Oasis Media City Subject Curriculum Plan

Subject: *Music*   **Head of Subject**: *Miss De Voy*   **Date updated**: *12/06/2020*

This document is an overview of the learning that students will experience within their subject area. 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 group.

Oasis Media City Subject Curriculum Plan

Year	Half Term:	1 (7 weeks)	2 (8 weeks)	3 (6 weeks)	4 (6 weeks)	5 (5 weeks)	6 (7 weeks)
7	*Topic(s):*	*Elements of Music*	*Samba*	*Dance Music*	*Elements of Music*	*Samba*	*Dance Music*
	Key Words(1 p/wk):	1. Dynamics 2. Rhythm 3. Melody 4. Harmony 5. Instrumentation 6. Structure 7. Tempo	1. Rhythm 2. Polyrhythm 3. Call and Response 4. Unison 5. Tempo 6. Repetition 7. Structure 8. Dynamics	1. Four on the Floor 2. Beats 3. Bass 4. Synthesiser 5. Repetition 6. Layering	1. Dynamics 2. Rhythm 3. Melody 4. Harmony 5. Structure 6. Tempo	1. Rhythm 2. Polyrhythm 3. Call and Response 4. Unison 5. Structure	1. Four on the Floor 2. Beats 3. Bass 4. Synthesiser 5. Repetition 6. Layering 7. Tempo
	Link to context/Character/ careers:	**Cross curricular** – science, geography, history, maths, English **Skills** – ICT, performance, team work, self-control, patience, consideration, listening **Careers** – orchestral musician, conductor, critic, composer, director, singer **Key musicians** – Camille Saint-Saens, Mozart, Beethoven	**Cross curricular** – science, geography, history, PE, maths, English **Skills** – performance, team work, self-control, patience, consideration, listening **Careers** – musician, musical director, ethnomusicology **Key musicians** - Antônio Carlos Jobim	**Cross curricular** –ICT, geography, physics, history, PE, maths, literacy **Skills** – team work, patience, active listening, ICT **Careers** – critic, musical director, producer, studio employment **Key musicians –** Dario G, David Guetta	**Cross curricular** – science, geography, history, maths, English **Skills** – ICT, performance, team work, self-control, patience, consideration, listening **Careers** – orchestral musician, conductor, critic, composer, director **Key musicians** – Camille Saint-Saens, Mozart	**Cross curricular** – science, geography, history, PE, maths, English **Skills** – performance, team work, self-control, patience, consideration, active listening **Careers** – musician, musical director, ethnomusicology **Key musicians** - Antônio Carlos Jobim	**Cross curricular** –ICT, geography, physics, history, PE, maths, literacy **Skills** – team work, patience, active listening, ICT **Careers** – critic, musical director, producer, studio employment **Key musicians –** Dario G, David Guetta
	Assessment Type:	Performance	Performance	Composition	Performance	Performance	Composition
	ICT required?	No	No	Yes (macs)	No	No	Yes (macs)

