



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	Music	Year group	10
<p><b>Vision statement:</b></p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p><b>Curriculum intent:</b></p>	<p>Our curriculum is designed to give all students opportunities to enjoy, develop and explore the arts, allowing students to experience a purposeful and enjoyable experience which is accessible for all.</p> <p>The core values for our curriculum within our directorate is to provide the students with a broad experience in a wide range of topics, ensuring the students build upon prior knowledge but experience new themes in which broaden their understanding of the wider world, whilst exploring the school values, curiosity, compassion and courage.</p> <p>In Performing Arts; dance, music and drama, our students work on themed topics which are linked across all three subjects. The topics cover a broad range of genres which are essential to performing arts yet also provide cross-curricular links to other subjects across this school. We expose the students to a wider range of practitioners and consider the wider world of work within this. The students also have access to a broad range of enrichment activities that support their learning and provide opportunities such as travelling abroad playing in concert band or performing with dance company or attending county concerts with choir.</p> <p>The students in this school are particularly successful in the creative, practical subjects. We have a lot of excellent musicians and are known to be a centre of excellence with a Platinum award from ENTRUST for Music. We are well known within the community for the quality of productions and ensembles we have on offer.</p> <p>Our curriculum throughout the directorate is:</p> <ul style="list-style-type: none"> <li>• ambitious for all pupils;</li> <li>• coherently planned and sequenced;</li> <li>• successfully adapted, designed and developed for pupils with special educational needs and/or disabilities</li> </ul>		



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- broad and balanced for all pupils and builds upon prior knowledge learnt

The national curriculum, in Music and Dance (PE), has been embedded within our topics. The language for learning used in our assessments and in lessons reflects this. All three areas prepare the students in readiness for GCSEs and further education and for a future within the industry, providing the students the knowledge needed in order to be successful learners. Our curriculum builds upon embedding knowledge, reinforcing and testing their understanding through written and practical based activities.

Performing Arts is particularly successful in engaging disadvantaged students, who thrive and are successful in this environment.

We encourage our students to be resourceful and strive for them to become independent learners. We encourage them to show curiosity in order to think and process new ideas, both independently and as part of a team, exploring different themes across the key stages. We give them experience beyond the classroom through trips, visiting practitioners and competitions. We provide our student with a nurturing environment in order for them to thrive and succeed, showing courage through performance to others. We teach them to show compassion towards others performing, discuss what it is to be an audience member and theatre etiquette. We support their aspirations both in the classroom and in their extra-curricular activities. Our directorate is particularly successful with providing them transferable skills, to support them in developing positive behaviours and attitudes across their academic career and beyond.

### Threshold Concepts (TCs):

#### Threshold concepts MUSIC KS4

**TC1:** They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions.

**TC2:** They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

**TC3:** Pupils should be taught to: play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression, improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

**TC4:** Pupils should use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

**TC5:** Pupils should identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

**TC6:** Pupils should listen with increasing discrimination to a wide range of music from great composers and musicians, developing a deepening understanding of the music that they perform and to which they listen, and its history.

### KS2 National Curriculum summary:

Students should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Students should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.



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Students will play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

Listen with increasing discrimination to a wide range of music from great composers and musicians

Develop a deepening understanding of the music that they perform and to which they listen, and its history

<b>Learner skills:</b>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>
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Term 6 Jun-Jul

**The Big Question**      What skills do you need in order to be successful musician?

**Big picture questions:**

How can mark schemes help develop you as a learner?

Are you an effective performer?

Harmony is important. What is it?

How do we use tonality to represent film and game genres?

Is listening important?



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<b>Content (Linked to TCs):</b>	Understanding Rhythm and notation. <b>COMPOSITION. TC4</b> Understanding instruments and the orchestra Learning how to identify different genres of music. <b>FILM MUSIC. TC2</b> Learning how to identify different genres of music. – <b>CALYPSO - LISTENING.TC2</b> Understanding time-signatures, chords and harmony <b>TC4 TC5</b> -Understanding musical devices – <b>COMPOSITION TC5</b> Improving confidence when performing Improving ensemble skills <b>ENSEMBLE PERFORMANCE TC1</b>
<b>Vocabulary Instruction:</b>	Listening, ensemble, rhythm, notation
<b>Assessment:</b>	<b>Summative Assessment</b> Mock Listening PPE Mock performance Mock composition
<b>Key/Historical misconceptions in this unit:</b>	When analysing film music the students do not refer to the action when discussing the music. Confusing the world music genres. Confusing the features of the work music genres.
<b>Sequencing:</b>	<b>We have chosen to sequence the year 10 curriculum like this because...</b> It prepares the students for GCSE coursework and exams whilst giving them a broad understanding of music across different genres, preparing them for a career in music.
<b>Values</b>	<b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b> <b>Compassion</b> – Working with others in paired work and in groups. Listening to the teachers and using the modelled examples to support their progress. Supporting each other and asking for help when needed. Being kind and helpful when packing away resources. Being respectful to students when performing and following theatre etiquette. Understanding different religions and cultures showing respect for diversity. <b>Curiosity</b> – Showing interest in new things. Asking questions to seek a better understanding. Learning about different genres of music. Exploring composition and being brave when experimenting with new ideas and devices. Performing with challenge. <b>Courage</b> – Performing to each other and to the teacher. Exploring ideas and concepts that maybe new and difficult to understand. Asking for support when needed. Experimenting with new genres of music.
<b>National Curriculum plus:</b>	<b>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</b> MATHS: Addition, fractions, division, ART: Genres of the world HISTORY: Development of the orchestra through time. PSHE: Working as a group, problem solving. Careers: Exploring practitioners. Discussing job roles appropriate to Music – being a performer, a composer, a conductor.