

Links to KS2		KS3 builds on the key music principles of performance, composition and listening. At KS2, Music is taught through singing, use of tuned percussion and hand percussion. Key skills such as basic score reading, note duration and pitch recognition are integral to the learning. Cultural references are woven into the schemes of work. At KS3, like at KS2, Curriculum leaders are free to dictate these. For example in Year 3 they might study the music of The Beatles, whereby in Year 8 they might study Salsa music of Cuba.					
Intent	Statement of Intent	The aim of the Music department is to enrich pupils through creative learning and engage them in the joy of music. We aim for all pupils to have exposure to music and live arts both through in-school, extra-curricular and in the local community. As a school we place an emphasis on learning through practice to develop music skills to stimulate and spark a lifelong passion in the subject. Within Highworth Warneford School we have always remained true to our culture of music exposure and history of the arts being a key area of the school which is valued, appreciated and celebrated. Students receive a broad and ambitious music curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our music curriculum will give students the opportunity to develop a thorough understanding of music through performing, composing, listening and analysing which is central to their development from KS2 – KS5.					
	Timeline	Term 1 - 7 Weeks	Term 2 - 7 Weeks	Term 3 - 7 Weeks	Term 4 - 6 Weeks	Term 5 - 5 Weeks	Term 6 - 6 Weeks
Implementation Year 7	Year Overview	Year 7 Music is designed to introduce students to the vast possibilities that music can present to a young person. Widening knowledge of instruments, ensembles and styles is central to Year 7 music. The intent of the Year 7 Music Curriculum is to provide students primarily with as much exposure to practical music making as possible, on a wide range of instruments. This is an experience which many of them will not have had at Primary School. The key musical concepts of Listening, Performing and Composing are woven into all schemes of work. Within each scheme the students are taught about the 11 key elements of music, how to recognise them and how to apply them to practical music performance. Most students will arrive with no prior music experience or skill. Some students will have had exposure at Primary school to Ukulele, African Drums, Glockenspiels or Boom whackers / hand percussion. A handful of students will be receiving one on one tuition on an instrument of their choosing. One or two may have been having this for up to 6 years prior in extreme cases. Getting to know the students via means of a baseline assessment is therefore vital in establishing what adaptation may be needed.					
	SOW	Musical Elements and Keyboard Skills		Ukulele	Instruments of the Orchestra	Composing	The Voice / Singing
	Unit Focus	Students learn the meaning and associated terminology for the 11 main musical elements through practical exploration: Instrumentation / Rhythm / Melody / Harmony / Dynamics / Duration / Timbre / Texture / Tempo / Structure / Pitch / Students learn correct piano technique and fingering. They learn how to interpret basic musical notation on treble and bass clef, and how to read basic note duration. They then learn a range of keyboard melodies including Ode to Joy and Oh When the Saints, working through adaptive versions.		Students learn the anatomy of the Ukulele, a brief history of the instrument's origins, plus how to play a variety of chords and popular pop songs. They will learn strumming techniques and rhythms, plus some basic melodic parts.	Students learn the 4 orchestral instrumental families and all instrument timbres within these. They will learn the layout of the orchestra and most importantly, the sound of each instrument. They then learn famous orchestral pieces on the keyboard, using different timbres.	Students have creative freedom to write a piece of music that can demonstrate effective use of Harmony and Melody. They can work on piano, keyboard or guitar. They can work in pairs or alone. They can incorporate any of the musical elements and use them in whichever way they choose.	Students learn popular songs from the charts and musicals and are encouraged so sing as a class and in small groups. They are also encouraged to explore playing piano, guitar or Ukulele whilst singing, aiming to develop their multi – instrumental skills.
Implementation Year 8	Year Overview	The intent of the Year 8 Music Curriculum is to build on the foundations of music principles learned throughout year 7. All schemes of work are designed around utilising the 11 key musical elements to produce exciting and interesting musical results via a range of different methods. The year is also pivotal for recognising and harbouring those students who are keen to continue the subject onto GCSE. Once recognised, it is about working closely with them to provide maximum satisfaction from the lessons, ensuring that the interest continues through yr9. Most students will arrive at year 8 with only the knowledge learned from Year 7. Much of this is recapped in the first few weeks to ensure that key concepts and info have not been forgotten. Many students will have begun learning a specific musical instrument during year 7 and will be continuing lessons on a one on one basis, which will put them at a higher level of understanding. Effectively adapted lessons will ensure they are catered for appropriately.					
