



Music

Learning Journey

Intent • Implementation • Impact



Curriculum Intent

Music is a universal language that should not be reserved just for the privileged but should be accessible to all. This belief underpins all that we do at Parkside. We aim to teach a wide range of skills and be as inclusive as possible. We believe that the discipline required to undertake the performance of a short piece of music is a transferrable skill that will enable students to develop resilience and confidence. Alongside performance we also develop analytical skills, evaluating students' work within a set framework and developing students' critical thinking.

We believe that creativity is an immensely valuable attribute and can be developed through careful practice and rehearsal. By ensuring a clear foundation of skills and critical thinking we allow students' creativity to grow within a structured and scaffolded framework.

Music is a collaborative endeavour and can give students a sense of purpose and belonging. We aim to expand students' taste and experience of music by exposing them to a wide range of genres, styles and cultures by challenging and removing students' preconceived notions of musical styles we allow them to take ownership of the rich landscape of musicality.

Ultimately, we want to instil a lifelong love of music in our students.

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Curriculum Implementation

Currently all Year 7 students have one lesson of Music per week throughout the entire year. Year 8 and 9 students study Music as part of a rotation. The Year 8 classes have 3 or 4 blocks of Music lessons throughout the year and the Year 9 classes have 2 blocks of Music lessons throughout the year.

The Music curriculum balances knowledge/skill acquisition and creativity to enable to students to perform, compose and improvise effectively and expressively and with an awareness of style.

Singing is an important part of the curriculum, especially in Year 7. It allows students to participate in and enjoy group music-making almost instantly and it enables them to internalise many of the concepts taught throughout Years 7-9.

Listening to music from a wide variety of cultures, styles and traditions is crucial to building successful musicians. Critical listening skills enhance students' understanding and enjoyment of music they listen to, whether this is in school or not. Each unit has 3 specified listening pieces, but all lessons involve listening – whether this is recorded music or student/teacher performances.

Students have the opportunity to perform every lesson and are encouraged to do this as often as possible to build their confidence and skills. Alongside singing and listening, students regularly improvise and compose their own music, as well as performing the music of others.

The Music curriculum supports the school's work on anti-discrimination by studying music of a variety of cultures, musical styles and traditions and equipping students with the knowledge and skills to deepen their understanding of the music they study.



Curriculum Impact

Each unit of work is planned to teach and assess a range of skills that feed into an overall assessment spreadsheet, which covers Years 7 to 9. Each unit of work focuses on a number of different skills or concepts and throughout the unit students receive regular feedback on their work, which culminates in a final assessment followed by a review lesson. During this review lesson they will be given the opportunity to improve their work following feedback. By the end of Year 9 students will have had multiple opportunities to display the necessary skills for each section of the spreadsheet, and will have received regular feedback on how to improve their work.

The curriculum is designed to prepare students for the study of Music at Key Stage 4 if/when the school offers this in the future.

Year 7 Music Learning Journey Overview

A1: Long-term sequence plan

1	Subject: Music									
2	Year Group: 7									
3										
4	Unit 1 Rhythm and Pulse: Pulse, tempo, rhythm, dynamics. Introduction to notation (grids and notes).			Unit 2 Keyboard Skills: basic keyboard technique, keyboard layout, pitch notation, individual performance, keyboard instruments. Pitch, metre.			Unit 3 Ritornello: Jazz. Improvisation. Keyboard skills			
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9				Links to Unit 1: pulse, tempo, rhythm, dynamics, notation.			Links to Unit 2: Keyboard skills, notation		Links to Unit 1: Jazz rhythms, steady pulse, tempo.	
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15	Unit 4 Reggae: Ukuleles. Anti-discrimination. Protest songs. Harmony. Whole class performance.			Unit 5 Samba: Whole class performance. Samba instruments. Anti-discrimination.		Links to Unit 4: syncopated rhythms		Unit 6: Folk Music. Playing folk songs and modernising.	Links to Unit 5: Music from different cultures	Links to Unit 4: oral tradition, narrative, storytelling through music
16										
17										
18				Links to Unit 3: syncopated rhythms		Links to Unit 2:		Links to Unit 1: Rhythm, pulse, tempo, notation		
19										
20										
21	Links to Unit 3: Jazz/blues/development of pop music	Links to Unit 2: pitch, notation		Links to Unit 1: Rhythm, pulse, tempo, notation			Links to Unit 3: improvisation	Links to Unit 2: keyboard skills		Links to Unit 1: Rhythm, pulse, tempo, notation
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A2: Topic Descriptors

Unit 1: Rhythm and Pulse



Key Skills/ Themes: - rhythm, pulse, tempo, dynamics, rhythmic notation, group work.