Oasis Media City Subject Curriculum Plan

8	Topic(s):	The Blues	4 Chord Pop Song	Hip Hop	The Blues	4 Chord Pop Song	Hip Hop
	Key Words(1 p/wk):	1. Structure 2. Repetition 3. Instrumentation 4. Chords 5. Sequence 6. Bass 7. Improvisation	1. Introduction 2. Verse 3. Chorus 4. Bridge 5. Structure 6. Progression 7. Triad 8. Variation	1. Culture 2. Expression 3. Scratching 4. Tracks 5. Looping 6. DJ-ing/ MC-ing	1. Structure 2. Repetition 3. Instrumentation 4. Sequence 5. Bass 6. Improvisation	1. Introduction 2. Verse 3. Chorus 4. Structure 5. Progression	1. Culture 2. Expression 3. Scratching 4. Tracks 5. Looping 6. DJ-ing 7. MC-ing
	Link to context/Character:	**Cross-curricular** – science, geography, history, RS, maths, English **Skills** - team work, self-control, patience, consideration, active listening, cultural appreciation, keyboard skills, independence **Career** – critic, analyst, performer, band member, teacher, musical director, jazz musician, teacher **Key musicians** – Bessie Smith, BB King	**Cross-curricular** – physics, geography, history, numeracy, literacy, ICT **Skills** - active listening, cultural understanding, keyboard skills, ICT skills, team working skills **Career** – studio roles, performance roles, musician, teacher, band member **Key musicians** – Lady Gaga, Ed Sheeran, Adele, Taylor Swift	**Cross-curricular** – literacy, numeracy, geography, history, biology, PE, ICT **Skills** - active listening, ICT skills, team working skills, music production skills **Career** – studio roles, performance roles, composer, teacher **Key musicians** – Grandmaster Flash, Tupac, Kanye West	**Cross-curricular** – science, geography, history, RS, maths, English **Skills** - team work, self-control, patience, consideration, active listening, cultural appreciation, keyboard skills, independence **Career** – critic, analyst, performer, band member, teacher, musical director, jazz musician, teacher **Key musicians** – Bessie Smith, BB King	**Cross-curricular** – physics, geography, history, numeracy, literacy, ICT **Skills** - active listening, cultural understanding, keyboard skills, ICT skills, team working skills **Career** – studio roles, performance roles, musician, teacher, band member **Key musicians** – Lady Gaga, Ed Sheeran, Adele, Taylor Swift	**Cross-curricular** – literacy, numeracy, geography, history, biology, PE, ICT **Skills** - active listening, ICT skills, team working skills, music production skills **Career** – studio roles, performance roles, composer, teacher **Key musicians** – Grandmaster Flash, Tupac, Kanye West
	Assessment Type:	Performance	Composition	Composition	Performance	Composition	Composition
	ICT required?	No	Yes (macs)	Yes (macs)	No	Yes (macs)	Yes (macs)

Oasis Media City Subject Curriculum Plan

9	Topic(s):	Britpop	Sequencing	Covers	Britpop	Sequencing	Covers
	Key Words(1 p/wk):	1. Harmony 2. Verse 3. Structure 4. Pre-chorus 5. Chorus 6. Instrumentation 7. Melody	1. Looping 2. Sequences 3. Synthesiser 4. MIDI 5. Tempo 6. Chorus (FX) 7. EQ 8. Reverb	1. Theme 2. Variation 3. Sequencing 4. Loops 5. Samples 6. Tracks	1. Harmony 2. Verse 3. Structure 4. Pre-chorus 5. Chorus 6. Instrumentation	1. Looping 2. Synthesiser 3. MIDI 4. Tempo 5. Reverb	1. Theme 2. Variation 3. Sequencing 4. Loops 5. Samples 6. Tracks 7. Progression
	Link to context/Character:	**Cross curricular** – science, geography, history, maths, English **Skills** – team work, self-control, patience, independence, consideration, cultural appreciation, rhythmic skills, advanced keyboard skills, literacy **Careers** – instructor, critic, performer, musical director, band member, guitarist, pianist **Key musicians** – Oasis, Blur, Nirvana	**Cross curricular** – science, geography, history, ICT, maths, English **Skills** – team work, self-control, patience, independence consideration, cultural appreciation, rhythmic skills, ICT skills, mixing skills, literacy, numeracy **Careers** – instructor, performer, musical director, roadie, studio manager, studio technician, mastering engineer, recording engineer **Key musicians** - Oasis	**Cross curricular** – science, geography, history, maths, English **Skills** – team work, self-control, patience, independence consideration, cultural appreciation, rhythmic skills, literacy **Careers** – instructor, performer, musical director, band member, guitarist, pianist, scout **Key musicians** – The Beatles	**Cross curricular** – science, geography, history, maths, English **Skills** – team work, self-control, patience, independence consideration, active listening, cultural appreciation, rhythmic skills, advanced keyboard skills, literacy **Careers** – instructor, critic, performer, musical director, band member, guitarist, pianist, scout **Key musicians** – Oasis, Blur, Nirvana	**Cross curricular** – science, geography, history, ICT, maths, English **Skills** – team work, self-control, patience, independence consideration, active listening, rhythmic skills, ICT skills, mixing skills, literacy, numeracy **Careers** – instructor, critic, musical director, roadie, studio manager, studio technician, mastering engineer, recording engineer **Key musicians** - Oasis	**Cross curricular** – science, geography, history, maths, English **Skills** – team work, self-control, patience, independence consideration, active listening, cultural appreciation, rhythmic skills, advanced keyboard skills, literacy **Careers** – instructor, critic, performer, musical director, band member, guitarist, pianist, scout **Key musicians** – The Beatles
	Assessment Type:	Performance	Composition	Recording/Performance	Performance	Composition	Recording/Performance
	ICT required?	No	Yes (macs)	Yes (macs)	No	Yes (macs)	Yes (macs)

