



## Curriculum Overview Document

### Performing Arts: Music



#### **Our whole School curriculum intent believes:**

Our aim at Hadley Learning Community is to provide an excellent education for all our students; an education which brings out the best in all of them and prepares them for success in life.

Our curriculum is designed to provide children with the core knowledge they need for success in education and later life, to maximise their cognitive development, to develop the whole person and the talents of the individual and to allow all children to become active and economically self-sufficient citizens. By drawing on the best that's been thought, said and done in each subject, alongside the promotion of our local environment, we hope that our curriculum at Hadley Learning Community enables children to appreciate and participate in the full richness of the human experience. Subjects work together to identify knowledge, thematic and skills-based links between their disciplines and exploiting those through careful joint planning will enable students to make connections that will help them to understand the world around them and their place in it.

Within that framework, each subject must consider our core values and as a result needs to embed activities that promote our community alongside our 5 key words: Belong, Respect, Inspire, Succeed and Enjoy

#### **Our intention for our curriculum is:**

Performing Arts are at the heart of HLC's ethos with all students studying Dance, Drama & Music at KS3. We are incredibly proud of our students who we nurture to achieve their personal best in all three disciplines. The Performing Arts Team seek to inspire a love for the Arts and capture the imagination of our students by introducing them to a rich diet of culture and diverse traditions, whilst developing confident and caring individuals who are equipped to deal with the world in which we live. Our students enjoy learning through practical activities which encompass a wide range of dance, acting and musical styles. They learn creative ways to express themselves and will use their senses, perceptions, feelings and values to communicate ideas, emotions and experiences. Development of critical faculties enables them to effectively evaluate their own work and that of others. Through a safe and respectful environment, students learn to trust their ideas and abilities and grow in confidence whilst honing teamwork and cooperation skills. Through the study of specific skills and techniques, students will develop their resilience, self-discipline, health and wellbeing in order to overcome challenges and learn how to present themselves going into real life situations. All students are encouraged to develop their skills further through our extensive range of enrichment activities, including instrumental lessons, which provide numerous opportunities for students of all abilities to perform in a range of events. Students with a talent and passion for our subjects are pushed to perform at the highest level. We ensure to provide professional opportunities and experiences which will prepare them for further study and a potential career in the industry.

### **Linking our curriculum intention to our local community:**

Students in all years are given the opportunity to experience and take part in performances at a range of venues in the local community and beyond.

- Hadley – HLC Vocal Group perform at the Hadley Church Concert alongside the Shropshire Male Voice choir.
- Oakengates Theatre – Students perform the school musical production, Dance Fest and take part in other Music and Dance Festivals.
- Shrewsbury – Students perform at Theatre Severn including at the School Shakespeare Festival.
- Wolverhampton – Students attend theatre productions at Wolverhampton Grand.
- Birmingham – HLC musicians perform and undertake workshops at the Royal Conservatoire with whom we have a partnership. We also attend shows at the Rep & The Alex.
- We work collaboratively with other schools in the Learning Community Trust to provide further professional workshops and performances.

Wider opportunities.

- We also like to introduce our students to the bigger Performing Arts picture with our annual residential trip to London where students see two West End Shows and take part in workshops with professional cast members.
- Our G & T dancers perform in the 'Great Big Dance Off' a national schools' dance competition where we perform at a regional final and have always been successful in proceeding to the national final which takes place in various venues across the country.

### **Implementation**

The curriculum is delivered primarily through practical activity with key concepts and theory being linked to skill development. Topics are chosen with the intent to engage all students and introduce a wide and varied diet of cultures and traditions whilst enabling them to explore the knowledge and skills that underpin these subjects. Each year schemes of work revisit essential previous knowledge & skills in greater depth, at a higher level or through different genres or traditions, helping student to embed key concepts into their long-term memory and to develop transferable skills. Students are encouraged to share and discuss their work regularly with occasional more formal assessments taking place in order to instil confidence in performance.

### **Year 7 Curriculum Implementation**

The Performing Arts department aims to inspire a love for the Performing Arts and to appreciate their relevance in today's society. An ethos of appreciation and respect will be established alongside effective routines to support skill development. Students will be introduced to key vocabulary and apply it to practical tasks.

Focus will be on participation, enjoyment and sharing, whilst understanding the foundations on which each discipline is built. In Music students are introduced to the musical elements which they explore through Listening, Performing & Composing activities. There is also an emphasis on developing the techniques needed to play a specific instrument/voice which is something that many of our students have not previously had the opportunity to do. Being able to participate in musical activity is the foundation for all further study through to the BTEC qualification undertaken at KS4.

