



# **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.

H Allsop – Teacher of Music

# Curriculum Implementation

From September 2025, Year 8 and 9 classes have music every week. The Year 7 Pupils have music once every two weeks.

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 assessment sheet. Each unit of work focuses on a number of different skills or concepts and throughout the unit students received regular feedback on their work which culminates in a final assessment. During their assessment they will get the opportunity to have teacher and peer feedback as well as reflect on their own learning.

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.

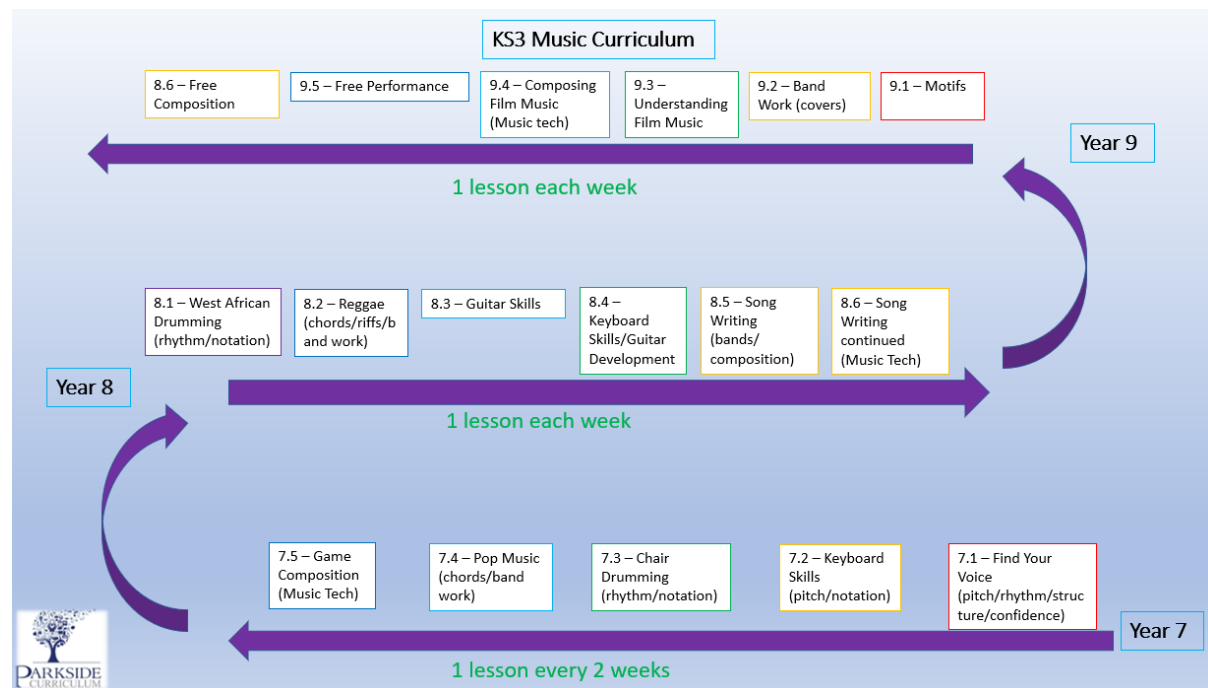
Extra Curricular Clubs/Interventions:

Year 7/8/9 – Choir

Year 8 – Rock/Pop Band Club

Year 9 – Rock/Pop Band Club

Instrumental lessons available in: *Piano, Guitar, Drumkit and Voice*



Unit/Year	1	2	3	4	5	6
7 (1 lesson every 2 weeks)	Find Your Voice	Keyboard Skills	Chair Drumming	Pop Music (bands/chords)	Game composition (Music tech) <b>IT ROOM</b>	
8 (1 lesson every week)	West African Drumming	Reggae	Guitar Skills	Keyboard Skills/ Guitar Further Development	Song Writing (Bands/Compositions)	Song Writing Continued (Using Music Tech) <b>IT ROOM</b>
9 (1 lesson every week)	Motifs	Band Covers	Understanding Film Music	Composing Film Music (tech) <b>IT ROOM</b>	Free Performance (GCSE Prep)	Free Composition (GCSE Prep) <b>IT ROOM</b>

## Year 7 Learning Journey Overview

### 7.1 – Find Your Voice

*Students will develop confidence using their voice and using basic vocal techniques. They will be given performance opportunities and encouraged to continue to develop these skills in our school choir.*

### 7.2 – Keyboard Skills

*Students will be given the opportunity to learn the basics of play the keyboard. They will be introduced to standard notation using treble and bass clef. They will develop skills playing melody and bass lines using the correct techniques.*

### 7.3 – Chair Drumming

*Students will be introduced to the basics of playing the drum kit, whilst developing skills playing basic rhythms in time with the group. They will be introduced to drum and different forms of rhythmic notation.*

#### 7.4 – Pop Music

*Students will learn the basics of pop music including how to play bass lines and chords. Students will develop confidence performing as a whole class band and given opportunities to sing as well as play keyboard.*

#### 7.5 – Game Composition

*Students will use Music Technology to develop basic composition skills that would be suitable to be used in Music intended for gaming and the media. They will be allowed to access DAW systems to develop their use of texture and melody in their own compositions.*

## **Year 8 Learning Journey Overview**

### **8.1 – West African Drumming**

*Students will learn about West African Drumming origins and traditions in terms of Music. They will learn about basic composition traits and use these to take part in whole class performance as well as develop and lead their compositions as part of a smaller group.*

### **8.2 – Reggae**

*Students will learn about the context and history behind Reggae. They will learn to play a simple Reggae piece using chords and melodic riffs to form a band.*