Introduction to classroom Music lessons. Opportunity to establish good routines for performance and working in small groups. Introduction to rhythm, pulse, tempo and dynamics, which are some of the Elements of Music that form the key vocabulary throughout KS3 and beyond. Introduction to rhythmic notation via grids then crotchets/quavers/semiquavers/crotchet rests.

Unit 2: Keyboard Skills

Key Skills/ Themes: - basic keyboard technique, keyboard layout, pitch notation, individual performance, keyboard instruments, film music, pitch, metre.

Students will begin to develop their performance skills on the keyboard. They will acquire basic keyboard skills, will continue to use rhythmic notation, will be introduced to pitch notation and will become familiar with the layout of the keyboard. They will have regular opportunities to listen to and analyse various pieces of music, building on their use of the key words learnt in 7.1 but also adding pitch and metre. The unit will end with an individual performance on the keyboard and a paired composition/improvisation in the style of music for a horror film or a sci-fi film.

Unit 3: Rondo

Key Skills/ Themes: - improvisation, jazz music, syncopated rhythms, swung rhythms keyboard skills, structure.

Pupils will continue to develop their keyboard skills. They will learn to improvise a short episode from a jazz rondo (based on a Jazz Standard), using the minor pentatonic scale. They will listen to a variety of jazz pieces and pieces in Rondo Form and will be able to comment on the pitch, tempo, rhythm, dynamics and structure.

Unit 4: Reggae

Key Skills/ Themes: - anti-discrimination, racism, oppression, reggae, ukulele skills, whole-class performance. Links with Drama.

Pupils will learn to play some chords on the ukulele and will work towards whole-class performances of reggae songs. They will learn about the cultural context of reggae and the unit will explore themes of racism and oppression, and how music can be used as a vehicle for change. This work will build on their knowledge of musical notation, exposing them to chord symbols as well as traditional notation.

Unit 5: Samba



Key Skills/ Themes: - samba context, rhythms and instruments, whole-class performance and small group development of ideas, texture.

Pupils will work as a class to create a Samba-Reggae performance with 5 or 6 different rhythms, breaks, call-and-response sections and solos. They will learn about the context of Samba music and will work together in small groups to create their own versions of sections of the Samba piece. They will explore the concept of musical texture and will now be able to listen to a piece of music and comment on the use of pitch, tempo, rhythm, dynamics, instrumentation, structure, metre and texture.

Unit 6: Folk Music

Key Skills/ Themes: - oral tradition, storytelling through song, playing/singing folk songs, how recent folk bands have modernised folk songs.

Pupils will listen to a variety of folk songs/music and will be able to comment on the pitch, texture, instrumentation, metre, rhythm, tempo, structure and dynamics. They will compare traditional performances with more modern versions. They will learn to play a folk song on the keyboard, again building on their keyboard skills, and will learn some techniques to modernise it, including changing the keyboard settings.

Year 8 Music Learning Journey Overview

A1 Long-term sequence plan

1	Subject: Music																	
2	Year Group: 8 and 9 (In 2021-22 Year 9 will do Units 1 and 2 as they did not do them in 2020-21)																	
3																		
4	Unit 1 West African Drumming and The Blues: workshop-style lessons on West African Drumming then Blues improvisation.			Unit 2 Chords and Pop Music: introduction to playing chords on the keyboard and/or ukulele, composing a chord sequence, pop music styles, vamping styles. Introduction to tonality.			Unit 3 World of Scales: covering various western classical music scales plus Indian Raga and Indonesian Gamelan.			Unit 4 Ground Bass: learning to play a ground bass and melodies above it. Periods of Music.			Unit 4 is only for some of the Year 8 groups, who have an extra block of lessons.					
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8	Links to Unit 1: composition, pop song structure,			Links to Unit 2: tonality, keyboard skills.			Links to Unit 1: keyboard skills, notation.			Links to Unit 3: keyboard skills, major scales			Links to Unit 2: keyboard skills, chords			Links to Unit 1: keyboard skills, notation		
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A2: Topic Descriptors

Unit 1: West African Drumming and The Blues

Key Skills/ Themes: - Drumming performance, typical features of West African Drumming, slave trade, African influences on the Blues, and typical features of the Blues. Anti-discrimination.



