

OCL Music Curriculum: Statement of Intent

Purpose of study

We begin with the assumption that all children are musical and have a right to learn music. Music is fundamental to being human and all can develop their identity, a sense of belonging and their character through rehearsing, playing, singing, creating, appreciating, and listening to music. Through the Oasis Music Curriculum our students will grow into adults who enjoy, appreciate, and engage with music throughout their lives.

We value character, competence, and community in our curriculum:

- **Character:** Engaging all pupils in musical learning that develops creativity, resilience and the confidence to express feelings and thoughts, experiment with new musical ideas and grow imaginations.
- **Competence:** Developing pupils' ability to make music well so that musical outcomes are excellent, and aspirations are raised. Ensuring that all are equipped for further musical study if they choose it.
- **Community:** Inspiring all pupils to develop a lifelong love, appreciation and understanding of a wide range of musical styles and traditions. Ensuring all experience the power of music to include, to draw people together, understand others and facilitate positive connection.



Core concepts and principles of progression

The Oasis Music curriculum is carefully planned so that core musical skills, knowledge and understanding are developed over time. Knowledge *of* music is developed through 'learning *in* and *through* music, not solely *about* music'*

- **General musicianship** (sense of pulse, pitch, notation reading, interpretation, musical memory, rehearsal skills) is developed through whole class singing, percussive playing, Kodaly method and explicit teaching of practice techniques which are embedded by returning to these same practices in increasingly challenging contexts throughout KS3
- **Instrumental and vocal skills** develop from a basis of general musicianship, with all children gaining simple skills on a selection of instruments before settling on one which they develop mastery of
- **Ensemble skills** are initially taught through teacher-led modelling and workshopping as well as explicit teaching of rehearsal and musical communication skills. Then ensemble skills (leadership, empathy, collaboration, listening, resilience) are developed through increasingly challenging ensemble singing, playing, and performing, large and small groups with increasing independence, playing increasingly complex repertoire.
- **Musical language and contextual understanding of music** begins with simple musical concepts and language then builds and accumulates over time as children learn music from a wide range of genres and traditions, listening, describing, and analysing music through speech and writing with increasing discrimination
- **Composition and improvisation** opportunities are integrated throughout the curriculum, incrementally increasing in demand and complexity from short rhythmic patterns to entire song compositions

- **Music technology** understanding and use is introduced gradually, starting with simple loop arrangements, and building to a Beethoven sequencing project and song composition.

Aims/outcomes

Through our carefully sequenced and ambitious curriculum we intend that our students will achieve these aims/outcomes:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make music well, being able to**:
 - Play an instrument alone and with others
 - Sing and use their voices
 - Create their own music, composing and improvising alone and with others
 - Use and understand notation
 - Use music technology to create and reproduce music
 - Describe and analyse music using the musical elements: dynamics, rhythms, instrumentation, pitch, structure, harmony, tempo, articulation, timbre, texture.
2. To induct all students into existing musical traditions and their practices of making-music, through:
 - performing, listening to, reviewing, and evaluating music across a range of historical periods, genres, cultures, and traditions, including the works of great composers and musicians
 - engaging in extracurricular clubs and enrichment activities that allow them to develop their own musical interests and skills
 - working with professional musicians from a range of musical traditions
 - watching and taking part in live musical performances
3. To enable all students to develop their character, confidence, and identity through music, evidenced by:
 - a lifelong love of music and a belief that they can be musicians
 - resilience to rehearse, improve, perform, give, and take feedback and reflect effectively
 - empathy, sensitivity, understanding and openness to others
 - confidence, collaboration, and leadership skills
 - an understanding of music's role in shaping individuals, culture, and community for good

*Description of musical learning taken from: https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_KS3_2019_digital.pdf

**Headings for this section inspired by the writings of John Finney's blog here: <https://jfin107.wordpress.com/2017/11/30/instrumental-skills-v-musical-knowledge/>

OCL Music Curriculum: Long Term Plan

Year 7: Engage, enjoy, experience

In Year 7, students arrive with a variety of musical experiences, skills, and knowledge. Teachers work closely with students to affirm and acknowledge all prior musical learning and to ensure that those who have previously learned instruments can use them in lesson and are signposted to instrumental lessons and extracurricular ensembles as appropriate.

