



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

# The Bromfords School

## Music Department

### Intent of Curriculum



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# Music Department

The intent of Music at Bromfords is

## Achieve:

Music will ensure a student's success in the classroom by supporting the performance of music, regardless of ability. Allowing students to take risks and deal with fear, which will help them become successful and reach their potential. Success will be founded by students developing the craftsmanship of music and the desire to refine detail. Students who master even the smallest goal in music will be able to feel proud of their achievement.

## Enrich:

Music will inspire students to develop their creativity through the performance and composition of music. Confidence, team work and collaboration set the foundations for self-awareness and the growth of independence towards being creative leaders.

## Prepare:

Music will ensure students are confidently able to explore and improve their musical understanding whilst also developing key life skills. The socialising factor of music will allow students to work both for and with others, within both the school and the community.

Department: Music	Curriculum Map What does Music at Bromfords look like?				
KS2	Year 7	Year 8	Year 9	Year 10	Year 11
Students have no formal education in Drama before commencing KS3.	<u>Knowledge:</u>  Basic music notation including pitch and rhythm. Layout of the keyboard and how to utilise it. Musical Elements & Musical Vocabulary Simple performance & composition techniques Using voices musically Developing knowledge of timbre Awareness of a variety of genres  <u>Skills:</u>  Vocal performance skills Decoding musical notation Percussive skills Ensemble skills Analyse, refine, revise practical and non-practical work	<u>Knowledge:</u>  Develop keyboard & rhythm Skills Build on their ability to play and compose using the musical elements Be able to improvise Study music through a variety of genres  <u>Skills:</u>  Improvisation Percussive skills Performance skills	<u>Knowledge:</u>  To appraise, compose and perform through the study of key genres Develop understanding and application of key musical elements and terminology.  <u>Skills:</u>  Analyse  Compose  Perform  Collaborative working  Confidence and perseverance	<u>Knowledge:</u>  To appraise, compose and perform through the study of key genres Deepen understanding and application of key musical elements and terminology. Learn how to apply composition techniques  <u>Skills:</u>  Analyse  Compose  Perform  Collaborative working  Confidence and perseverance	<u>Knowledge:</u>  To appraise, compose and perform through the study of key genres Deepen understanding and application of key musical elements and terminology. Learn how to apply composition techniques  <u>Skills:</u>  Analyse Compose Perform Refine Explore Collaborative working Create goals Understand the need for target setting Evaluation analysis Application of skills  Confidence and perseverance
<b>Enrichment, Careers, Real-world Experience.</b>	Develop instrumental skills Taking part in extra-curricular activities Encouragement to attend Live Music Events Listen to the music around you in films	Develop instrumental skills Taking part in extra-curricular activities Encouragement to attend Live Music Events Listen to the music around you in films	Develop instrumental skills Taking part in extra-curricular activities Encouragement to attend Live Music Events Listen to the music around you in films	Develop instrumental skills Taking part in extra-curricular activities Encouragement to attend Live Music Events Listen to the music around you in films and TV series as well	Develop instrumental skills Taking part in extra-curricular activities Encouragement to attend Live Music Events Listen to the music around you in films and TV series as well as a wide variety of musical styles

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Careers & Real-World: There are many routes into a music based career, not just those that would be considered traditional. Opportunities for roles using music technology are more available and 'non-traditional' careers such as music journalism, music therapy, concert promotion etc are more widely available.

## Year 7 – Intent:

Students will develop their musical skills and understanding of the musical elements through the performance and creation of a variety of pieces in a variety of styles.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Voiceworks Developing ability to understand and translate musical notation. Developing vocal and ensemble skills through song</p> <p>To secure an understanding of how to read pitch and apply to pieces of music</p>	<p>Rhythmworks. Developing ability to understand and translate musical notation. Developing vocal and ensemble skills through song, rap and vocal rhythms</p> <p>Understand the purpose and use of structure within music</p>	<p>Keyboard skills 1. notation reading and development of playing technique.</p> <p>To be confident in using the voice as an instrument in melodic work including interpreting notation</p>	<p>Instruments Learning how and why instruments sound the way they do. Learning how to select and blend instrumental sounds</p> <p>Develop ability to use the voice/body/ percussion as an instrument in melodic and rhythmic work</p>	<p>Structure: Binary, ternary and rondo</p> <p>Recognise and identify a variety of instruments that can be related to various genres of music</p>	<p>Keyboard skills 2/consolidating notation reading and further development of playing technique to include 2 hands</p> <p>To be confident about interpreting notation in order to successfully play a keyboard piece.</p>
<i>Measuring Impact through: Assessment of practical and listening tasks</i>	<i>Measuring Impact through: Assessment of practical and listening tasks</i>	<i>Measuring Impact through: Assessment of practical and listening tasks</i>	<i>Measuring Impact through: Assessment of practical and listening tasks</i>	<i>Measuring Impact through: Assessment of composition and listening tasks</i>	<i>Measuring Impact through: Assessment of practical and listening tasks</i>

