

### **Music KS3 – Statement of Intent**

*“Where words fail, music speaks!” Hans Christian Anderson*

At All Saints Academy, we align our music curriculum to our vision of *‘Living Well Together with Dignity, Faith and Hope.’* We believe music is a subject our students should study to be able to fully uncover hidden talents. It will also help them grow into well-rounded and cultured young people. To facilitate *‘Living Well Together’* students will learn to embrace all types of music from classical to jazz, understanding that our taste in music is unique but it is love of music that binds us together. Within lessons, students will build the courage to sing and perform in front of others in a safe space where they can be critiqued, and critique, in a dignified way. We hope students will find music that resonates with their soulful, spiritual self and lead to a deeper sense of faith. We want our students to be aspirational so they will be encouraged to take up an instrument, including the voice, in the hope that one day they will each be able to play an instrument with proficiency.

We will ensure our students have no barriers to learning an instrument by using our pupil premium grant effectively to buy instruments and support lessons with peripatetic staff. Assessments will include reasonable adjustment such as allowing extra time, or using scale books, extra equipment, or learning support. At times, it may be appropriate to plan smaller steps to achieve the learning goal, provide additional resources or provide a ‘parallel’ activity.

Within our main feeder schools student learn the disciplinary skills of composing, performing, analysing and evaluating music. These skills are not universally well-embedded and so term 1 of Year 7 is spent doing some low-stakes testing to ascertain any gaps.

### **Research informed practice in the Arts:**

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students’ work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mavima and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student’s analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

## **SEND support in Music**

### **The what (substantive knowledge):**

- > Performance - If the outcome is for students to be able to play a stave
  - High – play with both hands, chords and melody
  - Medium – application of chord notes but primary melody
  - Low – application of melody in singular hand
- > Composition - If the outcome is to compose a piece of music
  - High – complex rhythms with a range of notes and chord application
  - Medium – structured rhythms with limited notes and some chord application
  - Low – basic rhythms with limited range of notes
- > Listening - If the outcome is to identify the concepts used in a piece of music
  - High – identifying the complex rhythms, devices and structures used
  - Medium – identify a broad range of rhythms, devices and chords with concepts
  - Low – identify basic rhythms with some chord application and basic concepts

### **The how:**

- > Performance - If the outcome is for students to be able to play a stave
  - High – play with both hands, chords and melody by using guided demonstration
  - Medium – application of chord notes but primary melody by using guided demonstration and music sheets with note identifiers
  - Low – application of melody in singular hand by using guided demonstration, music sheet with note identifiers and written notes on the keyboard and a keyboard diagram
- > Composition - If the outcome is to compose a piece of music
  - High – complex rhythms with a range of notes and chord application by using garage band and a guided example
  - Medium – structured rhythms with limited notes and some chord application by using garage band and a guided example with a clear breakdown of steps to secure composition
  - Low – basic rhythms with limited range of notes and some chord application by using garage band and a guided example with a clear breakdown of steps to secure composition and engage with directed videos of specific links to the tasks
- > Listening - If the outcome is to identify the concepts used in a piece of music
  - High – identifying the complex rhythms, devices and structures used by guided demonstration of the task
  - Medium – identify a broad range of rhythms, devices and chords with concepts used by guided demonstration of the task with an example provided
  - Low – identify basic rhythms with some chord application and basic concepts used by guided demonstration of the task with detailed examples provided

## Year 7

### **Substantive Knowledge**

The first year of music lessons focusses on developing the substantive knowledge required for students to develop as musicians. Students will be taught basic treble clef notation skills in order for them to form a firm foundation in order for them to access all forms of music. They will explore form and structure in music looking at basic models used in composition. Students will be taught music history and the development of orchestral instruments to form the bedrock of a more comprehensive appreciation of music. They will also be introduced to music technology as a resource used to realise their musical intentions when composing.

### **Disciplinary Knowledge**

The interrelated dimensions of music grow through singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. **Singing:** Students will sing regularly from an extended repertoire, with a sense of ensemble and performance. They will gradually develop their confidence from singing in unison to singing in three parts. **Listening:** Using a broad and varied repertoire from Classical to Popular music, students will learn to discriminate between the various elements of music, as their listening skills are developed. They will consolidate their understanding of the meaning and purpose of music being listened to, as a way of developing technical and expressive listening skills. **Composition:** Students will learn how to compose through playing chord sequences from a range of familiar songs as compositional models, and explore melodic line and simple structural ideas, e.g. ABA. **Performance:** Students will develop their performance and technical competence on instruments such as the keyboard, through reading conventional and tab notation. They will learn to read the treble clef and conventional symbols for rhythms and note durations.

## Year 8

### **Substantive Knowledge**

The second year of music builds on the knowledge developed in Year 7 as students begin to develop competencies that support further studies in music. Students will learn to perform in a Samba ensemble in, develop their listening and analytical skills, and play a variety of instruments. The development of popular music will be explored through the genre of Jazz. They will have the opportunity to improvise and explore their own creativity. Our 'Theme and Variation' unit will give students further opportunities to understand music history and how the great composers have shaped music to develop a rich cultural heritage.

### **Disciplinary Knowledge**

The integrated approach of developing listening, appraising, composing, and performance will be used as students explore whole class Samba ensemble playing, reading musical notation in the bass clef, and interpreting syncopated and polyrhythms. Students will get opportunities to sing as a group appraising and performing different genres of music including Jazz/Blues, and playing simple chords and chord progressions on the Ukulele. The Ground Bass unit based on (Pachelbel's Canon) and other great composers will be explored. This will lead on to understanding other orchestral

forms such as the sonata, concerto and symphony. Students will begin to form a solid understanding of melody and accompaniment.

## **Year 9**

### **Substantive Knowledge**

The third year of music will give students opportunity to consolidate their learning of various skills such as keyboard, notation, and music technology, as they draw on skills acquired in previous years to engage in meaning musical projects that will be inspiring and stimulating enough to motivate them to continue their musical journey in the future. Students will hone in their skills in listening to various genres of music, appraising music history conventions and using ideas to embark on a bespoke composition project and performance.

### **Disciplinary Knowledge**

The special focus on composition will be developed through exploring song structure, chord progressions and lyric writing. Students will sing various classic and popular songs. They will be composing to a moving image as part of developing music technology skills. This will culminate in their own composition project that introduces them to some of the work at Key Stage 4. They will also take part in a band project, selecting their own song (own composition or cover), rehearsing and performing to an audience.