Oasis Media City Subject Curriculum Plan

1 0	Topic(s):	Unit 2	Unit 2	Unit 2/6	Unit 6	Unit 6	Catch-up/Unit 7
	Key Words(1 p/wk):	1. Mastering 2. Mixing 3. Channel 4. EQ 5. Reverb 6. Dynamics 7. Instrumentation	1. Synthesiser 2. Artistic intention 3. Distribution 4. Promotion 5. Copyright 6. Producer 7. Dynamic 8. Condenser	1. Analysis 2. Reflection 3. Quantization 4. Multi-track 5. Chorus 6. Equaliser	1. Scheduling 2. Procedures 3. Distortion 4. Troubleshooting 5. Stereo field 6. Bouncing down	1. Compression 2. Levels 3. Ensembles 4. Mastering 5. Mixing	1. Chorus 2. Reverb 3. EQ 4. Sequencing 5. MIDI 6. Synthesiser 7. BPM
	Link to context/Character:	**Cross curricular** – science, geography, history, maths, English, ICT, careers **Skills** – team work, self-control, listening, cultural appreciation, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** – talent scout, management, mastering engineer, studio engineer, producer, sound technician, CD producer	**Cross curricular** – science, geography, history, maths, English, ICT, careers **Skills** – independence, active listening, cultural appreciation, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** – talent scout, management, mastering engineer, studio engineer, producer, sound technician, CD producer	**Cross curricular** – science, geography, history, maths, English, ICT, careers **Skills** – team work, independence consideration, active listening, cultural appreciation, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** – talent scout, management, mastering engineer, studio engineer, producer, sound technician, CD producer	**Cross curricular** – science, history, maths, English, ICT, careers **Skills** – team work, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** – management, mastering engineer, studio engineer, producer, sound technician, CD producer	**Cross curricular** – science, history, maths, English, ICT, careers **Skills** – team work, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** – management, mastering engineer, studio engineer, producer, sound technician, CD producer	**Cross curricular** – science, history, maths, English, ICT, careers **Skills** – team work, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** –management, mastering engineer, studio engineer, producer, sound technician, CD producer
	Assessment Type:	Coursework	Coursework	Coursework	Coursework	Coursework	Coursework
	ICT required?	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)

Oasis Media City Subject Curriculum Plan

1	Topic(s):	Unit 1	Unit 1	Unit 7	Unit 7	Catch-up/Unit 7
1	Key Words(1 p/wk):	1. Industry 2. Venue 3. Self-employed 4. Management 5. Unions 6. Trade bodies 7. Royalties	1. Retail 2. Distribution 3. Tax 4. Salary 5. Marketing 6. Production 7. Promotion 8. Finance	1. Source (sound) 2. Looping 3. Regions 4. Note input 5. Duration 6. Position	1. Pitch 2. Velocity 3. Plug ins 4. Reverb 5. Delay 6. Distortion	1. Monitor 2. Panning 3. Step recording 4. Capture 5. Time-stretching
	Link to context/Character:	**Cross curricular** – maths, English, ICT, careers, further study **Skills** – team work, self-control, patience, independence, consideration, active listening, rhythmic skills, literacy, numeracy, management skills, organisational skills **Careers** – teaches a broad understanding of job sectors and possible career progression within the music industry	**Cross curricular** – maths, English, ICT, careers, further study **Skills** – team work, self-control, patience, independence, consideration, active listening, rhythmic skills, literacy, numeracy, management skills, organisational skills **Careers** – teaches a broad understanding of job sectors and possible career progression within the music industry	**Cross curricular** – science, history, maths, English, ICT, careers **Skills** – team work, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** – management, mastering engineer, studio engineer, producer, sound technician, CD producer	**Cross curricular** – science, history, maths, English, ICT, careers **Skills** – team work, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** – management, mastering engineer, studio engineer, producer, sound technician, CD producer	**Cross curricular** – science, history, maths, English, ICT, careers **Skills** – team work, independence consideration, active listening, rhythmic skills, literacy, recording skills, management skills, organisational skills **Careers** – management, mastering engineer, studio engineer, producer, sound technician, CD producer
	Assessment Type:	Exam practice	Exam	Coursework	Coursework	Coursework
	ICT required?	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)	Yes (macs)

