

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 co-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 pupils 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
- **Year 9 Music** – one period per week – all students

In addition, we offer the following optional courses:

Key Stage 4 – Years 10-11

- Eduqas GCSE Music

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)
ACQUIRING AND DEVELOPING MUSICIANSHIP	YEAR 7	Making a Reggae arrangement	West African Music	Classical music	Music technology (Sampling)	Film music (keyboard skills)	
	YEAR 8	Popular music	Music from video games	The Blues	Music technology (Classical remix)	Songs throughout time	
REFINING MUSICIANSHIP	YEAR 9	Popular song writing	Music from TV/streaming	Ensemble Performance Skills		Music technology (Dance Music)	Music specialism: Performance/Composition skills
MASTERING MUSICIANSHIP	YEAR 10	Components 1, 2 and 3: Musical elements: Performing, Composing and Listening		Component 2: Free composition			
				Component 3: AOS1 Musical Forms and Devices		Component 1: Ensemble performance Component 3: AOS4 Popular Music	
	YEAR 11	Component 1: Solo and ensemble performances Component 2: Composing music to a brief Component 3: AOS2 Music for ensemble and AOS3 Film Music		Improving Component 1 and 2 for submission Component 3: Musical elements and set work analysis		Component 3: Exam preparation	

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
Solo Performance	A performance on an instrument/voice to assess students' ability to perform on their own. Different levels of music are provided to help students show success in this form of assessment. Students reflect and improve their performance.					
Ensemble Performance	A performance on an instrument/voice to assess students' ability to perform in a group. Different levels of music are provided to help students show success in this form of assessment. Students reflect and improve their performance.					
Composition	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.					
Music Technology	Music that students have created using Music Technology - Year 7 sampling, Year 8 - sequencing, Year 9, 10 and 11 - composing and sequenced performance					
Song analysis	Students use the musical elements to analyse a song/pieces of music.					
Written evaluation	Students write an evaluation of their practical work. Structure and support is provided in KS3.					
Low Stakes Quizzing	Short answer questions from current or previous topics through Microsoft Forms.					
Past Papers	Exam Board papers used from Component 3 Appraising - students reflect and improve their answers.					

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 at the end of each project to reflect on their progress and achievement. They use specific musical vocabulary to describe the musical elements when analysing pieces of music with an emphasis on quality of verbal and 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 can 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.
- **Teamwork** – 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 co-curricular programme.
- **Leadership** – Within our curriculum, students take leadership roles within group rehearsals and performances. Leadership can also be demonstrated through our extensive co-curricular programme and Performing Arts House Captain roles.

Co-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 co-curricular activities and performance opportunities available.

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 co-curricular opportunities for students from formal ensemble rehearsals to informal drop ins where students can informally make music with other students at lunch times. Our weekly activities include Vocal group, Rock bands, Flute choir, Swing band, Mixed ensemble, String group, Samba band, Clarinet ensemble and Saxophone ensemble.

Annual performance opportunities include the Inspire Christmas Concert at the Royal Concert Hall in Nottingham, Music Department Winter Concert, Radcliffe Infant School Spring Fair, Radcliffe Carnival, Picnic in the Park, Tour of the Junior Schools, Tune Up Live, Radfest, West End Night, 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.