Classroom music in Year 7 initially aims to immerse all students in high energy, compelling, expressive whole class singing that builds confidence and develops a sense of musicianship in all children. Next, whole class keyboard skills are taught by ear, using recent pop melodies, bass lines and riffs, working in small groups to perform.

Students are introduced to music technology through a short loops project which allows them to gain basic skills in looping, using samples and recording in VST.

YEAR 7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Sing up*	Keyboard skills	Intro to music tech	Sing up*	Keyboard skills	Intro to music tech
General musicianship	<ul style="list-style-type: none"> Enjoy making music with others Develop internal sense of pitch 	Internal sense of pulse, musical memory, understanding of pitch and confidence performing solo.	<ul style="list-style-type: none"> Sense of pulse Composition skills Aural skills 	<ul style="list-style-type: none"> Enjoy making music with others Develop internal sense of pitch 	Internal sense of pulse, musical memory, understanding of pitch and confidence performing solo.	<ul style="list-style-type: none"> Sense of pulse Composition skills Aural skills
Instrumental competence and music technology	<ul style="list-style-type: none"> Sing in tune alone and with the whole class 	<ul style="list-style-type: none"> Know where notes are on the keyboard Play the riffs, chords, bass lines and melody from a recent popular song on the keyboard. 	<ul style="list-style-type: none"> Rehearsal of previously learned keyboard skills Music tech (Garage band): <ul style="list-style-type: none"> Loops Record chords, bass line, riff. Edit: trim, copy, paste, delete. Sequencing 	Sing in tune alone and with the whole class	<ul style="list-style-type: none"> Know where notes are on the keyboard Play the riffs, chords, bass lines and melody from a recent popular song on the keyboard. 	<ul style="list-style-type: none"> Rehearsal of previously learned keyboard skills Music tech: <ul style="list-style-type: none"> Loops Record chords, bass line, riff. Edit: trim, copy, paste, delete. Sequencing
Ensemble skills	<ul style="list-style-type: none"> Rehearse singing as a whole class – teacher led. Following a leader Ensemble sensitivity 	<ul style="list-style-type: none"> Paired performances Practice Whole class performances 	<ul style="list-style-type: none"> Class listening 	<ul style="list-style-type: none"> Rehearse singing as a whole class – teacher led. Following a leader Ensemble sensitivity 	<ul style="list-style-type: none"> Paired performances Practice Whole class performances 	<ul style="list-style-type: none"> Class listening

Musical language and contextual understanding	<ul style="list-style-type: none"> Dynamics, melody, structure, and harmony Understand meaning of songs and sing expressively 	<ul style="list-style-type: none"> Riffs, chords, bass lines and melodies. 	<ul style="list-style-type: none"> Sequencer Loops Riffs, chords, bass lines and melodies. Structure	<ul style="list-style-type: none"> Dynamics, melody, structure, and harmony Understand meaning of songs and sing expressively	<ul style="list-style-type: none"> Riffs, chords, bass lines and melodies. 	<ul style="list-style-type: none"> Sequencer Loops Riffs, chords, bass lines and melodies. Structure
Composition and improvisation	<ul style="list-style-type: none"> Improvisatory warm-up 	<ul style="list-style-type: none"> Improvise on a Blues scale Improvise on a riff 	<ul style="list-style-type: none"> Arrange loops into simple ABA piece Compose riff	Improvisatory warm-up	<ul style="list-style-type: none"> Improvise on a Blues scale Improvise on a riff	<ul style="list-style-type: none"> Arrange loops into simple ABA piece Compose riff
Assessment	Whole class singing performance	Keyboard performance	Recording of composition	Whole class singing performance	Keyboard performance	Recording of composition

Year 8 Music *Commit, cultivate, create*

By the start of year 8, students have developed general musicianship staying in time with a pulse, singing with a group, playing simple parts on the keyboard and have basic music technology skills. The Year 8 music curriculum is designed to enable students to complete the introduction to popular music instruments and to give them an opportunity to make a choice about which instrument they will commit to, cultivating focus on one instrument that will result in competent performance skills.

