm and pulse, alongside the musical elements: Texture, Duration, Dynamics, Tempo, and Structure. The topic allows students the opportunity to explore rhythmic patterns using both vocal ostinatos and body percussion, with the final performance allowing students to

	showcase their ability to compose a rhythmic piece in small groups.
☐ Keyboard Skills 1 *(Half Termly Project)*	We introduce the Keyboard and its basic functions so students are confident with using the instrument. We use a keyboard studies book to introduce basic melody and notation, which are taught through popular songs in varying difficulties. The end outcome is students being able to play individually a song of their choice accurately, fluently and with a steady tempo.
☐ Film Music *(Half Termly Project)*	We explore Film Music through the concept of "Heroes and Villains." Students explore the fundamental ideas of film composing through Leitmotifs, Mickey Mousing and composing music using the musical elements Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture and Harmony. The end outcome being students can compose music to a short clip taken from Toy Story.
☐ Ukulele Skills *(Half Termly Project)*	We introduce the Ukulele and the ensure students are familiar the parts of the Ukulele, holding the Ukulele, tuning the Ukulele, and strumming using either a plectrum or fingers on the strings of the Ukulele. Students are taught the chords

☐ Theme & Variation *(Half Termly Project)*		C, G, Am, F and apply this knowledge to the song "I'm Yours" by Jason Maraz.
☐ Ensemble Performance *(Half Termly Project)*		We introduce the students to the theme Frère Jacques and explore a variety of variations based on this theme such as: Inversion, Retrograde, Thirds, adding/removing notes, changing the rhythm and modulating to the minor key. Students then apply this knowledge to build their final performance in pairs using the stimulus.
		We introduce students to ensemble performance using the piece "Stand by Me" by Ben E King. Students explore different parts of the song including melody & lyrics, Chords, and Bass line. Then using their song knowledge, apply it in a band setting.
		On all above topics, students reflect on all finished work considering strengths and areas for development for future performances.
8	☐ Blues *(Half Termly Project)*	We introduce students to the history of Blues music and focus on the key practical elements of Blues Music including: a head melody, 12 bar Blues (walking bass line & chords) and improvisation. Students then compose their own Blues song on the

	Keyboard implementing the above musical features in pairs.
☐ Keyboard Skills 2 *(Half Termly Project)*	We build on our knowledge covered in the first Keyboard Skills Topic, with this topic focusing on performing both melody and chords together and building co-ordination between the left and right hand. Students learn chord construction and continue using the Keyboard studies book to work on more challenging repertoire, with the aim to produce a high-quality performance with students playing individually a song of their choice accurately, fluently and with a steady tempo.
☐ Popular Songwriting *(Half Termly Project)* ☐ Live Performance *(Half Termly Project)*	We introduce students to elements of popular music including song structure, four chord sequences, lyric writing and accompanying chord styles. Students apply their knowledge in pairs to compose their own popular song using the musical elements outlined above. We introduce students to planning for a live performance, and the performance

☐ Suspense Music in Film *(Half Termly Project)*	skills to engage an audience when performing. Students learn how to plan for a final performance, keeping a journal of their progress through a weekly practice diary. Students aim to present an individual engaging and well rehearsed performance to their target audience.
☐ Ensemble Performance 2 *(Half Termly Project)*	We continue building on the Film Music knowledge gained in previous topics, however, this time focusing on building suspense in music using discords, semitones, drones and Ostinato and apply this knowledge to a short clip taken from the film Jurassic Park. We build on our knowledge of ensemble performance and build on applying students' knowledge to a more challenging piece "Superstition" by Stevie Wonder. The song is broken down into varying parts such as: Melody, Guitar riff, Bass riff and Brass riff with students in small groups aim to produce their own version of the original song. On all above topics, students reflect on all finished work considering strengths and

