

Faculty Vision

- It is our goal to promote and engender LORIC skills in all our students in order to promote high standards, high achievement and a commitment to being the best that they can be.
- We want our students to be equipped with the skills they need and to be ambitious in their goals.
- We want our students to be not only risk-takers but resourceful and tenacious students who rise to a challenge and can be imaginative and resilient in their approach to new learning.
- We want our students to be interesting as well as interested and to be enthusiastic discoverers of new learning.
- We want our students to be brave and motivated to be the best that they can be and to be able to thrive as individuals and develop their own independence. We will promote this vision through the learning culture that we will instil within our students through their experiences within the classroom and beyond. We will provide a curriculum that is broad and varied and accessible to all learners and which takes into account the individuality of our students.
- We will achieve this through our dedication to embracing new ideas and ensuring that our curriculum and teaching styles are constantly developed and honed.

MUSIC DEPARTMENT VISION

To provide all pupils, regardless of socioeconomic background, with experience in creating and performing Music across a wide range of genres whilst expanding their technical skills using a variety of musical instruments.

It is also an opportunity for the pupils to embrace and experience different methods of learning in and outside of the classroom, working with our wide range of expertise within the department and some of the most established and accomplished musicians in the country.

Transition from KS2 to KS5.

There is a lot of work to do in Music nationally to ensure there is a consistency across the key stages. Currently there isn't a national program in place and the musical experience for the pupil is dependent on where the child is educated.

At DG we have pupils coming into year 7 with completely differing experiences of music ranging from none to the most fantastic provision. This is unacceptable, also raises significant challenges for us to ensure the KS3 curriculum is suitable for every child. Every child should have some musical experience in KS2.

At KS3 we expect all pupils to take part in all aspects of music making across a wide range of instruments. For pupils with a musical background, we have additional support with instrumental lessons. We also believe that the extra-curricular experience is as important as the one in the classroom and we try to encourage as many pupils as possible to participate in our wide range of activities on offer.

Inside the classroom we expect pupils to compose and perform. The next step is to link the skills acquired to demonstrate understanding and applying the learning and key words to the appraisal of music.

Since The classes have been set, the listening tests have differentiated keywords, there are less keywords too. The classes tend to cope with the practical elements. Top sets usually have extension tasks linked to the performances, eg adding harmony lines and counter melodies.

At KS4 we offer Music GCSE and a vocational RSL course to cater for pupils from all backgrounds and abilities. We have high numbers, well above the national average. The focus on performance and composition is still a key driver.

At KS5 Music nationally is in crisis, with the lowest uptake figures in history. The vast majority of centres do not offer music as an option at KS5. The ones that do have a average class size of three. This is such a small class that it does not become a viable option financially for head teachers.

Music Statement of Intent

What

- Pupils will develop musical skills and knowledge.
- Pupils to apply skills and knowledge to the three main areas.
- Pupils gain confidence through performing.
- Pupils to develop independence and resilience.
- Develop musical literacy and analytical skills.
- To work on creative processes.

How

- Engaging lessons.
- Buying into the ethos of the music department.
- Participate in the extensive extra-curricular activities.
- Curriculum development and implementation
- Embedding TEEP and LORIC.

- Continue professional partnerships
- Continue Primary links.

Why

- To give students a sense of cultural importance, nurturing a love for the arts.
- Develop communication skills.
- Build confidence, resilience and organisation.
- Prepare students for future learning and the wider world, developing soft skills.
- Engage with the local community.

