



## **Music Curriculum Overview**

### Subject Curriculum Intent Statement

Through 'pushing our boundaries to achieve more' and underpinned by the SNA Way and the core value of **music-making for all**, our music curriculum vision is to provide musical excellence for all students and ensure confident, responsible, independent young people who develop a life-long love of music and musical performance.

This will be achieved through;

- Delivering an active and engaging music curriculum, including a **range of musical styles and traditions** using a **variety of different instruments/voice** and enriched wider musical experience through an **extensive extra curricular provision**
- Ensuring high levels of challenge and expectation through the **progressive and ambitious development of musical skills**
- Providing high quality teaching which inspires students to reach their full potential in a **supportive, engaging and inspiring musical environment**
- **The use of technology to support progress:** audio recordings to assess and enable pupil's to improve their work and videos to model correct technique
- Enabling confidence in performing, goal setting, action planning, collaborating and evaluating to **develop essential transferable skills**
- Preparing and equipping students to enable them to **continue making music in the future**

### Music Curriculum Offer @ SNA

- **Year 7 – Music** – one period per week – all students
- **Year 8 – Music** – one period per week – all students

In addition, we offer the following optional courses:

#### **Key Stage 4 – Years 9-11**

- RSL Levels 2 Certificate in Performance for Music Practitioners
- Eduqas GCSE Music

#### **Key Stage 5 - Years 12-13**

- RSL Level 3 Subsidiary Diploma for Music Practitioners

## Music Curriculum Map

### 5 Year Music Overview

|                         |         | Autumn 1 (7 weeks)   | Autumn 2 (7 weeks) | Spring 1 (6 weeks)  | Spring 2 (6 weeks)                 | Summer 1 (6 weeks)  | Summer 2 (7 weeks)                   |                  |
|-------------------------|---------|--|--------------------|---|------------------------------------|---|--------------------------------------|------------------|
| DEVELOPING MUSICIANSHIP | YEAR 7  | Making a Reggae arrangement  | West African Music | Classical music   | Music technology (Sampling)        | Film music 1  |                                      |                  |
|                         | YEAR 8  | Popular music  | The Blues          | Video Game Music  | Music technology (Classical remix) | Songs throughout time   |                                      |                  |
| EMBEDDING MUSICIANSHIP  | YEAR 9  | Solo and ensemble performance and rehearsal skills<br>Introduction to music theory                                 |                    | Introduction to Bach's Badinere (Classical arrangement)<br>Musical devices (group composition skills)                     |                                    | Musical elements and individual composition skills<br>Ensemble performance and rehearsal skills |                                      |                  |
| MASTERING MUSICIANSHIP  | YEAR 10 | RSL Unit 201ta: Music Knowledge Development (Internal Assessment)  |                    |   |                                    | Performance skill development/<br>Improvement time for RSL Unit 204ta and 201ta                 | RSL Unit 202ta Live Performance Mock |                  |
|                         |         | LO1 - Contrasting musical styles<br>Alongside performance skill development/<br>Improvement time for RSL Unit 204a |                    | LO2 - Song analysis (musical elements)<br>Alongside performance skill development/<br>Improvement time for RSL Unit 204ta |                                    |   | LO3 - Performance                    | LO4 - Evaluation |
|                         | YEAR 11 | External controlled assessment preparation<br>Performance skill development  |                    | RSL Unit 202ta: Live Music Performance (Internal Controlled Assessment)   |                                    |   |                                      |                  |

Musicianship is developed through singing, listening, composing and performing to foster a life-long love of music and musical performance.

### Assessment Approach

Within our curriculum, we look at a variety of methods to assess our students. Below is the assessment plan which gives an overview of our assessment approaches with each year group.