Students will participate in a whole-class West African Drumming performance, building on their work on Samba in 7.5 and focusing on the main features: polyrhythms, cross-rhythms, call and response and syncopation. They will learn about the slave trade and its influence on the Blues, and the influence of the Blues on the history of Pop Music. They will build on their keyboard skills, learning how to play the Blues Scale and will build on their improvisation skills from 7.3 by improvising with the Blues Scale. They will also learn to play the 12-Bar Blues chord sequence.

Unit 2: Chords and Pop Music

Key Skills/ Themes: - chords, triads, chord sequences, Pop Music styles, keyboard skills, ukulele skills. Tonality.

Students will learn how to play major and minor triads on the keyboard and will recap the chords they learnt on the ukulele in 7.4. They will learn to play a chord sequence from a pop song then compose their own chord sequence and learn to play it in a variety of vamping patterns. They may start to play with both hands on the keyboard. They will explore Pop Music styles of the 20th and 21st centuries through listening exercises, which will now include pitch, tempo, metre, rhythm, texture, instrumentation, structure, dynamics and tonality.

Unit 3: World of Scales

Key Skills/ Themes: - Indian Raga, Indonesian Gamelan, scales, keyboard skills, tones, semitones composition to a brief.

Students will learn to play a variety of scales, including: pentatonic (Gamelan slendro), chromatic, major and Rag Bhupalam. They will have a brief introduction to Indian Raga and Indonesian Gamelan. They will then create a composition from a variety of briefs designed to explore each of the scales.

Unit 4: Ground Bass

Key Skills/ Themes: - ground bass, periods of music, chords, bass line,

This is an extra unit that only some of the groups will complete. They will build on their keyboard skills, learning to play the ground bass, chord sequence and various melodies which work alongside the ground bass and chords. They will listen to pieces of music from the different periods of music: Renaissance, Baroque, Classical, Romantic and 20th/21st century and explore some of their features.

English Curriculum Learning Journey



	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Subject: Music												
2	Year Group: 9												
3													
4	Unit 1 - Motifs						Unit 2 - Music in Film/TV/Gaming/Advertising						
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11							Links to Unit 1: composition, motifs, keyboard skills						
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15													

A2: Topic Descriptors

Unit 1: Motifs

Key Skills/ Themes: -

Bla bla blabla

Unit 2 – Music in Film/TV/Advertising/Gaming

Key Skills/ Themes: -

Blabla blablabla

A3: Learning Outcomes

Year 7 (In 2021-22 Years 8 and 9 will also start the year with the Rondo unit below)

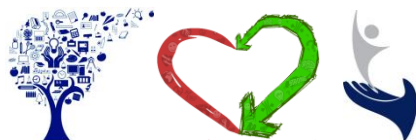
Topic	Vocab	Disciplinary Literacy	Song	Listening Pieces	Student Outcomes
7.1 Rhythm and Pulse	Rhythm, pulse, tempo, dynamics	Say it better	Chicken and Chips Chicken Tikka	<i>Just Clap Your Hands</i> from Stomp	✓ Be an



