

Music Curriculum Overview

Music at South Axholme Academy aims to provide students with a broad understanding of the theoretical, practical and contextual knowledge and skills to be able to further develop their interests and musical capabilities both outside school and as part of the school community. The curriculum intends to capture the interests of students through providing an experience of a wide range of musical genres, from the Western Classical tradition, Popular music and World music.

The curriculum is sequenced to ensure that there is clear progression between the units of work. Every year group has the opportunity to develop their performance skills, composition skills and musical understanding through the exploration of two music units which focus on different instruments.

Students are taught how to read music and understand what they are listening to in order to be able to put this knowledge into practise by both composing and performing their own music. Students are encouraged to explore and develop their ideas, using their knowledge of different musical styles and features to inform their choices. Students will have experienced playing keyboards, ukuleles, djembes, percussion and singing by the end of Key Stage 3.

Studying Music will enhance students' personal development by challenging them to step outside of their comfort zone: performing is an integral part of the National Curriculum and we aim to provide opportunities for students to perform regularly in lessons. Learning a musical instrument promotes resilience, perseverance and a good work ethic. We embed the SAX Mindset into all music lessons, with a focus on respecting and supporting each other.

Music can have a hugely positive impact on students' emotional and mental health, and we encourage students to find music that they relate to on a personal level.

Beyond lesson time, students are encouraged to participate in the school choir, keyboard club, rock band, wind band, school productions and take music lessons if they want to.

Music will support students with their further academic study by enabling them to progress to study music at KS4. The music and performing arts industries continue to be one of the most profitable sectors in the UK and at South Axholme we aim to support all students with talent and determination to be successful.

The learning journey in Music incorporates broad and balanced content which is explored in creative and practical ways. By doing this we hope to instil a love of music and ignite students' curiosity, as music is an integral to culture and is a vital part of so many aspects of daily life.

	Topic 1	Topic 2
Year 7	<p>Introductory unit: The Elements of Music</p> <p>In this first project, we pick up where the KS2 National Curriculum for music leaves off with exploring the interrelated dimensions of music, with a focus on pulse, rhythm, tempo, structure and dynamics whilst also</p>	<p>Sea Shanties</p> <p>This project is an exploration into folk music, with a focus on shanties from the British Isles and around the world, wherein students are introduced to the keyboard whilst also learning contextual and historical information on the</p>

	<p>touching on pitch, melody, harmony and texture. Students explore using voice, body percussion and boomwhackers, and we introduce the basics of rhythmic notation. Student learn a formula for recognising and decoding basic durations, and students explore these skills by composing ostinatos independently and in groups. Assessment is formed from a combination of both performance and composition activities.</p>	<p>style. Traditional notation is introduced alongside further exploration of rhythm, pitch, metre, melody and harmony. Students learn to sing two sea shanties and then transfer the internalised melodies on to keyboard with a focus on developing right hand playing. Assessment in this project is based on performance.</p>
<p>Year 8</p>	<p>Ukuleles</p> <p>An introduction to the world of popular music alongside whole class instrumental tuition on the ukulele. Students all learn to fingerpick and strum as well as the basic chords of C, G, Am and F before progressing on to more complex chords. Students learn to play in time as a large ensemble and follow play-along videos with the teacher in the role of conductor. Students are taught to read ukulele chord symbols and tablature, introducing them to another form of notation. Once students are confident with basic playing techniques they progress to working in groups to create their own chord progressions within a given song structure. Assessment in this project is both performance and composition based.</p>	<p>Piano and the Western Classical Tradition</p> <p>An introduction to piano music from the Western Classical Tradition. Students build upon their keyboard skills gained in Year 7 to begin to play melodies that are more complex and explore two-handed playing. Students can choose the pieces they play and have multiple access points to the learning depending on their current skill level. Students have the opportunity to play on both electronic keyboards and upright pianos. There is a focus on developing notation reading skills and recognising musical symbols. Students begin to explore tonality, harmony and melodic analysis in this project, learning to identify conjunct and disjunct movement within well-known pieces. There is a discussion of programme music and debate around how music can tell a story through manipulation of the elements. Assessment in this project is based on performance.</p>

Year 9

West African Drumming

A continuation of rhythmic skill acquisition, this unit begins with whole class djembe tuition followed by large ensemble performance and composition workshops alongside the acquisition of key cultural and contextual knowledge. Students then split into smaller groups to compose their own pieces using what they have learned. All students explore creating ostinatos, polyrhythms, canon and call and response patterns in their pieces, and students are challenged to add changes to tempo, texture and dynamics to their work. Assessment in this project is both performance and composition based.

Film Music

An introduction to the key features of film music, this unit begins with listening and analysis, and progresses on to keyboard performance. Students can choose a variety of different themes from well-known films to learn to play in order to improve their keyboard skills. The themes are differentiated to allow for multiple access points to the learning and students have autonomy as to what they play. Students choose whether they play right hand only or two hands together. Listening takes place through group analysis of film clips and new terminology specific to film music is introduced. Assessment in this project is performance based.