Students start by learning about Haydn and develop their understanding of the orchestra as they develop their music technology skills through the Trumpet Concerto project. These skills are then realised during the film music project where pupils improvise and compose on a range of different instruments in response to short film clips.

Finally, pupils move onto more challenging ensemble and practical skills such as singing in harmony and performing polyrhythms in the traditional west African drumming and singing project.

YEAR 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Haydn trumpet concerto – sequencing project	Film music	<ul style="list-style-type: none"> • Traditional West African drumming and singing 	Haydn trumpet concerto – sequencing project	Film music	Traditional West African drumming and singing
General musicianship	<ul style="list-style-type: none"> • Read and play dotted crotchets, quavers, and rests. Develop reading pitched staff notation. • Develop sense of pulse recording in time with metronome. 	<ul style="list-style-type: none"> • Develop imagination, creativity, understanding of how meaning connects to sound. • Develop use of musical elements to represent meaning. 	<ul style="list-style-type: none"> • Sense of pulse • Ensemble skills • Listening skills • Polyphonic performance • Singing to a pitch 	<ul style="list-style-type: none"> • Read and play dotted crotchets, quavers, and rests. Develop reading pitched staff notation. Develop sense of pulse recording in time with metronome. 	<ul style="list-style-type: none"> • Develop imagination, creativity, understanding of how meaning connects to sound. Develop use of musical elements to represent meaning. 	<ul style="list-style-type: none"> • Sense of pulse • Ensemble skills • Listening skills • Polyphonic performance • Singing to a pitch
Instrumental competence and music technology <i>Principles of practice in every scheme</i>	<ul style="list-style-type: none"> • Development of previously learned keyboard skills • Music tech Garage band: • Recording multiple parts • Edit: trim, copy, paste, delete. 	<ul style="list-style-type: none"> • Develop competence on instrument. 	<ul style="list-style-type: none"> • Singing melodies and harmonies in tune alone, with the whole class and in small groups (Covid allowing) <ul style="list-style-type: none"> • Drumming: two tones, unison, and polyrhythms 	<ul style="list-style-type: none"> • Development of previously learned keyboard skills • Music tech Garage band: • Recording multiple parts • Edit: trim, copy, paste, delete. 	<ul style="list-style-type: none"> • Develop competence on instrument. 	<ul style="list-style-type: none"> • Singing melodies and harmonies in tune alone, with the whole class and in small groups (Covid allowing) <ul style="list-style-type: none"> • Drumming: two tones, unison, and polyrhythms
Ensemble skills	N/A	<ul style="list-style-type: none"> • Whole class improvising and composing. • Small group improvising and composing. • Listening to others, sharing ideas, making 	<ul style="list-style-type: none"> • Whole class modelling of effective ensembles <ul style="list-style-type: none"> • Small group rehearsing and arranging • Listening to others, sharing ideas, making decisions together 	N/A	<ul style="list-style-type: none"> • Whole class improvising and composing. • Small group improvising and composing. Listening to others, sharing ideas, making 	<ul style="list-style-type: none"> • Whole class modelling of effective ensembles <ul style="list-style-type: none"> • Small group rehearsing and arranging • Listening to others, sharing ideas, making decisions together