		areas for development for future performance.
9	☐ Introduction to Logic Pro *(3 Half Terms)*	We introduce the required skills for students to use Logic Pro X on the iMacs successfully and independently. Students follow a series of tutorial videos; produced in house with the aim of following the steps to re-create Music which accompanies a scene from Star Wars. Students aim is to successfully navigate their way through using Logic Pro, rather than their musical creativity within this project.
	☐ Exploring Film Music on Logic Pro *(3 Half Terms)*	We combine previously taught skills with students applying both their knowledge of using Logic Pro X and Film Music composition which was covered in Y7 and Y8 topics. Students are given a set stimulus (storyboard) and must compose accompanying music. Students are assessed on both their ability to navigate Logic Pro unaided and their musical creativity and application of the musical elements.
	☐ Keyboard Skills 3 *(2 Half Terms)*	Running simultaneously to the above Logic Pro Topic students continue working through the keyboard studies book to refine their Keyboard ability. Students continue building their knowledge of right-hand melody and left-handed chords

	☐ Live Performance 2 *(2 Half Terms)*	whilst applying their knowledge to ever increasingly challenging repertoire. Running simultaneously to the above Logic Pro Topic students continue learning how to successfully plan and prepare for a live performance, on an instrument of their choice. Students develop their skills to keep a detailed journal of their progress and prepare to present an engaging performance to a target audience.
	☐ Ensemble Performance 3 *(2 Half Terms)*	Running simultaneously to the above Logic Pro Topics students continue building on their knowledge of working in an ensemble to produce a popular song (TBC). The given song is broken down into specific parts for students to learn and rehearse as part of a band; with the aim of presenting an engaging and accurate performance.
10	☐ WJEC Unit 2: Creating 30% of Qualification	Within this unit students will gain, develop, and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work. Students will undertake a series of set tasks that are to be applied to the prescribed context set annually by WJEC. Students will work individually, using Logic Pro to compose their work, lasting between 3 – 10 minutes in length.

11	☐ WJEC Unit 1: Performance 30% of Qualification	Within this unit students will gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece of published work. Students are required to perform between 3 – 6 minutes either individually or within a group.
	☐ RSL Level 2: 201ta Live Performance 8 Credits	Within this unit students will engage with a full live performance project including planning, rehearsal, performance, and evaluation. Students are required to complete a series of set tasks that are to be applied to the prescribed context set annually by RSL. Students will work individually or as a group, to preform between 10 – 15 minutes of live music.
	☐ RSL Level 2: 205ta Composing Music 8 Credits	Within this unit students will gain an awareness of compositional protocols in a specific musical style, house music. The purpose of this unit is for students to create music which is reflective of existing work. Students are required to compose a song lasting between 2.5 – 5 minutes in length.

12	☐ RSL Level 3: MUSPRA 304 Composing Music (Styles) 15 Credits	Within this unit students will demonstrate the skills to create finished musical works in two contrasting and defined musical styles, evaluating the results and own skill development.
	☐ RSL Level 3: MUSPRA 349 Planning for a Career in Music 15 Credits	Within this unit students will learn to plan effectively to develop a range of knowledge and skills to support future engagement with the music profession.
13	☐ RSL Level 3: MUSPRA 368 Live Sound Recording 15 Credits	Within this unit students will demonstrate how to plan a live recording session effectively and demonstrate how to use Logic Pro to record a live band, evaluating and analysing the process.
	☐ RSL Level 3: MUSPRA 385 Improving Instrumental Performance 15 Credits	Within this unit students critique their own instrument and associated equipment about effective, safe operation, current selection, and future personal

☐ RSL Level 3: MUSPRA 387e Rehearsal Skills & Live Music Performance 30 Credits	development. Students learn how to develop instrument-specific techniques appropriate to performance at this level and how to review their progress in instrumental techniques, identifying strengths and areas for development.

Within this unit students learn to plan rehearsals for a live music Performance, rehearse for a live music performance, present a live Music Performance, and evaluate the performance. Students are required to complete a series of set tasks that are to be applied to the prescribed context set annually by RSL. Students will work individually or in a group to perform between 15 – 20 minutes of live music. |