English Curriculum Learning Journey

			<p>Alive Alert</p> <p>Swing Low/Oh</p> <p>When the Saints/I Wanna Sing medley</p>	<p><i>In the Hall of the Mountain King</i> - Grieg (pulse, tempo, rhythm)</p> <p><i>The Hut on Hen's Legs</i> – Mussorgsky (dynamics)</p>	<p>✓ Be</p> <p>per</p> <p>acc</p> <p>✓ Be</p> <p>beg</p> <p>and</p> <p>✓ Be</p> <p>rhy</p> <p>gri</p> <p>✓ Be</p> <p>con</p>
7.2 Keyboard Skills	Musical alphabet, rhythm, pulse, tempo, pitch, dynamics, pulse.	Say it better	<p>Winter Wonderland (2 parts)</p> <p>???????</p> <p>???????</p>	<p>Bach <i>Cello Suite no. 1</i> (pitch)</p> <p>Poulenc <i>Concerto for 2 Pianos</i></p> <p>Mozart <i>Piano Sonata</i></p>	<p>✓ Be</p> <p>and</p> <p>✓ Be</p> <p>beg</p> <p>dyn</p> <p>✓ Be</p> <p>acc</p> <p>fin</p> <p>✓ Be</p> <p>con</p>
7.3 Rondo	Jazz, improvisation, structure, rondo	Say it better		<p>Mozart <i>Rondo alla Turca</i></p> <p><i>Vivo</i> from <i>Pulcinella Suite</i> Stravinsky</p> <p><i>Rondeau</i> from <i>Abdelazer</i> - Purcell</p>	<p>✓ Be</p> <p>and</p> <p>✓ Be</p> <p>des</p> <p>dyn</p> <p>✓ Be</p> <p>con</p> <p>✓ Be</p> <p>key</p> <p>✓ Be</p> <p>Rit</p>
7.4 Reggae	Ukulele, Reggae, racism, oppression, chords, strumming	Say it better	<i>One Love</i> – Bob Marley	<p><i>Get up Stand up</i> – The Wailers</p> <p>Damian Marley and Nas – <i>Patience</i></p>	<p>✓ Be</p> <p>and</p> <p>✓ Be</p> <p>des</p> <p>dyn</p>

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				Jimmy Cliff – <i>Many Rivers to Cross</i>	✓ Be con
7.5 Samba	Rhythm, Pulse, Tempo, Samba, Claves, Maracas, Djembe, Conga, woodblock	Say it better	<i>Mas Que Nada</i> – Sergio Mendes	<i>Mas Que Nada</i> – Sergio Mendes Fanfarra Cabua-Le-Le – Sérgio Mendes/Carlinhos Brown Comparing Marble Machine and Hossam Ramzy <i>My Brazilian Pearl</i>	✓ Be an ✓ Be des ins me ✓ Be flu ✓ Wo Sar ✓ Wo rec per
7.6 Folk Music	Oral tradition, improvisation, folk	Say it better	<i>Cape Cod Chanty</i> arr. Kevin Stannard	Bellowhead - <i>Haul Away</i> Lau - <i>Hinba</i> Mishra?	✓ Be an ✓ Be des ins me ✓ Be fol ✓ Be mo

Year 8 (In 2021-22 Year 8 will do 8.1 and 8.2 as well as 7.3, and Year 9 will do 7.3 and 8.1)

Topic	Vocab	Disciplinary Literacy	Singing	Listening Pieces	Student O
8.1 West African	Djembe, conga, improvisation, blues scale,	Say it better		St Louis Blues	✓ Be an

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<p>Drumming and The Blues</p>	<p>chords, slave trade, bass, slap, flam, tone, call and response, bongo, syncopation, polyrhythms, swing rhythms</p>			<p>I Know you Lied</p>	<ul style="list-style-type: none"> ✓ Be an ins me ✓ Pa Afr ✓ Un be de ✓ Be key ✓ Sta the ✓ Be sec
<p>8.2 Chords and Pop Music</p>	<p>Triad, major, minor, chord sequence, chord</p>	<p>Say it better</p>	<p>James Arthur – say you won't let go</p>	<p>Axis of Awesome</p>	<ul style="list-style-type: none"> ✓ Be an ✓ Be an ins me ✓ Be the ✓ Be sec ✓ Be var ch
<p>8.3 World of Scales</p>	<p>Scale, chromatic, whole-tone, Raga, Gamelan</p>	<p>Say it better</p>		<p>Debussy L'Après Midi Flight of the Bumblebee Gamelan – Baris Rag Desh</p>	<ul style="list-style-type: none"> ✓ Be an ✓ Be an ins me ✓ Be sc dif



					✓ Be Ga
8.4 Ground Bass (extra unit for some groups only)	Ground Bass,	Say it better		Goldberg Variations Purcell Time Lapse Pachelbel's Canon	✓ Be an ✓ Be an ins me ✓ Lea so

Year 9 (In 2021-22 the Year 9 students will not study any of this)

Topic	Vocab	Disciplinary Literacy	Singing	Listening Pieces	Student Outcomes
9.1 Music in Film/TV/Gaming					
9.2 Motifs					