1	End of Unit Assessment		End of Unit Assessment	3	End of Unit Assessment		End of Unit Assessment
<p><b>Introduction to Music</b></p> <p>Our students come to us having had very varied experiences of the Performing Arts at KS2, so this unit seeks to introduce the foundation skills and concepts, whilst establishing good routines for practical activity. Students are introduced to the basic elements of Music through Listening, Performing &amp; Composing activities.</p> <p>Through listening to a range of musical genres they learn to describe Pitch, Tempo, Dynamics, Duration &amp; Timbre.</p> <p>Rhythm and warm up games establish group cooperation as well as develop participation and rhythm skills.</p> <p>Good routines for class singing are established with vocal warm-ups and exercises. Through singing a range of songs students understand the textures Unison, Harmony &amp; Rounds.</p>	<p><b>Keyboard Skills</b></p> <p>This unit follows on seamlessly from the previous 'Introduction' unit, ensuring that students retain and can build on their knowledge of the keyboard layout.</p> <p>Through learning a simple popular melody, the importance of good technique is explored and encouraged. Students learn exercises both on and off the keyboard where all are encouraged to learn to play melodies with their right hand only and using all fingers correctly. This develops student resilience as well as a good practice regime, which will stand them in good steady for the next unit 'Ukulele'. It also gives a sound foundation for those who may wish to pursue playing the keyboard in the future or who may opt for Music at KS4.</p> <p>The keyboard/piano continues to be one of the most popular instruments as well as being extremely accessible to</p>	<p><b>Ukulele Performance</b></p> <p>This unit gives students a different performing experience and teaches the importance of regular practice, exercises and resilience. It also builds on their understanding of harmony introduced through singing activities by exploring simple chords.</p> <p>The performance is put in context, by first exploring the history of the ukulele and learning correct names for the various parts of the instrument. Students listen to and discuss three very varied performances which show the surprising versatility of the instrument.</p> <p>The focus is on learning to play 4 simple chords that can then form the basis for several popular songs. Good posture and technique are a constant theme, with students learning to correct each other. Equally, repetitive warm-ups that increase in difficulty each session</p>	<p><b>Musical Traditions</b></p> <p>This unit focuses on two very different musical traditions. Giving breadth to our curriculum.</p> <p><b>1. Samba</b> Students undertake a whole class Samba performance, introducing them to the essential skills of ensemble performing without being bogged down by complex technique.</p> <p>They use a range of authentic samba percussion instruments, which links into the exploration of instrumental families just undertaken and gives students the opportunity to work as a section.</p> <p>Set in the cultural tradition of the carnivals in Rio, students learn a range of rhythms which they perform in response to signals played by the whistle. They are introduced to call &amp; response &amp; polyrhythms and learn the</p>				

<p>Students learn the notes on the keyboard and develop confidence with this through a short composition activity. This will give them the basic skills needed to access the next unit which is a more in depth look at keyboard skills and staff notation. The keyboard skills and associated theory form the basis for several future activities.</p> <p>Singing and keyboards are very accessible instruments and have proved to be the most popular instruments played by students who opt for Music at KS4. Students will be assessed on both their critical listening skills and on their keyboard performance.</p> <p>Students are encouraged to join KS3 Music club if they want more time to practise on school instruments. Instrumental lessons are promoted and students encouraged to sign up. Keen vocalists are encouraged to join our Vocal Group who perform regularly at school events, in the local community and at Birmingham Conservatoire.</p>	<p>our students. The instrument forms the basis for many of our KS3 units and is used frequently at KS4 through both performing and composing activities.</p> <p>During this unit, students are introduced to staff notation, gaining a basic understanding of how it works and how it has developed through time. Students will be given opportunities to learn a piece from staff notation.</p> <p>Although the focus will be on learning to play a single line melody, those with prior experience and more able learners will be encouraged to add a bassline or chord sequence using their left hand.</p> <p>There will be multiple performing opportunities with students being selected at random to demonstrate their progress during the lesson. The emphasis here will be on celebrating individual achievement and thus developing confidence. Assessment will be on a final performance as, well as a knowledge test on notes on the keyboard and on the stave.</p>	<p>help to strengthen fingers and improve fluency.</p> <p>Students are encouraged to sing and play simultaneously with increasingly complex strumming patterns being introduced for the most able performers.</p> <p>TAB notation is also touched on and the link between the ukulele and guitar is explored.</p> <p>Students will be assessed on their performance and on their understanding of the key concepts and terms.</p>	<p>importance of rehearsal discipline and communication in performance. It also introduces improvisation, giving students the opportunity to be creative whilst exploring what works.</p> <p><b>2. Swing</b> Students continue to develop their improvisation skills this time through this jazz genre.</p> <p>From a starting point of listening activities, students explore the context of the style and identify the instruments involved. They then return to the keyboards, to play a walking bass line which they must play using an appropriate voice and rhythm.</p> <p>A real double bass and floor keyboard are used as learning tools for this activity.</p> <p>Following a discussion on what makes an effective improvisation they create their own jazz pieces using first just 3 notes, then the pentatonic scale and for the most able, the blues scale</p>
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## Year 8 Curriculum Implementation

