

# Music Curriculum Intent

**Department Philosophy:** *Our curriculum seeks to enable students to become more musical through the opportunities available to them. Students develop their musicality through performing, composing and listening to (or appraising) different forms of music. These three approaches are not distinct, but interlinked ways of understanding and approaching music. Knowing that developing musicality requires a regular, repeated and significant amount of practice over a period of time, we focus on developing skills in selected instruments and software programmes, through which students can gain meaningful musical experiences. At the same time, we want students to be exposed to a broad range of musical genres and styles from across times, places and cultures, so that they are better equipped to appreciate and make music in its many different forms.*

By the end of Key Stage 3 our students will know:	By the end of Key Stage 4 our students will know:
<ol style="list-style-type: none"> <li>1. How to read and write music using Western rhythm and pitch notation.</li> <li>2. How to sing in tune and in time with others.</li> <li>3. What the elements of music are: tempo, dynamics, articulation, instrumentation, texture, tonality, metre, melody, rhythm and structure.</li> <li>4. How to identify and/or use these elements of music when performing, composing and to describe music when listening.</li> <li>5. What are some of the key features of and approaches to West African, Blues, Ground Bass, Film and Dance Music styles.</li> <li>6. How to use notation software for composition.</li> <li>7. How to perform melodies and short musical structures in time, with one other person, on the keyboard, using 5-finger technique.</li> <li>8. How to improvise in a Blues style on the keyboard using a scale or given set of notes.</li> <li>9. Basic djembe drumming techniques and how to perform in time and confidently within a group of musicians.</li> <li>10. How to compose effective melodies and develop other parts to match this.</li> <li>11. How to use chords in keyboard performance and in composition.</li> <li>12. The meaning of key terms central to the mastery of the topics mentioned above.</li> </ol>	<ol style="list-style-type: none"> <li>13. How to perform a solo and ensemble piece on a chosen instrument or voice, with attention to technique, expression and accuracy.</li> <li>14. How to compose a piece of music in a style of their choice and produce either a score or other representation of the music.</li> <li>15. How to compose a piece of music in response to a set brief and produce either a score or other representation of the music.</li> <li>16. Dictation: how to write down rhythms and melodies played to them using Western notation.</li> <li>17. What are the key musical features of eight set pieces from the Edexcel specification, under the topics of Instrumental Music, Vocal Music, Music for Stage and Screen and Fusions.</li> <li>18. The key features of the following musical styles and genres through time: Baroque era, Classical era, Romantic era, Rock Music, Film Music, Musical Theatre, Bossa Nova, Celtic, Electronic Dance Music, and West African music.</li> <li>19. How to listen to and appraise music in depth, using key terminology related to the elements of music.</li> <li>20. How to identify and analyse musical features from a written score.</li> <li>21. How to compare and contrast different pieces of music across the aforementioned styles through extended writing.</li> <li>22. The meaning of key terms central to the mastery of the topics mentioned above.</li> </ol>

**At WHSG our curriculum intent is ambitious but always inclusive, composed of powerful knowledge and cultural capital, coherent and well-sequenced, and broad only specialising when necessary**