Oasis Media City Subject Curriculum Plan

Key Questions:

1. What is the overarching intent for your curriculum?

To develop the practical skills of music, such as composing and performing, but also the life-skills taught through music, such as confidence, perseverance, self-awareness and discipline, so that pupils can take these across the wider curriculum as well as outside of their studies. This is done by ensuring all pupils have access to a deeper understanding of the music they enjoy listening to as well as ensuring that each pupil, regardless of limitations, has access to learning a musical instrument so that they can develop the motor, listening and processing skills that learning an instrument can enhance.

2. How does this curriculum build student's knowledge of the world around them both locally and nationally?

Pupils study a range of musical genres and performance styles from all around the world. Pupils learn about geographical location, history and culture to deepen their understanding of these world music genres and the contrast local culture has on western modern music in comparison to alternative styles. Pupils also take part in a "Britpop" topic, looking closely at the music written in Salford/Manchester and its effect on music globally.

3. How is this curriculum designed to engage students and develop a passion for the subject?

With the majority of lessons being practical, pupils are physically able to engage in music-making throughout the curriculum. Pupils are introduced to new instruments and given the opportunity to practice these within lessons. The curriculum is also designed to teach the key skills of musicianship through shorter "projects" focusing on particular musical styles. For example, pupils will learn complex rhythmic structure through Samba music in Year 7, The Blues and Hip Hop in Year 8 through to practical recording sessions at KS4. These "projects" allow pupils to constantly repeat and practice these broader musical skills with a different focus each time, engaging pupils and developing a passion as students are able to gain a deeper understanding of the music they enjoy.

4. How does this curriculum cater for the needs of our students?

Pupils are taught primarily through a range of practical techniques but are also stretched to understand music as a written language and as a historical subject. The combination of practical and theoretical lessons allows for a range of differentiation to challenge all pupils regardless of skills strength or prior learning. This curriculum also involves a lot of team work as well as independent projects so that pupils have opportunities to practice these skills, preparing them for further education and potential careers. A large focus of the curriculum is composition (both aural and through ICT) which allows all pupils to demonstrate their creativity, particularly less academic pupils who may struggle in written assessments.

5. How is assessment used to improve learning?

At KS3, pupils are given a RAGP rating at the end of each topic. Pupils are given individual feedback on their projects which they can use to highlight key skills that require further development. These are then used as a key focus for the pupil in the next project. Strengths that are highlighted in assessment are also recorded and used to stretch and challenge. This feedback is stored electronically and provides information for the teaching staff for future lessons/planning. For example, if a pupil demonstrates excellent keyboard skills during a piano assessment but struggles with Samba because their rhythmic skills are not as developed, then a keyboard lesson could be planned to teach rhythmic alteration with both hands. The use of both hands on the keyboard would stretch and challenge the pupil but using the keyboard to introduce rhythm builds on an area of strength already identified. Self-assessment and peer assessment is also used every lesson, with class feedback on performances used as plenary activities regularly.