In year 8 students revisit the concepts and skills introduced in year 7 which they then apply to a new selection of cultural material. There is greater focus on technique and interpretive skills, designed to equip the students with the necessary tools to undertake Music at KS4.

Students in year 8 will have developed resilience and be able to practice effectively on an instrument or develop suitable composition ideas. They should be able to perform back to the class with developing confidence as well as both self and peer assess accurately, using simple music vocabulary appropriately. They will appreciate the breadth of musical genres and show an awareness of some of the roles in the music industry.

1	End of Unit Assessment	2	End of Unit Assessment	3	End of Unit Assessment	4	End of Unit Assessment
<p><b>African Drumming</b></p> <p>Whilst exploring music of a different culture, this unit works towards a whole class performance. It builds on the disciplines explored in the Year 7 Samba performance but with the djembes demanding a greater degree of technique.</p> <p>This activity puts everyone on a level playing field at the beginning of the year and emphasizes the importance of every member of the team, whilst giving opportunities for leadership. Students experience the power and fulfilment of being involved in a large performance and this activity has proved to be particularly popular with boys.</p> <p>Call &amp; Response and polyrhythms are reintroduced and rhythms learnt are increasingly complex. Students put</p>		<p><b>3D Music – Mad World</b></p> <p>In this unit students recap much of the keyboard work undertaken in Year 7: the placement of notes on the keyboard and staff notation with a greater focus on rhythmic notation. The main focus of the unit, however, is chords which they were introduced to through ukulele in year 7. Through now playing them on the keyboard they will gain a greater understanding of how they work and the impact of major and minor chords.</p> <p>Students are encouraged to develop good posture and technique, as well as the ability to play with two hands. This helps to demonstrate the level needed to access music at KS4, if they chose to use the keyboard as their instrument. Exploring different versions of this piece demonstrates how chords can be used to create a diverse sense of style.</p>		<p><b>Heroes &amp; Villains</b></p> <p>This unit will introduce students to the DAW whilst developing their composition skills. It will serve to embed their understanding of the musical elements which they will learn to manipulate in order to create believable characters.</p> <p>They will begin to understand how to create effective arrangement using Music software; a skill they will develop further in the next unit and at KS4 for those who opt to continue with Music. They will learn to experiment extensively with composition ideas, building resilience in creative tasks and developing the ability to be discerning about their music and that of others.</p>		<p><b>Film Music</b></p> <p>This unit focuses on developing students' creative skills whilst gaining an insight to the job of film composer, which forms the basis for the BTEC Unit 4: Introducing Music Composition.</p> <p>Following an exploration of existing movie music and the impact combining films clips with different music extracts can have, students compose music for an extract from a Wallace &amp; Gromit film. Keyboard skills and theory covered in unit 2 will be revisited in a more creative context. This will be combined with the knowledge of music software and ability to represent a character in sound, developed in the previous unit.</p> <p>Students are introduced to a range of compositional devices and learn to manipulate the musical elements to</p>	

<p>together a whole piece through which they focus on the elements texture and structure.</p> <p>They then apply what they have learnt to a smaller group composition. Students will be assessed on a final performance as well as their creative skills.</p>	<p>More able learners will be encouraged to develop their own accompaniment arrangement.</p>		<p>create a specific effect. They then learn to record their work using the computer software which will be used extensively at KS4.</p>
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### Year 9 Curriculum Implementation

In this transitional year, students continue to study all areas of the Performing Arts working on a rotation basis, with approximately 20 lessons given to each discipline. Our curriculum enables them to consolidate skills taught in years 7 & 8 whilst gaining insight to the requirements of our vocational KS4 courses. Students will experience a wide range of genres through which they will explore strategies enabling them to further develop their skills and technique.