		decisions together.			decisions together.	
Musical language and contextual understanding	<ul style="list-style-type: none"> Orchestra and orchestral instruments Haydn and his context Concerto. Chords, bass line, harmony, melody. 	<ul style="list-style-type: none"> John Williams and Hans Zimmer and their context. How musical elements are used to convey meaning. 	<ul style="list-style-type: none"> Context and history of traditional African drumming and songs Slave trade 	<ul style="list-style-type: none"> Orchestra and orchestral instruments Haydn and his context Concerto. Chords, bass line, harmony, melody. 	<ul style="list-style-type: none"> John Williams and Hans Zimmer and their context. How musical elements are used to convey meaning. 	<ul style="list-style-type: none"> Context and history of traditional African drumming and songs Slave trade
Composition and improvisation	<ul style="list-style-type: none"> Development of previously learned skills 	<ul style="list-style-type: none"> Improvising and composing on themes and for short sections of film as a whole class and in small groups. 	<ul style="list-style-type: none"> Arrange songs and drumming accompaniment in small groups Improvise drum rhythms 	Development of previously learned skills	Improvising and composing on themes and for short sections of film as a whole class and in small groups.	<ul style="list-style-type: none"> Arrange songs and drumming accompaniment in small groups Improvise drum rhythms
Assessment	<ul style="list-style-type: none"> Recording of first 16 bars of 3rd mvmt. Listening test: Haydn trumpet concerto and staff notation. 	<ul style="list-style-type: none"> Recording of small group composition for film clip. 	Small group performance of arrangement of song <ul style="list-style-type: none"> 	Recording of first 16 bars of 3 rd mvmt. Listening test: Haydn trumpet concerto and staff notation.	<ul style="list-style-type: none"> Recording of small group composition for film clip. 	Small group performance of arrangement of song

Year 9 Music *Stimulate, stretch, secure*

Year 9 students begin the year already confident and competent in their musical understanding. This year is about securing those instrumental skills and stretching musical understanding to new musical traditions, styles, and contexts. Initially, students are stimulated by immersing themselves in the music that they already know and love. Having previously worked on music technology skills and understanding of orchestral music, these skills are stretched in a sequencing project based on the first movement of Beethoven's 5th Symphony.

The spring and summer term are dedicated to two long projects, giving time for deep musical learning. Students bring together their prior instrumental, music technology and composing experience to write their own song and explore the power of The Blues and its role in the civil rights movement. Pupils finally finish their KS3 learning with a contextual project on Britpop, following the rise of well-known musicians and bands from in and around Salford and Greater Manchester.

YEAR 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Beethoven Symphony 5 – sequencing project	Blues/Civil Rights*	Britpop	Beethoven Symphony 5 – sequencing project	Blues/Civil Rights*	Britpop
General musicianship	<ul style="list-style-type: none"> Read and play more complex staff notation. Develop sense of pulse recording multiple parts in time with metronome. 	<ul style="list-style-type: none"> Apply all previously developed general musicianship strengths to a new style of music in performance and composition. 	<ul style="list-style-type: none"> Read standard notation Develop ensemble skills Listening skills 	<ul style="list-style-type: none"> Read and play more complex staff notation. Develop sense of pulse recording multiple parts in time with metronome. 	<ul style="list-style-type: none"> Apply all previously developed general musicianship strengths to a new style of music in performance and composition. 	<ul style="list-style-type: none"> Read standard notation Develop ensemble skills Listening skills
Instrumental competence and music technology <i>Principles of practice in every scheme</i>	<ul style="list-style-type: none"> Development of previously learned keyboard skills Music tech: Recording multiple parts through midi. Edit: trim, copy, paste, quantise, delete. 	<ul style="list-style-type: none"> Develop competence on chosen instrument through performing new, complex parts and improvising with new scales/rhythms. 	<ul style="list-style-type: none"> iPad use – keyboards Piano two handed Complex base lines 	<ul style="list-style-type: none"> Development of previously learned keyboard skills Music tech: Recording multiple parts through midi. Edit: trim, copy, paste, quantise, delete. 	<ul style="list-style-type: none"> Develop competence on chosen instrument through performing new, complex parts and improvising with new scales/rhythms. 	<ul style="list-style-type: none"> iPad use – keyboards Piano two handed Complex base lines
Ensemble skills	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Play and improvise Blues scales over a 12-bar blues structure in whole class and small group ensembles. 	<ul style="list-style-type: none"> Playing in pairs and large groups 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Play and improvise Blues scales over a 12-bar blues structure in whole class and small group ensembles. 	<ul style="list-style-type: none"> Playing in pairs and large groups