Year 7						
TERM	AUTUMN 1	AUTUMN 2	SPRING1	SPRING 2	SUMMER 1	SUMMER 2
Text/Topic	Baseline Assessment/ Key skills in Music	Notation	Music Technology/ Loop based sequences	Music for Film/Tv/Game	Musical Futures 4 chord ensemble	Classical Music
Skills/ Concept	Listening, composing and responding to musical stimuli. Group work and independent learning	Reading basic notation in treble clef. Using notation to perform on main instrument. Parts are differentiated	Learn to use Garage Band/Logic. Pupils will be able to use loops to create balanced structured music. Pupils to create their own loops and sequence tracks. Create tracks in pairs	Learning about the film music and how it influences everyday life and culture. How music can impact on a scene.	Learning about the film music and how it influences everyday life and culture. How music can impact on a scene.	Students to work in groups. Perform pop songs. Learn individual parts and perform as ensemble.
Hinge Assignments	Listening and appraising	Reading and performing	ICT skills	Melodic development	Performing	Aural perception and composing
Summative Assessments	Performing	Performing	Composing	Composing	Performing and analysis	Performing, composing and listening
Links to GCSE	Listening and appraising and performing	Listening and appraising and performing	Listening and appraising and composing	Listening and appraising and composing	Listening and appraising and performing	Listening and appraising and performing and composing
Cultural capital/ enrichment	Performance etiquette	Performance etiquette	Composing, contextualise music from 1960-current day and its	How music links to film and media industry	Group work, communication skills, organisation	Discovering composers from the classical period

			developments			
Literacy /linked reading	Keywords and analysis	Keywords and analysis	Keywords and analysis, lyrics	Keywords and analysis	Keywords and analysis, lyrics	Keywords and analysis. Classical composers
Oracy	Communicating Keywords in performance analysis	Communicating Keywords in performance analysis	Communicating Keywords in Composition analysis	Communicating Keywords in Composition analysis	Communicating Keywords in performance analysis	Communicating Keywords in performance, composition and analysis of classical pieces.
Numeracy	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures
Careers and BLM	N/A	How music links to the outside world	Music industry. BLM, look at the historic influence on pop and some of the artists. Discuss the journey of the black pop star in relation to the white pop star. What were the political/cultural links	Music industry	Pop music careers	Career opportunities in classical music. BLM in the classical period, the history of black composers and the fact that they were written out of musical history. Listen and compare to Mozart. Also look at Women and how they have influenced or in some cases written music under a male name.

Year 8						
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Text/Topic	Blues	Music and advertising	Music Technology/ Loop based	Classical Music	Musical Futures song writing.	<i>Music for Special Occasions/ Film/set to a brief</i>

			sequences			
Skills/ Concept	Learn how blues music uses triads I, IV and V in the 12 bar sequence, creating swung, homophonic music with solo improvisations to convey personal ideas and feelings.	Learning that a range of styles of music are used in advertising, appropriate to the product and the target audience. Learning how adverts use sound effects, background mood music and the development of musical ideas to market a product to its target audience.	Learn to use Garage Band/Logic. Pupils will be able to use loops to create balanced structured music. Pupils to create their own loops and sequence tracks. Create tracks in pairs.	Learning notation, layering parts. Performing a minimalism piece. Parts are differentiated from beginner to advanced instrumental skills. Reading Music.	Timbre: use of brass and percussion instruments Dynamics: used for expressive effect Pitch/rhythm: Hooks and Riffs. Listening: taking inspiration from existing pop songs.	Learning that the key characteristics of fanfares are the use of loud dynamics, thin textures, use of brass, percussion and triadic melodies. Timbre: use of brass and percussion instruments Dynamics: used for expressive effect.
Hinge Assignments	Performing.	Composing.	ICT skills.	Melodic development.	Performing.	Aural perception and composing.
Summative Assessments	Performing.	Performing composition	Composing.	Composing.	Performing and analysis.	Performing, composing and listening.
Links to GCSE	Listening and appraising and performing	Listening and appraising and performing	Listening and appraising and composing	Listening and appraising and composing	Listening and appraising and performing	Listening and appraising and performing and composing
Cultural capital/enrichment	Performance etiquette, history of blues	Music industry	Composing, contextualise music from 1960-current day and its developments	How music links to film and classical music industry.	Group work, communication skills, organisation	Discovering composers from the classical period
Literacy /linked reading	Keywords and analysis	Keywords and analysis	Keywords and analysis, lyrics	Keywords and analysis	Keywords and analysis, lyrics	Keywords and analysis.
Oracy	Communicating Keywords in performance analysis	Communicating Keywords in performance analysis	Communicating Keywords in Composition analysis	Communicating Keywords in Performance analysis	Communicating Keywords in performance analysis	Communicating Keywords in performance, composition and analysis of typical pieces.