### **8.3 – Guitar Skills**

*Students will apply their understanding of chords, riffs and basslines to the guitar. They will learn about the basic techniques surrounding guitar and how to read TAB notation to play simple melodies and chords.*

### **8.4 – Keyboard Skills/Guitar Development**

*Students will be given the opportunity to develop their performance skills on either keyboard or guitar in preparation for their solo performance at GCSE should they be able/wish to take this in the future. Students will be allowed to be independent in their choice. They will either revisit their keyboard skills from Year 7 by using more complex chords and melody or they will be able to develop their understanding of guitars chords and TAB reading, continuing on from the previous unit.*

### **8.5/6 – Song Writing**

*Students will learn the basics of song writing using melody, lyrics, chords and basslines. They will learn how to write effective lyrics and how the elements combine together to make these successful. Students will then apply these practically and form bands to perform their compositions.*

## **Year 9 Learning Journey Overview**

### **9.1 – Motifs**

*Students will learn what makes a motif effective and how they are used in composition. They will be given the opportunity to hear and play different motifs from different genres of Music.*

### **9.2 – Band Covers**

*Students will revisit their band skills, this time developing cover versions of songs. They will explore using chords, bass lines, riffs and vocal lines in order to develop a band performance, but this time they will explore and experiment how they could vary their performances to add their own ideas to the performance.*

### 9.3/4 – Understanding Film Music/Composing Film Music

*Students will learn about the effects of film Music, key film composers and works. They will explore how film music is generated and created. Students will then develop this understanding to create their own pieces of film music to a set scene with the intention to create mood and atmosphere, to enhance the acting on screen.*

### 9.5 – Free Composition/Performance.

*Students will be given the opportunity to either develop a performance or composition in line with GCSE criteria that gives them creative freedom. This will be a rehearsal for GCSE specifications where they will be allowed to create a composition or performance of their choice to present to the class combining the skills they have learnt over KS3.*

### 9.6 – Free Composition

*Students will be giving creative freedom to explain a composition brief of their choice. They will be encouraged to explore the structure, melody, rhythm, texture and harmony of their composition in preparation for GCSE Free Composition tasks at KS4.*



## Learning Outcomes

### Year 7

Topic	Vocab	Student Outcomes
7.1 Find Your Voice	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Dictation, Projection, Posture, Warm-ups, Vocal Technique, Phrasing	<i>Be confident enough to sing as part of a group</i>  <i>Opportunities for Solos</i>  <i>Understand and application of vocal techniques</i>
7.2 Keyboard Skills	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Finger Patterns, Hand Position, Treble Clef, Bass Clef	<i>Be able to perform a simple piece of the keyboard using treble clef</i>
7.3 Chair Drumming	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Semibreve, Minim, Crotchet, Quaver, Rest, Count-in, Pulse, Bass, Snare, Hi-Hat	<i>Be able to perform levelled pieces of drumming with a backing track</i>
7.4 Pop Music	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Chords, Riff, Bassline, Structure	<i>Be able to perform as part of a band</i>
7.5 Game Composition	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Motif	<i>Compose music appropriate for a game using compositional devices</i>

### Year 8

Topic	Vocab	Student Outcomes
8.1 West African Drumming	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Call and Response, Ostinato, Polyrhythms, Improvisation	<i>Perform and compose as part of a group using traditional West African Drumming techniques</i>
8.2 Reggae	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Chords, Riff	<i>Make links between West African origins and Reggae Music, develop understanding using chords, riffs and develop band skills.</i>

8.3 Guitar Skills	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, TAB, Chords, Fret Board, Plectrum, Technique, Acoustic, Electronic, Bass	<i>Develop an understanding of how to read TAB and chord diagrams, develop appropriate playing technique</i>
8.4 Keyboard Skills/Guitar Development	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, TAB, Chords, Fret Board, Plectrum, Technique, Acoustic, Electronic, Bass, Finger Patterns	<i>Give students the opportunity to continue to develop their guitar and keyboard skills to a higher level, giving students the opportunity to develop expertise in their chosen instrument in preparation for GCSE</i>
8.5 Song writing (bands)	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Lyrics, Rhyming Couplets, Syllables, Verse, Chorus	<i>To develop knowledge of how to write lyrics and techniques appropriate for song writing, develop an understanding of chords, riffs and texture</i>
8.6 Song Writing (music tech)	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Lyrics, Rhyming Couplets, Syllables, Verse, Chorus, DAW	<i>To continue to develop the past unit but using music technology, inputting ideas into notation software and/or DAW systems</i>

## Year 9

Topic	Vocab	Student Outcomes
9.1 Motifs	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm	<i>To explore how riffs are used in rock/pop music and fit within band structures, to develop effective guitar and keyboard skills</i>
9.2 Band Covers	Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Chords, Riff, Bassline, Structure	<i>Be able to play as part of a band using structure, chords, riffs, bass lines, vocals and rhythmic patterns, to then be able to develop variation and interpretation of band pieces</i>

9.3 Understanding Film Music	<b>Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Motif, Leitmotif, Diegetic, Non-Diegetic, Mickey-Mousing</b>	<i>Be able to analyse film composition in terms of the effect and impact to the audience</i>
9.4 Composing Film Music (Music Tech)	<b>Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Motif, Leitmotif, Diegetic, Non-Diegetic, Mickey-Mousing</b>	<i>Apply the knowledge of film music to their own compositions using music notation software and/or DAW systems</i>
9.5 Free Performance	<b>Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm, Technique</b>	<i>Be able to independently develop a performance on their chosen instrument, in a direction of their own choosing</i>
9.6 Free Composition	<b>Timbre, Melody, Texture, Dynamics, Pitch, Structure, Rhythm</b>	<i>Be able to independently develop a composition on their chosen instrument, with creative freedom</i>