Musical language and contextual understanding	<ul style="list-style-type: none"> Orchestra and orchestral instruments Beethoven and his context Texture. 	<ul style="list-style-type: none"> Language and contextual understanding related to the Blues, including The Blues' role in the Civil Rights movement. Swung rhythms, syncopation, breaks, walking bass lines. 	<ul style="list-style-type: none"> Greater understanding of dynamics and structure Explore history of music and Manchester/Salford – Battle of the bands 	<ul style="list-style-type: none"> Orchestra and orchestral instruments Beethoven and his context Texture. 	<ul style="list-style-type: none"> Language and contextual understanding related to the Blues, including The Blues' role in the Civil Rights movement. Swung rhythms, syncopation, breaks, walking bass lines. 	<ul style="list-style-type: none"> Greater understanding of dynamics and structure Explore history of music and Manchester/Salford – Battle of the bands
Composition and improvisation	<ul style="list-style-type: none"> Compose drum beat and arrange parts to 'remix' first 16 bars of Beethoven 5. 	<ul style="list-style-type: none"> Improvise in 'breaks' in Blues style. 	<ul style="list-style-type: none"> Develop composition skill through repetition and listening 	<ul style="list-style-type: none"> Compose drum beat and arrange parts to 'remix' first 16 bars of Beethoven 5. 	<ul style="list-style-type: none"> Improvise in 'breaks' in Blues style. 	<ul style="list-style-type: none"> Develop composition skill through repetition and listening
Assessment	<ul style="list-style-type: none"> Recording of Beethoven 5 project. Listening test: Beethoven 5, staff notation and elements in popular songs. 	<ul style="list-style-type: none"> Recording of composition in the style of chosen traditional music. Listening test: Film music, chosen traditional music, staff notation and elements in popular songs. 	<ul style="list-style-type: none"> Perform in pairs Rated on structured scale 	<ul style="list-style-type: none"> Recording of Beethoven 5 project. Listening test: Beethoven 5, staff notation and elements in popular songs. 	<ul style="list-style-type: none"> Recording of composition in the style of chosen traditional music. Listening test: Film music, chosen traditional music, staff notation and elements in popular songs. 	<ul style="list-style-type: none"> Perform in pairs Rated on structured scale

Head of Subject: Miss De Voy

Date updated: 12/07/2019

This document is an overview of the learning that students will experience within their subject area at KS4. This is a working document that provides teachers, students, and parents with a map of key content that will be delivered during lessons in each year.

