

Churnet View Middle School Music Curriculum Intents.

The Music curriculum at Churnet View is aimed at developing all students' listening and appreciation, music theory, performance and composing. Students are exposed to Musicians past and present and are taught to critically explore their work. Students are encouraged to develop a passion for composing their own music and evaluating the work of others. Students are motivated to discover and find inspiration in all they see in order to be the best musicians that they can.

By the end of year 6

Our years 5 and 6 key stage 2 curriculum is based upon exploration and creativity with new and exciting music and musicians to enable pupils to analyse, perform and compose. Such creativity is often linked to literacy texts being studied as part of the literacy curriculum. Students build on their own past music knowledge and technical understanding of the elements of music, then using these skills as the building blocks for the majority of music lessons. This provides the students with cultural capital across a range of genres and so enables them to use these as inspiration on their own musical journey. Students are able to develop an increasing awareness of different musicians' work to help inspire their own art pieces. The music and projects are accessible to ALL students in order to stimulate enjoyment, a 'safe to fail' environment and an attitude of wanting to explore more in key stage 3.

Year 5: Throughout the year students will:

Know the elements of music, but not always use their musical names.
Start using the elements of music to describe and analyse music.
Be able to read the treble clef notes middle C to top F.
Be able to read minims, crotchets, quavers and semi quavers with assistance.
Be able to play a range of simple octave tunes with their right hand.
Be able to keep in time in class performance.
Be able to sing a range of songs as a class.
To explore composition when given a starting point.
Explore a range of instruments including keyboards, djembe drums, recorders, ukuleles and various percussion instruments.
To be exposed to scary music, pop music, African music, orchestral music and recorder music.

Year 6: Throughout the year students will:

Gain confidence in using the elements of music with their correct musical term.
Continue using the elements of music to describe and analyse music, going in to more depth.
Be able to read the treble clef notes middle C to top F with faster recall.
Be able to read minims, crotchets, quavers and semi quavers.
Be able to play a range of simple tunes using a range of scales with their right hand and start to add simple accompaniments such as a drone.
Be able to keep in time in a group performance.

By the end of year 8

Our years 7 and 8 key stage 3 curriculum is based upon becoming a more independent musician. They use the skills learnt in years 5 and 6 to practice independently to put together performances and compositions. They go in to more depth of music theory and increase their fluency of reading music. They are aware of bass clef and it's meaning but don't learn to read it yet, as we focus on treble clef. They are taught to develop a critical understanding of musicians' work and use this along with their own ideas and creativity to inspire their own work. Modern and traditional pieces of music are explored by the students. Our project themes are accessible to all and aim to engage ALL and enable students to develop a passion for the subject of Music as well as connecting students to their world and cultural history. The key stage 3 Music Curriculum compliments and forms a basis for subsequent years of learning and so equips students with an array of performance and composition skills and knowledge of music theory and analysis in preparation for high school

Year 7: Throughout the year students will:

Become more confident in accurately using tier 3 vocabulary.
Increase fluency of music reading combining rhythm and pitch and to look at their music whilst playing.
Be able to improvise and compose on keyboards and percussion instruments when given a brief.
To be able to put together a group performance by coordinating rehearsals and using listening skills to stay in time.
To explore a range of instruments including Samba instruments, keyboards, guitar and drums.
To be exposed to minimalism, samba and jazz music.
To be able to compose a rhythm on bandlab and add in loops which fit with their composition.

Year 8: Throughout the year students will:

Become more independent musicians.
Will understand and use tier 3 vocabulary for the elements of music confidently and will also understand and use other key musical concepts (e.g. how many beats in a bar, what an ostinato is etc.)
Play from sheet music when playing a piece of music with little to no scaffolding.
To be able to play a range of accompaniment parts (chords on a keyboard, ukulele, guitar, a simple drums rhythm).
To be able to play a melody line spanning an octave and a half using all 12 notes.

<p>Be able to sing a range of songs as a class with a sense of style.</p> <p>To explore composition when given a starting point, within a musical genre.</p> <p>Explore a range of instruments including keyboards, djembe drums, recorders, ukuleles and various percussion instruments.</p> <p>To be exposed to a range of piano pieces, to create their own sound effects, folk music, and reggae music and increase depth of knowledge of recorder music.</p>	<p>To be able to put together a group performance with increasing independence, and stay in time or wait as needed.</p> <p>To be able to learn from the feedback of others and relate it to their own performance.</p> <p>To be able to write a song, when given the steps, without a given starting point.</p> <p>To be exposed to film music, musicals, increase the depth of knowledge of Jazz and soul music.</p> <p>To be able to compose a balanced rhythm on bandlab which shows an understanding of the parts of the drum kit, and to be able to both add loops which with their composition and compose ostinatos/riffs.</p>
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