

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 students have access to an established route through from beginner to high quality senior ensembles, and there are many opportunities for students 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
	<p>Topics:</p> <p>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>Western Classical Music Stylistic features of fanfares (autumn 2) and romantic orchestral music that uses chromaticism (summer 1).</p> <p>Popular Music Stylistic features of music by the Beatles (autumn 1) and film music (spring 2).</p> <p>Traditional Music Stylistic features of folk music (spring 1) and music from Africa (summer 2).</p>	<p>Students will:</p> <p>Listen to music analytically and describe it using technical vocabulary.</p> <p>Aurally identify: pitches as higher or lower; rhythms; major and minor chords; intervals up to a major 3rd.</p> <p>Perform as both a soloist and as part of an ensemble on a range of instruments/voice</p> <p>Read basic elements of music notation including dynamics and articulation</p> <p>Compose music following a given brief using both traditional written notation and music technology.</p>

Homework:

Homework is set on Satchel:One 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 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 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 chromaticism project and the popular music performing project.

Careers in film music composition and sound design/production are discussed in the film music 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.

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.