Numeracy	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	beats in bar note values time signatures
Careers and BLM	Music industry links to beginnings of blues. This is one of the main BLM units. The History of the blues and its origins the influence of other styles of music.	How music links to the outside world. How does advertising target families from different cultural backgrounds? Why would it do this?	Music industry. BLM, look at the historic influence on pop and some of the artists. Discuss the journey of the black pop star in relation to the white pop star. What were the political/cultural links.	Music industry classical related. BLM in the classical period, the history of black composers and the fact that they were written out of musical history. Listen and compare to Mozart. Also look at Women and how they have influenced or in some cases written music under a male name.	Pop music careers. Reflect on BLM work in the Spring 1 unit.	Career opportunities in industry.

Year 9						
TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Text/Topic	Reggae	Pop music 1970-present day	Rap/Hiphop	<i>Music technology 'We will Rock You!' Project</i>	<i>Drums from around the world</i>	<i>Film Music</i>
Skills/ Concept	Learning how music can reflect a time and place, and how disparate cultures can influence each other's music. Learning how Reggae music started, its origins through Mentto, Calypso and Ska, and how it uses syncopated rhythms, bass riffs and chords	Learning how pop music composers use hooks, riffs and lyrics to create memorable songs. Learning to create a pop song using pop song structure, primary chords and bass hooks/riffs	Learning how rap music uses bass lines and chordal accompaniment, single time and double time rapping and rhyme/slang. Learning to perform in a rap style, create rap lyrics and perform using stylistic techniques – single time and double time	Learning how music technology is used to create contemporary forms of music for dance. Learning that they key characteristics of Club Dance Music are a 4 to the floor drum beat, simple harmonies, repetitive riffs and melodies and	Learning ethnic percussion techniques and how the construction of ethnic percussion affects timbre. Learning to aurally recognise instrumental and rhythmic characteristics of different World Music.	Learning how film music uses: sound effects, synchronous sounds, background mood music and melodic motifs to enhance the representation of a character or situation. Learning how music is used to enhance the visual images and dramatic impact of films.

				common structure.		
Hinge Assignments	Listening and appraising	Reading and performing	ICT skills	Melodic development	Performing	Aural perception and composing
Summative Assessments	Performing	Performing	Composing	Composing	Performing and analysis	Performing, composing and listening
Links to GCSE	Listening and appraising and performing	Listening and appraising and performing	Listening and appraising and composing	Listening and appraising and composing	Listening and appraising and performing	Listening and appraising and performing and composing
Cultural capital/enrichment	Performance etiquette	Performance etiquette	Composing, contextualise music from 1980-current day and its developments	How music links to film and Musical theatre industry	Group work, communication skills, organisation	Discovering composers from the classical period
Literacy /linked reading	Keywords and analysis	Keywords and analysis	Keywords and analysis, lyrics	Keywords and analysis	Keywords and analysis, lyrics	Keywords and analysis. Classical composers
Oracy	Communicating Keywords in performance analysis	Communicating Keywords in performance analysis	Communicating Keywords in Composition analysis	Communicating Keywords in Composition analysis	Communicating Keywords in performance analysis	Communicating Keywords in performance, composition and analysis of classical pieces.
Numeracy	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures	Notation, beats in bar note values time signatures
Careers and BLM	BLM is present throughout this unit. Look at how blues influenced reggae. Look at the political implications of reggae in the 60's and 70's	How music links to the outside world. BLM, look at the historic influence on pop and some of the artists. Discuss the journey of the black pop star in relation to the white pop star. What were	HipHop Music industry. The Origins, and what has influenced this genre. Look at the artists, what inspired them to create this genre.	Music industry	Pop music careers. Look at African drumming, cultural links. What Music has been influenced by this?	Career opportunities in classical music .

		the political/ cultural links				
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