| Assessment Approach           | Description   | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------------|---|--------|--------|--------|---------|---------|
| Performance Skills Assessment | A performance on an instrument/voice to assess students' practical skills. Different levels of music are provided to help students show success in this form of assessment. Students reflect and improve their performance.                 |        |        |        |         |         |
| Composition Skills Assessment | Music that students have created themselves. Different levels of structure and support are provided to help students show success in this form of assessment. Students reflect and improve weaker areas of their composition.               |        |        |        |         |         |
| Song analysis                 | Students use the musical elements to analyse a song.  |        |        |        |         |         |
| Written evaluation            | Students write an evaluation of their practical work. Structure and support is provided in KS3 and gradually removed in Year 9 as students complete tasks for the RSL Level 2 Music course. Students reflect and improve upon their answer. |        |        |        |         |         |
| BIG Write                     | Extended piece of writing which looks at a variety of themes and success criteria   |        |        |        |         |         |
| Low Stakes Quizzing           | Short answer questions from current or previous topics which is self/peer marked  |        |        |        |         |         |
| Past Papers                   | Exam Board papers used in previous year's RSL Level 2 external controlled assessment unit - students reflect and improve their written tasks and practical performance.   |        |        |        |         |         |

### Cross Curricular links

Within our Music curriculum, we offer a variety of opportunities for cross curricular links, that benefits students at all levels. Our cross curricular links are as follows;

- Literacy – Students write extended answers around different topics such as the development of musical styles, the use of musical elements in songs and evaluations with emphasis on quality of written communication. Students also analyse song lyrics using the skills required to analyse poems.
- Numeracy – Students use their numeracy skills to understand note values and subdivisions of beats and rhythms in music. They also use their numeracy skills to understand time signatures (simple and compound time) and metre (the number of beats/types of beat in a bar).
- PSHE – Throughout all key stages, students are taught to respect other's opinions and musical interests, to work collaboratively with other students, to embrace the spiritual connections



made through performing or listening to music and explore different cultures and how they influence different types of music.

- Drama – Students regularly perform music throughout all key stages, developing their confidence to perform in front of others and demonstrating the ability to be a good audience for others.

### Preparing for Life

At SNA, our Music curriculum supports and further develops the following skills within students to prepare them for life beyond school and the world of work. These include:

- **Problem Solving** – Students are able to see or hear a problem when performing in a group and use their musical and listening skills to improve their group performance.
- **Creativity** – Pupils use their creative skills to compose and perform music in a range of different styles both individually and in groups.
- **Listening/Speaking** – Within lessons, students use their listening skills while playing music and/or singing as well as to respond to feedback and improve their work. An important concept within our lessons is also listening to each other when pupils are expressing their points or performing to the class.
- **Team work** – Collaboration is key within Music and is something that is frequently used within lessons when composing music or practising for performances. These paired and/or group tasks allow students to effectively build their communication skills as well as discover their main strengths and weaknesses when working in a group.
- **Staying positive** – Within our curriculum, we emphasise being positive and resilient as learning to play an instrument or sing in tune can be difficult and it can take a lot of time to develop musical skills to a good standard. Attention to detail is an important skill we teach students and being patient when doing this makes them even more successful.
- **Aiming high** – Within our curriculum, we emphasise aiming high to be the best musicians possible alongside the mantra “the more you play, the better you get”. This can also be demonstrated through our challenging instrumental/vocal lessons and extra-curricular programme.
- **Leadership** – Within our curriculum, students take leadership roles within group rehearsals and performances. This can also be demonstrated through our extensive extra-curricular programme and Performing Arts House Captain roles.

### Extra-Curricular

South Nottinghamshire Academy’s Music Department has a well-deserved reputation for the quality of the provision we make for instrumental lessons and for the range of extra-curricular activities and concerts.

Instrumental lessons are available on Flute, Oboe, Clarinet, Bass Clarinet, Bassoon, Saxophone (Soprano, Alto, Tenor and Baritone), Trumpet, Cornet, French Horn, Trombone, Euphonium, Guitar and Bass Guitar, Drum kit, Keyboard, Piano, Voice, Violin and Cello.

We offer a wide range of extra-curricular opportunities for students from formal rehearsals to drop ins where students can informally make music with other students at lunch times. We support the Drama department with the productions and showcases including Mathilda Junior in February 2022. Other



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weekly activities include Flute choir, Clarinet ensemble, Saxophone ensemble, Swing band, Mixed instrumental ensemble, Samba band, keyboard club and individual Rock bands.

Annual performance opportunities include the Pensioners' Christmas Party, Cotgrave Christmas Lights, Performance Showcase, Arnold Carnival, Radcliffe Infant School Spring Fair, Radcliffe Carnival, Picnic in the Park, Tour of the Junior Schools, Music Department Summer Concert as well as performances in Care Homes and at community events that we are invited to. These performances provide invaluable experiences for our students that they will never forget.