	SOW	The Blues	Rhythm	Rock n Roll	Salsa	MixCraft	Musicals
	Unit Focus	Students learn the history and significance of the Blues. They work mainly on piano and study Blues Bass lines / 12 bar Blues chord progressions / Improvisation skills / 7th chord harmony. They then work on combining these elements into a Blues piano piece.	Students learn a variety of Rhythmical values and durations including Quaver, Crotchet, Minim, Semibreve, Semi Quaver, dotted noted, Triplets, Syncopation, Ostinato etc. They also focus on types of texture. Body Percussion and African Drums are used, plus Mix Craft software.	Students learn a brief history of the Rock n Roll genre and learn to play 'Rock around the Clock' on Piano, Electric Guitar, Bass Guitar, Drums and Voice. They will use their Blues knowledge to underpin this work and will perform as Rock n Roll bands.	Students learn an appreciation of Latin American groove and rhythm. They learn about Cuban Son Salsa and will perform using Cajon, Caixa, Cabasa, Clave, Guiro, Maraca and Piano. They will learn Clave rhythm and the Strictly come dancing theme tune.	During this term, students will get their first exposure to Music Technology software and will be able to act as a music producer to create several pieces of music in a wide range of styles not only electronic genres but also rock, folk, jazz, blues and pop. Keyboard skills used.	Students learn popular songs from a range of Broadway and West End Musicals. This involves a lot of singing but also a fair degree of band work on Ukulele, Piano, Cajon and Acoustic Guitar. Vocal Harmony is introduced as a concept and group work is key to this topic.
Implementation Year 9	Year Overview	The intent of the Year 9 Music Curriculum is to combust the learning of the previous two years into more significant musical projects. These will cater for all by providing a standard music experience, whilst also allowing those who are heavily involved in music at school and going onto GCSE to flourish and grow their skills alongside those who are not taking in forward. The challenge of year 9 is also choosing appropriate musical material that will keep them engaged in the subject. Healthy competition is also a large part of this year's curriculum. Most students will arrive at year 9 with only the knowledge learned from Years 7 and 8. Much of this is recapped in the first few weeks to ensure that key concepts and info have not been forgotten. Many students will now be 2 years into learning a specific musical instrument and will be continuing lessons on a one on one basis, which will put them at a higher level of understanding. Effectively adapted lessons will ensure they are catered for appropriately. Many students will also be core members of the school's music enrichment programme					
	SOW	Hip Hop	Rock Band Composition	Music Technology	Scratch Band	Music for Moving Image	Music Champions League
	Unit Focus	Students learn the History and value of Hip Hop music roots. They learn the three key ingredients of Drum groove, Bass and Vocals then set about composing their own Hip Hop track in pairs. They also listen to lots of examples of Clean, Old Skool Hip Hop tracks for ideas.	Students learn how to play a range of chords on the guitar, notes on the bass, chords on piano and drum kit patterns. They use these skills to compose their own music in rock bands. Students that already play are assigned 'Experts in the room' and co-teach at various points.	Students learn how to use Cubase for the first time. This software allows them to develop their MIDI sequencing skills and their Keyboard skills simultaneously. They choose the material they want to sequence, and produce a version of part of it by selecting timbres and playing in.	Students learn in bands of 4 or 5, how to play Drums, Bass Guitar, Keyboard, Electric Guitar and Voice. They are given modern pop tunes to learn and will focus on their ensemble skills. Team work and group Leadership are both important factors in the success of this task.	During this term, students are back in Cubase only this time they are composing their own soundtracks to video clips. They start with adverts and then move onto Horror films. This task harbours their creativity and allows for extensive timbral exploration.	This 6 lesson scheme was introduced to maintain interest within the year 9 groups, especially after GCSE options have been chosen. Forms are pitched against each other with a different musical task every lesson, scoring points on the leader board against other forms.

Implementation Year 10	Year Overview	The intent of the initial year of GCSE Music is to introduce learners to a critical way of analysing music. This is achieved through a range of highly immersive lessons including traditional study, listening, practical exploration and composing. Musical elements are expanded and threaded through everything as Areas of Study are worked through. Performance skills are pushed and composing introduced as a stand alone concept, allowing students to fully explore their creative potential. Exam preparation is huge and tackled systematically to allow students the best possible chance of success. Book work is introduced as well as digital tracking so that feedback can be logged as WWW / HTI / MAC regularly.					
	SOW	Musical Elements	AOS1: Musical Forms and Devices	Composition		AOS3: Film Music	AOS4: Popular Music
	Unit Focus	Musical elements are developed and explored at a much deeper level than at KS3. Rhythm & Metre / Instrumentation / Harmony & Tonality / Structure / Texture are all amongst those that are featured. The cycle of 5ths and Harmonic functionality is a big focus area.	Students study the history of western classical music from 1600 - 1910. Baroque music features and composers are analysed. The set work of Badinerie is introduced and heavily analysed through performance, listening and score analysis.	Students write their own compositional brief and set upon composing an entire piece of music. It can be for any stimulus they have created. Students will rely on tying together all of their knowledge in order to produce a piece of music that is orderly, stylistically accurate, interesting and musically advanced. Students can use Sibelius or Cubase software or they can write traditionally. A written account and score are produced to accompany the work.		Students analyse film music from a wide variety of composers and genres. They are taught analytical skills whereby musical cues are dissected in high detail. This is in order to prepare them for their extended writing answer which is always out of 10 marks.	Students study a range of popular music styles over the last 60 years, including popular music history and culture. They also go on to study their set work of Africa by Toto which is heavily analysed and learned in great detail.
Implementation Year 11	Year Overview	In Year 11 a big focus lies on coursework completion + exam preparation. Students will write and complete their second composition piece to an exam board brief, plus they will record their solo and ensemble performances. Exam study will consist of AOS2: Ensemble Music and exam techniques and practice for all 4 AOS.					
