

# Music

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**Curriculum Intent:** The music curriculum and provision at Tapton is inclusive, broad ranging, challenging, fun, and does not shy away from teaching mastery of the more complex musical skills. Our spiral curriculum enables equal and continuous development of the three main musical skills: performing, listening, and composing, and we study music from all of the three main areas of study (Western Classical, Popular Music, Traditional Music). This well-established provision provides pupils with a thorough grounding in all areas of the subject, so that all pupils are able to progress to the next stage of music study if they wish, regardless of their prior musical experiences or opportunities outside of school. We do not just teach to exam specifications but aim to provide pupils with all of the tools needed to succeed in music at a high level. This is evident in the destinations of our students after leaving us. Our robust curriculum offer is linked to, and strongly supported by, our outstanding extra-curricular programme and we work closely with our large team of visiting peripatetic instrumental and vocal teachers. All pupils have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for pupils to perform in our extensive concert programme. We teach, and provide opportunities for, pupils specialising in all areas of music, whether that is classical music, music technology/production, composition, or musicology, and we have strong links with external music organisations in Sheffield and further afield. At Tapton we aim to pass on our own passion for music to our pupils and nurture the musical development of every child.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p><b>Topic: Traditional Music</b></p> <p><b>The Blues (Listening)</b></p> <p><b>Core Knowledge:</b> The background and context of blues music + the musical features of blues music (12-bar blues, improvisation, slow tempo, blues notes, sad emotional lyrics). Development of DR P SMITH vocabulary – dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Learn what chords make up the 12-bar blues and how to play it.</li> <li>• Learn the features of blues music and how to improvise in this style.</li> <li>• Aurally identify intervals, chord recognition, and rhythmic dictation.</li> <li>• Read and write extended written answers for the music analysis.</li> </ul>
Autumn Term 2	<p><b>Topic: Popular Music</b></p> <p><b>Music Technology (Composing)</b></p> <p><b>Core Knowledge:</b> Hooks, Riffs, Loops, Timbre/Sonority and Chord progressions. Digital Audio Workstations (DAWs) Midi, real time. DR P SMITH vocabulary – dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• The musical features of contemporary pop music/electronic music.</li> <li>• Develop their skills using sequencing software.</li> <li>• Learn how to use MIDI function, input sound and edit in a basic way.</li> <li>• Learn how to use sequencing software to create chord sequences, loops, and effects.</li> </ul>

Spring Term 1	<p><b>Topic: Popular Music</b></p> <p><b>Band Ensembles (performing)</b></p> <p><b>Core Knowledge:</b> The musical features of pop music (pop song structure, hook, simple melody, repeated chord sequence, pop instruments, simple strong beat, 4/4). DR P SMITH vocabulary – dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Learn how to play the hook, melody and bass line to a pop song</li> <li>• Learn instrumental technique – keyboard, bass, guitar, drums, or own instrument.</li> <li>• Learn how pop songs are structured.</li> <li>• Develop reading of music notation including pitch, dynamics and articulation.</li> <li>• Use specific practice techniques to improve their performance</li> </ul>
Spring Term 2	<p><b>Topic: Western Classical</b></p> <p><b>Ground Bass (Composing)</b></p> <p><b>Core Knowledge:</b> Ground Bass, Baroque period 1600-1750, harpsichord, ornaments. Textures; melody and accompaniment, monophonic, homophonic, polyphonic. Dynamics, articulation. DR P SMITH vocabulary – dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Develop an awareness of periods of Western Classical music and knowledge of when the Baroque period.</li> <li>• Learn about Baroque composers and musical features of the Baroque Period (such as ground bass, ornaments, instrumentation)</li> <li>• How to play a ground bass, chords and a melody.</li> <li>• How to compose a melody over a given chord sequence.</li> <li>• Experiment with composing in different textures; melody and accompaniment, monophonic, homophonic, polyphonic.</li> </ul>
Summer Term 1	<p><b>Topic: Western Classical</b></p> <p><b>Famous Classical Music (performing)</b></p> <p><b>Core knowledge: Instruments of the Orchestra;</b> violin, viola, cello, double bass, flute, piccolo, oboe, clarinet, bassoon, trumpet, trombone, tuba, French horn, timpani, percussion, piano, harp.</p> <p><b>practise techniques and performance directions</b> such as tempo (<i>Largo, Moderato</i>) expression such as articulation (<i>legato/staccato</i>) and dynamics (<i>p, mp, mf, f, f crescendo and diminuendo</i>)</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Develop instrumental skills on an instrument/voice of choice.</li> <li>• Further develop reading of music notation including pitch, dynamics and articulation.</li> <li>• What makes a good performance.</li> <li>• How to rehearse effectively.</li> <li>• Use specific practice techniques to improve their performance.</li> <li>• Preparing to perform in front of an audience- the psychological side of performing.</li> </ul>
Summer term 2	<p><b>Topic: Traditional Music</b></p> <p><b>Steel Pans (performing)</b></p> <p><b>Core knowledge:</b> The musical features of Calypso music. Melody: Calypso/steel pan music is diatonic. Texture: melody-accompaniment, homophonic, monophonic, polyphonic. Rhythm: the traditional style of music played on Steelpans, Calypso, has African-influenced rhythms. Timbre: The timbre varies depending on the size of the steel pan.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical vocabulary.</li> <li>• Learn about the different steel pans and develop technical playing technique on a pan of choice.</li> <li>• Learn how to perform effectively as part of an ensemble.</li> <li>• Further develop reading of music notation including pitch, dynamics and articulation.</li> <li>• How to learn to play something by ear (in traditional style).</li> <li>• How to research a topic thoroughly using reliable sources.</li> </ul>

**Homework:** Homework is set on Class Charts for every six hours taught.

**Assessment:**

Each half-termly project includes self, peer, and teacher feedback throughout. Three of the projects will receive a final teacher assessment. One of these is for performing (solo performance of a classical melody on an instrument of choice – summer 1), one is for composition (composing a melody over a given chord sequence – spring 2), and one is for listening (blues music, general listening skills and use of technical vocabulary – autumn 1). By averaging these together for the data at the end of Year 8 (as is the case at GCSE and A Level), we are able to get a full picture of how the student is doing overall.

For the other three projects, students complete a thorough self-assessment that provides them with tangible targets for the next topic

**Links to Personal Development:**

Careers in performing are discussed in the classical solo performing project and the popular music performing project. Careers in music technology/production are discussed in the music technology topic. Students are encouraged to participate in our strong extra-curricular and concert programme. There are options available to all students, regardless of prior experience. We invite all pupils in Y8 to join our Junior Choir.

**How is my knowledge further developed in Year 9?**

Students who opt to take music in Y9 will have more focused time to continue to develop the three musical skills of performing, composing, and listening. Students will have two assessments in each of these resulting in an overall average at the end of term 1 and an overall average at the end of the year. Y9 topics will continue to explore the stylistic features of music from the Western Classical Tradition, Popular Music, and Traditional Music from around the world.