

What is the intent statement for you subject? What does the discipline offer young people? What is the subject's purpose ? This should be a short, snappy statement.					
	<p>We believe that students deserve a broad and ambitious music curriculum, rich in skills and knowledge, which ignites curiosity and prepares them well for future learning or employment. Our music curriculum will give students the opportunity to:</p> <ul style="list-style-type: none"> • Develop an in depth understanding of music, through performing, composing listening and appraising. • Develop self-confidence through performance, both through lessons and extra-curricular participation (concerts and productions) • Encourage creativity through composition skills • Understand the complexities of music and world culture through exploration of a wide range of genres. • Encourage personal development through ensemble performances and group compositions • Understand how music can support the development of transferrable skills, such as confidence, self-awareness, perseverance and discipline and provide a holistic experience that they can take beyond their musical studies • Gain a sense of achievement through the creation of music. 				
What are the core aims of the curriculum? What key knowledge do you want students to have at the end of their learning journey?					
Year 7	<p>Core Aims:</p> <p>Music is a very practical subject and this is at the core of our approach. Students are continually performing, listening, composing and appraising the Music they make. All Y7 students explore and practically engage in music across all genres and time.</p> <table border="1" style="width: 100%;"> <tr style="background-color: #e0f0ff;"> <th style="width: 50%;">Key knowledge:</th> <th style="width: 50%;">Key skills:</th> </tr> <tr> <td> <p>The use of different forms of notation Recognition of chord sequences and melodic development How music is used in different cultures. Different types of music in different genres. Use of Music Technology through Bandlab. Basic rhythm values and note names in the Treble Clef.</p> </td> <td> <p>Performing Building keyboards skill, guitar skills and performing with tuned percussion Composing Developing and improvising polyrhythms with a minimum of 4 players. Listening Recognising changes of pitch, rhythm and texture. Appraising Understanding and placing music in context</p> </td> </tr> </table>	Key knowledge:	Key skills:	<p>The use of different forms of notation Recognition of chord sequences and melodic development How music is used in different cultures. Different types of music in different genres. Use of Music Technology through Bandlab. Basic rhythm values and note names in the Treble Clef.</p>	<p>Performing Building keyboards skill, guitar skills and performing with tuned percussion Composing Developing and improvising polyrhythms with a minimum of 4 players. Listening Recognising changes of pitch, rhythm and texture. Appraising Understanding and placing music in context</p>
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Year 8	<p>Core aims:</p>				

<p>Music is a very practical subject and this is at the core of our approach. Students are continually performing, listening, composing and appraising the Music they make. All Y8 students explore and practically engage in music across all genres and time.</p>	
<p>Key knowledge:</p> <p>The use of Ground bass The notes of the Bas Clef Understanding the use of a Pentatonic Scale and more complicated rhythmic structures. Roles within the Music industry Song writing skills and the structure of pop songs. Composing for Film using Bandlab Improvisation using the Blues scale !2 bar blues on genre specific instruments.</p>	<p>Key skills:</p> <p>Performing Developing keyboards skill, guitar skills and performing with tuned percussion</p> <p>Composing Consolidating and improvising polyrhythms with a minimum of 4 players.</p> <p>Listening Explaining changes of pitch, rhythm and texture.</p> <p>Appraising Understanding and placing music in context with explanation of why.</p>

Year 9	<p>Core aims:</p> <p>Music is a very practical subject and this is at the core of our approach. Students are continually performing, listening, composing and appraising the Music they make. All Y9 students explore and practically engage in music across all genres and time. From Music of the Western Tradition to Contemporary and Popular Music. Music from around the world, the instruments and techniques used, to the ever changing world of Music IT and The Recording Studio. We look at the role of Music in stage and screen. Composing for Film, exploring the Music of London's West End, developing a Sound Scape for the latest Video Games. These are just some on the Topics students will cover during their first 3 years</p>	
	<p>Key knowledge:</p> <p>Simple composition techniques when composing for computer games Development of Polyrythms through Samba Batucada Song writing skills with more focus on lyric writing and harmonic development.</p>	<p>Key skills:</p> <p>Performing Advancing keyboards skill, guitar skills and performing with tuned percussion</p> <p>Composing Advancing and improvising polyrhythms into melodic structures with a</p> <p>Listening</p>

	<p>Analysis of different genres of pop music. Video editing Reggae structures and performance.</p>	<p>Explaining changes of pitch, rhythm and texture. Appraising Analysing and placing music in context with explanation of why.</p>
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<p>Year 10 And 11</p>	<p>Core aims:</p>	
	<p>Music at KS 4: There is a strong link in how Music is taught at all stages – Composing, Performing, Listening and Appraising are key areas throughout. For Y10 Students, Music is an option subject and therefore a chance for Students to specialise and develop their own musical understanding and style. BTEC Level 2 Music. This continues to develop Composing, Performing, Listening and Appraising. BTEC level 2 investigates a vocational aspect of music looking at the Music Industry. This is continued into Year 11 with a preparation and focus on progression to the Level 3 at TCS6</p>	
	<p>Key knowledge:</p>	<p>Key skills:</p>
<p>Increased knowledge of selected instrument. (Y10) Advancing instrumental skills Performance technique Extension of Compositional skills Development of understanding of music through the ages and how it organically developed and the key skills needed to play those particular styles. The creation of a music production linking to performance, production and creation.</p>	<p>Performing More focus on their particular instrument, building up relevant skills and increased difficulty level of instruments Composing Advancing and improvising polyphonic and homophonic music into melodic structures with a harmonic structure underneath Listening Explaining changes of pitch, rhythm and texture in different styles of music throughout different eras and cultures Appraising Analysing and placing music in context with explanation of why and explaining the development of music over time.</p>	

