

# 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>Rhythm Fusion; Reggae, Samba, Latin, Fusion (composing)</b></p> <p><b>Core Knowledge:</b> The musical features of reggae and samba music. Syncopation, son clave, rhumba clave, fusion. 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>Learn how to play and recognise the musical features of a number of traditional styles of music: samba, djembe drumming, Latin American music, reggae, and rock.</li> <li>Improvise sophisticated rhythmic ideas</li> <li>Learn specific rhythm vocabulary, more complex rhythms (cross-rhythms, triplets, syncopation, polyrhythms) and how to read complex rhythms, and how to write them down.</li> <li>Develop sophisticated skills in sequencing software and music notation software.</li> <li>Learn how to structure musical ideas in binary, ternary and rondo form.</li> <li>Learn how to edit and refine compositional ideas using software.</li> </ul>
Autumn Term 2	<p><b>Topic: Western Classical</b></p> <p><b>Solo Performance Technique (performing)</b></p> <p><b>Core knowledge:</b> What makes a good performance. Technical accuracy; pitch, rhythm. Expression and interpretation; dynamics, articulation, tempo, musicality.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>Develop strong instrumental/vocal technique.</li> <li>Further develop reading of more advanced musical 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>

Spring Term 1	<p><b>Topic 1: Popular Music</b></p> <p><b>Music for Media (Listening)</b></p> <p><b>Core knowledge:</b> The musical features of music for film (dramatic/extreme dynamics, memorable melodies, sudden changes, leitmotifs).</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical, extension vocabulary.</li> <li>• Learn how music is used in tv, film, adverts and games and how to write this in a longer written answer.</li> <li>• Learn what effect music can have to make us feel certain emotions, tell a story, or sell us something.</li> <li>• Continue to develop general aural skills such as intervals, rhythmic dictation, major and minor chords</li> </ul>
	<p><b>Topic 2: Topic: Classical Music</b></p> <p><b>Baroque Music/ Classical Remix (Composing)</b></p> <p><b>Core knowledge:</b> Samples, riffs, hooks, remix, question &amp; answer phrases, motifs.</p>	<ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical, extension vocabulary.</li> <li>• Learn the basics of musical analysis – how to interpret a score.</li> <li>• Learn how to incorporate samples in sequencing software.</li> <li>• Understand terms such as samples, riffs, hooks, remix, question &amp; answer phrases.</li> <li>• Learn how to create re-mix of a famous piece of music using sequencing software</li> </ul>
Spring Term 2	<p><b>Topic: Western Classical Music</b></p> <p><b>Baroque Music/ Classical Music (Listening)</b></p> <p><b>Core knowledge:</b> A brief history of Western Classical Music (developing an understanding of the concept of different eras and the fact that each era has a different style).</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Learn a brief history of Western Classical Music (developing an understanding of the concept of different musical periods)</li> <li>• Listen to music analytically and describe it using technical, extension vocabulary.</li> </ul>
Summer Term 1	<p><b>Topic 1: Popular Music</b></p> <p><b>Musica Theatre Ensemble Performance Technique (performing)</b></p> <p><b>Core knowledge:</b> How to rehearse effectively in a group. Book musical, jukebox musical, film musical, pop/rock musical. Golden age musical.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical, extension vocabulary.</li> <li>• Learn the context and musical features of music for theatre and how musical theatre is structured.</li> <li>• Learning to play/perform a song from a musical in groups.</li> <li>• Further develop reading of music notation including pitch, dynamics and articulation.</li> <li>• Use specific practice techniques to improve their performance</li> </ul>
	<p><b>Topic 2: Traditional and Popular Music</b></p> <p><b>Folk and Music for Theatre (Listening)</b></p> <p><b>Core knowledge:</b> The musical features of music for theatre. Belt, vibrato, falsetto. Musical features of folk music from the British Isles. (simple melodic lines, repetition, use of traditional instruments from each country). Unknown authorship, aural tradition, compound time, modes.</p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical, extension vocabulary.</li> <li>• Learn the basics of musical analysis – how to interpret a score.</li> <li>• Learn how to write an effective longer written answer.</li> <li>• Learn specific instrumentation to each style.</li> <li>• Further develop general aural skills such as intervals, rhythmic dictation, major and minor chords.</li> </ul>

Summer term 2	<p><b>Topic 1: 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>	<ul style="list-style-type: none"> <li>• Re-visit 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>• Learn how to play an advanced piece by ear (in traditional style).</li> <li>• Learn how to research a topic thoroughly using reliable sources.</li> </ul>
	<p><b>Topic 2: Traditional Music</b></p> <p><b>African fusion (listening)</b></p> <p><b>Core knowledge:</b> The musical features of African fusion music; syncopation, polyrhythms, cross-rhythms, call and response, repetition.</p>	<ul style="list-style-type: none"> <li>• Listen to music analytically and describe it using technical, extension vocabulary.</li> <li>• Learn how to perform complex rhythmic devices, effectively as part of a drumming ensemble.</li> <li>• Learn how to identify features of fusion music.</li> <li>• Learn the backgrounds/context of Paul Simon's 'Graceland' African fusion album.</li> <li>• Learn to analyse a musical score to be 'GCSE ready'.</li> </ul>
<p><b>Homework:</b> Homework is set on Class Charts for every six hours taught.</p>		
<p><b>Assessment:</b> Each half-termly project includes self, peer, and teacher feedback throughout. Each half-termly project is teacher assessed. In the first half of the year, we will assess listening (music for media), performing (a solo of the student's choice), and composing (traditional music rhythmic fusion project) and then average them together as is the case at GCSE and A Level. We will then do the same for the second half of the year (folk and musicals listening assessment, musicals ensemble performance, classical fusion composition). This is so that we can track student progress and give students targeted feedback and support for progression to GCSE.</p>		
<p><b>Links to Personal Development:</b> Careers in music are discussed throughout each 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.</p>		
<p><b>How is my knowledge developed further at GCSE?</b> In KS4, students continue to build upon their skills in the three areas of performing, composing and listening. They will focus on one instrument/voice or decided to use music technology to produce their work. Students will continue to learn about music from all of the following three areas of study: Western Classical Music, Popular Music, and Traditional Music.</p>		