Year Term:	Half	1 (7 weeks)	2 (8 weeks)	3 (6 weeks)	4 (6 weeks)	5 (5 weeks)	6 (7 weeks)
10	Topic(s):	Unit 7	Unit 7	Unit 7/Unit 2	Unit 2	Unit 2	Unit 2/Catch-up
	Key Words (1 p/wk.):	<ol style="list-style-type: none"> Source (sound) Looping Regions Note input Duration Position 	<ol style="list-style-type: none"> Pitch Velocity Plug ins Reverb Delay Distortion 	<ol style="list-style-type: none"> Monitor Panning Step recording Capture Time-stretching 	<ol style="list-style-type: none"> Mastering Mixing Channel EQ Reverb Dynamics Instrumentation 	<ol style="list-style-type: none"> Synthesiser Artistic intention Distribution Promotion Copyright Producer Dynamic Condenser 	<ol style="list-style-type: none"> Analysis Reflection Quantization Multi-track Chorus Equaliser
	Link to context/Character:	<p>Cross curricular – science, history, maths, English, ICT, careers</p> <p>Skills – teamwork, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills</p> <p>Careers –management, mastering engineer, studio engineer, producer, sound technician, CD producer</p>	<p>Cross curricular – science, history, maths, English, ICT, careers</p> <p>Skills – teamwork, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills</p> <p>Careers – management, mastering engineer,</p>	<p>Cross curricular – science, history, maths, English, ICT, careers</p> <p>Skills – teamwork, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills</p> <p>Careers – management, mastering engineer,</p>	<p>Cross curricular – science, geography, history, maths, English, ICT, careers</p> <p>Skills – teamwork, self-control, listening, cultural appreciation, rhythmic skills, literacy, recording skills, management skills, organisational skills</p> <p>Careers – talent scout, management,</p>	<p>Cross curricular – science, geography, history, maths, English, ICT, careers</p> <p>Skills – independence, active listening, cultural appreciation, rhythmic skills, literacy, recording skills, management skills, organisational skills</p>	<p>Cross curricular – science, geography, history, maths, English, ICT, careers</p> <p>Skills – teamwork, independence consideration, active listening, cultural appreciation, rhythmic skills, literacy, recording skills, management skills, organisational skills</p> <p>Careers – talent scout, management,</p>

		studio engineer, producer, sound technician, CD producer	studio engineer, producer, sound technician, CD producer	mastering engineer, studio engineer, producer, sound technician, CD producer	Careers – talent scout, management, mastering engineer, studio engineer, producer, sound technician, CD producer	mastering engineer, studio engineer, producer, sound technician, CD producer
<i>Assessment Type:</i>	Coursework	Coursework	Coursework	Coursework	Coursework	Coursework
<i>ICT required?</i>	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)
<i>Topic(s):</i>	Unit 1	Unit 1	Unit 6	Unit 6	Unit 6/Catch-up	
<i>Key Words (1 p/wk):</i>	<ol style="list-style-type: none"> Industry Venue Self-employed Management Unions Trade bodies Royalties 	<ol style="list-style-type: none"> Retail Distribution Tax Salary Marketing Production Promotion Finance 	<ol style="list-style-type: none"> Scheduling Procedures Distortion Troubleshooting Stereo field Bouncing down 	<ol style="list-style-type: none"> Compression Levels Ensembles Mastering Mixing 	<ol style="list-style-type: none"> Scheduling Procedures Distortion Troubleshooting Stereo field Bouncing down 	
<i>Link to context/Character:</i>	<p>Cross curricular –maths, English, ICT, careers, further study</p> <p>Skills – teamwork, self-control, patience, independence, consideration, active listening, rhythmic skills, literacy, numeracy, management skills, organisational skills</p> <p>Careers – teaches a broad understanding of job sectors and possible career progression within the music industry</p>	<p>Cross curricular – maths, English, ICT, careers, further study</p> <p>Skills – teamwork, self-control, patience, independence, consideration, active listening, rhythmic skills, literacy, numeracy, management skills, organisational skills</p> <p>Careers – teaches a broad understanding of job sectors and possible career</p>	<p>Cross curricular – science, history, maths, English, ICT, careers</p> <p>Skills – teamwork, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills</p> <p>Careers – management, mastering engineer, studio engineer, producer, sound technician, CD producer</p>	<p>Cross curricular – science, history, maths, English, ICT, careers</p> <p>Skills – teamwork, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills</p> <p>Careers – management, mastering engineer, studio engineer, producer, sound technician, CD producer</p>	<p>Cross curricular – science, history, maths, English, ICT, careers</p> <p>Skills – teamwork, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills</p> <p>Careers – management, mastering engineer, studio engineer, producer, sound technician, CD producer</p>	

		progression within the music industry				
<i>Assessment Type:</i>	Exam practice	Exam	Coursework	Coursework	Coursework	
<i>ICT required?</i>	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)	