	SOW	AOS4: Popular Music	Composition		AOS2: Ensemble Music & Exam Preparation		
	Unit Focus	Students study a range of popular music styles over the last 60 years, including popular music history and culture. They also go on to study their set work of Africa by Toto which is heavily analysed and learned in great detail.	Students write to a compositional brief set by the exam board and set upon composing an entire piece of music. Students will rely on tying together all of their knowledge in order to produce a piece of music that is orderly, stylistically accurate, interesting and musically advanced. Students can use Sibelius or Cubase software or they can write traditionally. A written account and score are produced to accompany the work.		Students study Musical Theatre, Jazz, Blues and chamber music. They recall a wide range of exam techniques across all 4 areas of study, plus recall of set work key information. Exam style questions and a second mock exam are undertaken as much as possible to prepare them for their final listening exam.		
	Enrichment Opportunities	Students can opt into a vast array of Music Enrichment opportunities. There are 8 concerts a year that they can take part in. These range from large scale concerts at Christmas and Easter, down to individual year group concerts on a smaller scale. The end of the school year is marked with either a full scale musical theatre production or an international concert tour. Throughout the year there are 4 music trips. One to the Albert Hall to see the Music for Youth prom, one to a West end theatre, one to see a live orchestra, one to take part in a musical theatre singing day with other schools. There are also some smaller performance trips to care homes to sing carols at Christmas. Weekly music groups include Concert Band, Big Band, Woodwind Group, Brass Group, Clarinet Group, Choir and a range of smaller rock bands and soloists / duos.					
Impact	Assessment	KS3 All Classes - Practical Assessment + Extended Writing - Yr7 Music Elements / Yr8 Blues Piano / Yr9 Hip Hop - PLCs used for all KS4 Year 10 and 11 GCSE Music - Exam Style Questions - Musical Elements / Popular Music respectively WWW / HTI / MAC used	KS3 All Classes - Formative Practical Assessments - Yr7 Keyboard Skills / Yr8 Rhythm / Yr9 Band Composition - PLCs used for all KS4 Year 10 - Exam Style Questions - Musical forms and devices KS4 Year 11 - Full Mock Exam WWW / HTI / MAC used	KS3 All Classes - Practical Assessment + Extended Writing - Yr7 Ukulele / Yr8 Mix Craft / Yr9 Music for the Moving Image - PLCs used for all KS4 Year 10 and 11 GCSE Music - Exam Style Questions - Film Music / Music for Ensemble WWW / HTI / MAC used throughout	KS3 All Classes - Formative Practical Assessments - Yr7 Orchestra / Yr8 Salsa / Yr9 Scratch Band - PLCs used for all KS4 Year 10 and 11 GCSE Music - Exam Style Questions - Film Music / Set Works respectively WWW / HTI / MAC used throughout	KS3 All Classes - Practical Assessment + Extended Writing - Yr7 Composing / Yr8 Rock n Roll / Yr9 Music Tech - PLCs used for all KS4 Year 10 - Exam Style Questions - Popular Music KS4 Year 11 - Full Mock Exam WWW / HTI / MAC used throughout	KS3 All Classes - Formative Practical Assessments - Yr7 Voice / Yr8 Musicals / Yr9 Champions League - PLCs used for all KS4 Year 10 - Popular Music & Set Works respectively WWW / HTI / MAC used throughout
	Literacy and Numeracy links	Numbers attached to fingers. Divisions of the scale. Rhythmic values and time signatures. History of the Ukulele. Reading song lyrics. Counting beats in time. Reading song lyrics. Calculating rhythmic values and time signatures / note durations. Bars and beats. Appreciation of Black Musical History An appreciation of Latin American culture. History of Rock n Roll in post war USA. Welfare State etc. Reading song lyrics. Appreciation of a wide range of musical genres from all over the world. Link to Sport / PE and football champions league. English – films featuring famous books e.g. Harry Potter. Significant use of tier 2 and tier 3 vocab through consistent application of Musical elements specific key words					
	How It Is Used / Skills Set Developed / Outcomes	The curriculum develops self-confidence and resilience through regular opportunities to perform, both through lessons and extra-curricular participation. It allows students to understand the complexities of music through analysis of a wide range of genres from different musical, historical and cultural perspectives. Music also plays an important role in developing character and therefore we use the subject to develop life skills, such as confidence, self-awareness, perseverance and discipline and provide a holistic experience that students can take beyond their musical studies. This also allows them to transfer these skills into other subject areas as music exposes the need to be able to problem solve, demonstrate perseverance, diligence, team work, time management, organisation, responsibility and cultural history. Topic texts will be incorporated into schemes of work.					
	Careers in the Curriculum	The Warneford music experience, if embraced fully, will allow students access to a huge range of music career pathways including the following: Composer / Live Performer / Session Musician / Sound technician and design / Music Therapist / Arranger / Teacher / Military / Conductor / Songwriter / Producer / Publisher / Video game sound design / Orchestral Musician / Tour Management & promotion / Booking agent / Music Lawyer / Bio-acoustician					