At KS4, coursework is regularly reviewed and pupils receive one on one feedback sessions relating to individual coursework items. This allows for pupils that have included misconceptions to work through these and a plan to be brought together to increase their grade where possible. The structure of the BTEC is mainly independent work with some tasks completed as a group. These one on one sessions, therefore, also teach pupils to self-assess and understand their own strengths and areas to develop. When planning from feedback, pupils learn to identify which tasks they may find more difficult and plan how they can overcome these. As they progress through the BTEC course, students become more able to assign themselves manageable tasks within a group and show more independence in overcoming issues.

6. What skills will students develop that can be used in other subject areas and beyond their school life?

Studies show that music is beneficial across all areas of the curriculum as well as establishing a clear link between emotional regulation and musical knowledge. Key cognitive skills that music education develops are; attention control, planning skills, working memory and critical thinking. Transferable music skills include the ability to be creative and think outside the box, the ability to plan ahead, the ability to take responsibility, to collaboration and work effectively with others to meet goals, the ability to think and understand in patterns, and the ability to manage time well and handle several projects at once.

7. How is learning planned to progressively develop pupil's knowledge and understanding over time?

The curriculum uses repetition to progressively develop pupils' knowledge over time. Key skills are returned to during "projects" so that the attention is not on the key skill as such, but on smaller, more engaging tasks that enhance several skills. For example, instead of learning about rhythm and doing repetitive rhythmic exercises throughout a year, pupils will learn theoretically about rhythm during the first half of term, Year 7. Pupils will then learn practical examples of rhythm later in the year in practical projects such as Samba, Dance music (Y7), Hip Hop, (Y8). Britpop (Y9) etc. During these topics, the overt

focus is on developing performance, creativity or understanding musical culture but pupils are also progressing their theoretical and practical understanding of rhythm as a key skill.

8. How is learning sequenced over time to ensure students retain knowledge and are more successful at recalling?

The curriculum is designed to have a continuous flow that allows students to strengthen and build upon knowledge gained in each half term. Each half term is linked musically to the term before and after so that key concepts can be strengthened and recalled contextually. For example, pupils study The Blues (Y8 H/T1) before they study 4 Chord Pop songs (Y8 HT2). Pupils learn in HT1 about chord structure and call and response and how these are used in The Blues. They learn how to perform and identify these techniques in music through listening. In HT2, pupils learn about evolution of Music in relation to the historical social movements which resulted in a new musical era (4 chord Rock n Roll – Pop Music). Learning a technique such as call and response is sequenced through the repetition of learning to perform it or identify it in music across two different topics. By linking the development of blues music across the curriculum, pupils are more likely to understand why certain types of music share the same techniques and are therefore able to recall this knowledge more successfully. This curriculum "flow" links each half term and allows sequenced learning across all topics ensuring knowledge retention across all years.

9. How is this curriculum adapted to cater for the needs of students with different starting points?

Music is inherently differentiated which allows for the curriculum to be broken down to meet the needs of each student. Pupils with prior learning are stretched both theoretically and practically. For example, pupils who learn the piano outside of school may take part in a project where the majority of students would learn on a keyboard may choose to learn on a ukulele. Alternatively, they may stick to the keyboard but stretch themselves by using two hands or learning to read from music. These pupils are presented the choice as an opportunity to take some responsibility and to engage them with their own learning. Pupils with less prior learning or additional needs take part in smaller practical sessions. These might be more frequent but shorter activities that use scaffolding to establish and develop learning. Pupils may also learn reduced variations of pieces or an easier part to a score which would be modelled in more detail to the smaller group.

10. How will you ensure teachers have the relevant knowledge, expertise and practical skills to deliver your curriculum effectively?

In cases of short term cover, this music curriculum overview and the detailed music curriculum overview for each year group can be found on the shared drive. Adapted lesson plans will also be provided for non-music teachers with reduced practical tasks where possible. For unavoidable practical cover, adapted lesson plans with additional resources for pupils and staff will be provided. In cases of emergency short term cover where no lesson plan can be provided, there are music theory worksheets available in the classroom.

In cases of long term cover, this and the more detailed year group plan can be found on the shared drive. However, a subject specialist would be recommended to cover the curriculum because of the level of expertise and practical skills required to teach it long term.