Each subject area will set their schemes within a vocational scenario to encourage an understanding of the Performing Arts industry and foster effective working practices. We will work towards performance opportunities aimed at instilling confidence whilst improving presentation and interpretative skills. Transferable skills, such as critical evaluation, will be made explicit through processes, with students learning how to set meaningful personal targets using technically accurate vocabulary.

The emphasis of the year is still engagement, enjoyment and breadth of experience in a positive and supportive environment, whilst laying the foundations needed for future success for those who choose to continue with one or more of our subjects.

There are two rotations in each subject area. In Music, whilst each rotation has an over-arching theme, it is split into 4 mini units.

1	End of Unit Assessment	2	End of Unit Assessment	3	End of Unit Assessment	4	End of Unit Assessment
Pop Song – Performance		Pop Song – Composing		Music Tech 1 – Dance Music		Music Tech 2 – Producer project	

<p>Through the medium of popular music, students will first recap their keyboard theory and performing skills introduced in year 7 and further developed in year 8. They will analyse what makes a pop song effective through listening activities and gain some insight into the Music Industry, which forms the basis for a mandatory unit in the BTEC First Award studied at KS4.</p> <p>The structure and texture of pop songs will be explored and students will apply this knowledge to an ensemble performance which will be opened up to include other instruments. As well as performing skills, this project seeks to develop teamwork, rehearsal discipline and the ability to evaluate and refine a performance - all of which are essential for success at KS4</p>	<p>Using the knowledge and skills developed in the performance topic, students will now create their own pop songs. This will develop creative skills within a specific musical structure. The process will be scaffolded with students first writing a parody and then progressing to composing their own song from scratch. They will learn to notate their compositions using chord symbols and creating a lead sheet. This unit will develop an understanding of simple chord progressions and melody writing.</p>	<p>Students will explore the key features of EDM through listening activities. They will then apply their understanding of the style through performance &amp; sequencing of popular dance riffs and subsequently the composition of their own dance classic. This unit seeks to develop creative skills within an established structure whilst providing further insight to job roles in the industry. Effective use of music software is another focus of this unit which will be good preparation for the composition and music industry units that form part of the BTEC course undertaken by our KS4 students.</p> <p>Music technology is an area currently being developed, with a view to setting up a Music Tech option at KS4.</p>	<p>This unit continues to develop students' use of music software, whilst introducing them to a different role within the music industry - the music producer and how this role differs from that of the composer. They will explore the key ingredients of various styles of music such as hip hop, trap, indie and rock and learn to select the correct media to create full cues of a different genre. They will also explore the more advanced functions of the DAW, such as built in VST effects. An understanding of the role of the producer supports future study of the Music Industry – Unit 1 of the BTEC course or may lead to a more specific Music Technology course.</p>
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### Year 10 Curriculum Implementation

In Year 10 students in Music embark on the BTEC First Award in Music. BTECs are vocationally related qualifications, where learners develop knowledge and understanding by applying their learning and practical skills in a work-related context. Additionally, they are popular and effective because they encourage learners to take responsibility for their own learning and to develop skills that are essential for the modern-day workplace. These skills include teamwork, working from a prescribed brief, working to deadlines and presenting information effectively. These qualifications open doors to progression into further study.

Students must complete four units of work each worth 25% of the final grade.

*Unit 1: The Music Industry:* This unit provides an overview of the job roles and organisations that are involved in the Music Industry. *Knowledge and understanding are assessed in a written exam.*

*Unit 2: Managing a Music Product:* This unit introduces the element of planning and promotion as the students work together to produce a live concert or a CD.  
*Unit 4: Introducing Music Composition:* Learners develop composition skills using both music software and acoustic instruments to produce original compositions that respond to a specific brief.  
*Unit 5: Introducing Music Performance:* This unit enables learners to develop both technical and interpretive skills on a specific instrument/voice, setting personal targets and charting their progress in a logbooks.

Year 10 students focus on Unit 5 for the first half of the year as performing skills are also necessary for success in Units 2 & 4. It also serves to establish the importance of personal responsibility for learning and professional conduct. Students then move on to explore the Music Industry more fully for their Unit 1 exam and work as a team to produce a music product which either takes the form of a live concert or an online album.

