

# 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 students with a thorough grounding in all areas of the subject, so that all students 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 students 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, students 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 students and nurture the musical development of every child.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p><b>Topic: Popular Music</b></p> <p><b>Beatles (performing)</b></p> <p><b>Core Knowledge:</b> Stylistic features of music by the Beatles. Technical vocabulary linked to each of the musical elements in DR P SMITH – dynamics, rhythm, pitch, structure/style, melody/metre, instrumentation, texture/tonality, harmony. Rhythms.</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>• Perform as both a soloist and as part of an ensemble on a range of instruments/voice.</li> <li>• Read basic elements of music notation including pitch, dynamics and articulation.</li> <li>• Be able to use specific practice techniques to improve their performance and they will know what aspects make a good performance.</li> <li>• Write sentences for musical analysis and be able to do rhythmic dictation.</li> </ul>
Autumn Term 2	<p><b>Topic: Western Classical Music</b></p> <p><b>Fanfare (composing)</b></p> <p><b>Core Knowledge:</b> Stylistic features Fanfares. The harmonic series. Brass instruments. Rhythm. Notation. Technical vocabulary linked to each of the musical elements in DR P SMITH – 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 a fanfare on the keyboard or their own instrument.</li> <li>• Learn what the harmonic series is and know the musical features of fanfares.</li> <li>• Know how to aurally analyse music using technical vocabulary-DR P SMITH vocab table.</li> <li>• Learn how to pitch through singing.</li> <li>• Compose a melody using a given selection of notes and write it down (using the concept of balanced phrases).</li> </ul>

Spring Term 1	<p><b>Topic: Traditional Music</b></p> <p><b>Folk Music (performing)</b></p> <p><b>Core Knowledge:</b> Musical features of folk music from the British Isles. (simple melodic lines, repetition, use of traditional instruments from each country). DR P SMITH musical 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 their reading of music notation.</li> <li>• Learn how to play and/or sing a piece of folk music and how to practise effectively - pupils will have a substantial amount of time to develop their skills in lessons.</li> </ul>
Spring Term 2	<p><b>Topic: Popular Music</b></p> <p><b>Film Music (composing)</b></p> <p><b>Core Knowledge:</b> Compositional techniques; cluster chord, silence, ostinato, motif, chromatic scales, glissando. DR P SMITH musical 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 use sequencing software.</li> <li>• Learn the different roles of sound in film music including Foley.</li> <li>• Learn and experiment how to create and fit sound and music to film</li> <li>• Compose music following a given brief</li> </ul>
Summer Term 1	<p><b>Topic: Western Classical</b></p> <p><b>Chromaticism (Listening)</b></p> <p><b>Core Knowledge:</b> Tones, semitones, minor 3<sup>rds</sup> and major 3<sup>rds</sup>. Dissonance, intervals, chords. DR P SMITH musical 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 the theory of tones and semitones and be able to aurally recognise the difference.</li> <li>• Aurally identify intervals up to a major 3<sup>rd</sup>, chord recognition, and rhythmic dictation.</li> <li>• Musicality - how to show the feel/effect of the music in different ways - taught using Dalcroze pedagogy.</li> <li>• How to play a famous piece of chromatic music on the piano/own instrument. (<i>Fur Elise</i> by Beethoven)</li> </ul>
Summer term 2	<p><b>Topic: Traditional Music</b></p> <p><b>Music from Africa (performing)</b></p> <p><b>Core Knowledge:</b> Musical features of traditional music from Africa (call and response, polyrhythms, syncopation, a capella). 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 warm up and look after the voice when singing.</li> <li>• Learn how to sing effectively as part of an ensemble.</li> <li>• Learn to play different tones and techniques on the djembe drum and play in time as part of a group.</li> <li>• Learn to play something by ear (in true traditional style).</li> </ul>
<p><b>Homework:</b> Homework is set on Class Charts for every six hours taught.</p>		

**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 folk song on an instrument of choice – Spring 1), one is for composition (composing a fanfare – Autumn 2), and one is for listening (use of general listening skills and technical vocabulary – Summer 1). By averaging these together for the data at the end of Year 7 (as is the case at GCSE and A Level), we are able to get a full picture of how the student is doing. 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 chromaticism project and the popular music performing project. Careers in film music composition and sound design/production are discussed in the film music topic.

Our topics are linked to wider topics/events. For example, the fanfare project looks at the use of fanfares for Remembrance Day, linking to British Values.

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 every pupil in Y7 to join our Junior Choir.

**How is my knowledge further developed in Year 8?**

As part of our spiral curriculum, students will continue to equally develop the three musical skills of performing, composing, and listening. As in Y7, students will have one assessment in each of these resulting in an overall end of Y8 average. Students will be able to track their progress from Y7 to Y8. Y8 topics will continue to explore the stylistic features of music from the Western Classical Tradition, Popular Music, and Traditional Music from around the world.

**Performing skills,** both solo and ensemble, will continue to be developed throughout Year 8 with the opportunity to learn a solo classical piece, a band ensemble performance and learning to play steel pans. Pupils revisit performing via different topics throughout Year 8 to give them the opportunity to practise and improve confidence. Pupils will continue to build on reading music notation.

**Composing skills,** both written and using software, will be built upon in Year 8 through the vehicle of more challenging topics. Pupils build upon the skill of writing down conventional notation on manuscript and also further develop their music technology skills in Year 8.

**Listening skills** will be further developed in Year 8 using extended musical vocabulary in detail throughout all topics. Pupils will practice the skill of listening and analysing building on music theory knowledge in each Year 8 topic.