1	2	End of Unit 5 Assessment	3
<p><b>Unit 5 Introducing Music Performance</b></p> <p>Students start with the Performance unit as it links to the work started in Year 9 and is the basis for the rest of the course. From a baseline performance, students audit their performing skills and identify areas for development. They take part in workshops, develop their ability to rehearse effectively and prepare performance work that demonstrates the progress that they have made. Their progress is charted through a written logbook which includes SMART Targets, regular reviews and evaluations. Students must produce two contrasting performances and this term culminates in an ensemble performance. Pieces are performed at the Christmas Showcase and videoed for evaluation and moderation purposes.</p>	<p><b>Unit 5 Introducing Music Performance</b></p> <p>Students continue to work on the performance unit. Emphasis is now on preparing for a final solo performance which takes place in the school theatre for an invited audience. Targets are reviewed and students complete a final audit in which they must evidence their progression.</p>		<p><b>Unit 1 The Music industry</b></p> <p>Students start preparing for the examined unit: <i>The Music Industry</i>. This is delivered through discussion, research and other classroom-based activities. The students learn about the organisations and job roles that make up the music industry and how they interlink. The final exam will take place in January of year 11. The paper assesses students' knowledge and understanding through both short answer questions and more extended written answers which requires application of their knowledge to a specific scenario, exploring and evaluating potential outcomes.</p> <p><b>Unit 2 Managing a Music Product</b></p> <p>This unit is run alongside Unit 1, as knowledge of the music industry must be applied to the creation, development and promotion of a music product. Students must work together to create either a compilation album or put on a music event. They will need to plan all aspects of their product, considering areas such as music licensing, target audience,</p>

		branding and promotion, all of which are covered in the Music Industry unit. Working in teams, students assume specific job roles in order to organise and create their product. They must also chart their progress, justifying and evaluating decisions made. Performance skills developed earlier in the year will be used in the creation of their product.
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**Year 11 Curriculum Implementation**

In Year 11, Music students continue to follow the BTEC First Award in Music. They continue their study of Organisations and Job roles in the Music industry, in preparation for their final exam. They also complete, promote and evaluate their Music product for Unit 2. The final unit of work is Unit 4 Introducing Music Composition, through which students take on the role of a film/TV composer and create a portfolio of work which covers a range of genres.

1	End of Unit 2 Assessment	Unit 1 Exam	2	End of Unit 4 Assessment	Final grades submitted	3
<p><b>Unit 1 The Music industry</b> This is a continuation of the schemes started in the summer term of year 10</p> <p>Students will continue to learn about the job roles and organisations involved in the Music Industry prior to taking the exam in January. They will have frequent knowledge check-ups on content and undertake practice papers.</p> <p><b>Unit 2 Managing a Music Product</b></p>			<p><b>Unit 4 Introducing Music Composition</b> This unit is set in the vocational scenario of applying for a post as a film composer. Students must present a portfolio of compositions encompassing different genres and musical starting points e.g. a chord sequence, a video clip, different tonalities etc.</p> <p><b>The genres:</b> Natural History Documentary A Thriller A Children’s programme A reflective piece Urban Sport</p>			<p><b>Unit 1 The Music Industry</b> There is a re-take opportunity for students who have not achieved their target grade in January.</p> <p><b>Unit 4 Introducing Music Composition</b> Work from this units will be finalised and presented appropriately for moderation purposes.</p>

<p>Students will finalise their music product and develop a promotion strategy. Once the album has been released or the concert takes place, students will evaluate the success of their planning, preparation and performance.</p>	<p>In their composition work they will learn to develop their ideas from the starting points using a variety of compositional devices. They will take one composition through to completion which they will notate in an appropriate form.</p> <p>As well as developing their creative skills and learning to compose for a specific purpose, students will continue to develop their understanding of music software introduced in KS3 and learn techniques used in the industry.</p>	
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**Personal Development within our curriculum**

<p>Personal Development</p>	<p>Participation and involvement are at the heart of our curriculum with our schemes being designed to engage students of all tastes and abilities. Through the discipline of learning a specific skill, such as learning to play a musical instrument or studying a dance style, we aim to develop our students' resilience. We frequently share our work through performance, helping to build self-esteem and confidence. Students respect each other's work and learn to give supportive, developmental feedback. The Performing Arts and particularly Drama also helps students to develop personal presentation skills which can equip them for a variety of situations in the future.</p> <p>Through Dance lessons, taking part in physical activity and a healthy lifestyle are promoted.</p> <p>In Drama, schemes such as Identity, Haunted School and Missing give opportunities for students to explore and reflect on their own character and opinions.</p> <p>We keep up to date with our local post 16 providers in order to give students who wish to continue their studies relevant advice.</p> <p>All of our KS4 courses explore the Performing Arts Industry, making students aware of the range of jobs available and the qualifications and skills required.</p>
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