## Year 8 – Intent: Continuing to develop musical skills, exploring music as a performer and composer – with a focus upon music terminology in the curriculum.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Programme music How can music be used to evoke/support an image or tell a story</p> <p>Understand the key role that music has in affecting a story/mood/image</p>	<p>Blues to RnR Development of the blues into RnRn and the key features common to both</p> <p>Understand the cultural significance and influences of the Blues</p>	<p>Film Music Iconic film themes.</p> <p>Understand the role of music in supporting/enhancing visuals and the ability of music to tell a story on its own</p>	<p>Game Music</p> <p>Understand how to manipulate melody, rhythm and sound to accompany a visual.</p>	<p>4 chord songs The use of the same four chords in many pop songs</p> <p>Understand how chord progressions link songs throughout decades</p>	<p>Using music tech PACKAGE TBC</p> <p>Understand how music technology can be used to create, develop and layer sounds and turn them into a fully formed piece of music</p>

	and how these developed into RnR. To secure an understanding of the role and purpose of key features from the genres.				
<i>Measuring Impact through: Assessment of practical and listening tasks</i>	<i>Measuring Impact through: Assessment of practical and listening tasks</i>	<i>Measuring Impact through: Assessment of practical and listening tasks</i>	<i>Measuring Impact through: Assessment of composition and listening tasks</i>	<i>Measuring Impact through: Assessment of composition and listening tasks</i>	<i>Measuring Impact through: Assessment of composition and listening tasks</i>

**Year 9 – Intent:** Forming the building blocks to bridge learning for the GCSE curriculum, focussing on Performing, composing and appraising. To explore in depth, the use of different skills and techniques

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Performance skills Theory basics Key vocab AoS1 Topic from AoS4  Working as an ensemble skills/solo performance  Understanding key theoretical concepts linking to composition and listening  Developing understanding and use of key terms  My music – research and essay/presentation  Understanding key features of topic from AoS4 – Conventions of Pop	Performance skills Theory basics Key vocab AoS1 Topic from AoS4  Working as an ensemble skills/solo performance  Understanding key theoretical concepts linking to composition and listening  Developing understanding and use of key terms  My music – research and essay/presentation	Performance skills Topics from AoS2/AoS3 Instruments Key vocab  Working as an ensemble skills/solo performance  Developing understanding and use of instruments linking to listening  Developing understanding and use of key terms  Understanding key features of topics from AoS2 – Concerto through time/AoS3 – Rhythms of the World	Performance skills Topics from AoS2/AoS3 Instruments Key vocab  Working as an ensemble skills/solo performance  Developing understanding and use of instruments linking to listening  Developing understanding and use of key terms  Understanding key features of topics from AoS2 – Concerto through time/AoS3 – Rhythms of the World	Performance skills Composition toolkit/composition Topic from AoS3 Listening test  Working as an ensemble skills/solo performance  How to compose rhythm/melody/ Chords/accomp moving to developing composing skills.  Understanding key features of topics from AoS3 – Rhythms of the World	Performance skills Composition toolkit/composition Topic from AoS3 Listening test  Working as an ensemble skills/solo performance  How to compose rhythm/melody/ Chords/accomp moving to developing composing skills.  Understanding key features of topics from AoS3 – Rhythms of the World
Measuring Impact through: Range of general and milestone marking through mini assessments in each	Measuring Impact through: Range of general and milestone marking through mini assessments in each area	Measuring Impact through: Range of general and milestone marking through mini assessments in each	Measuring Impact through: Range of general and milestone marking through mini assessments in each	Measuring Impact through: Range of general and milestone marking through mini assessments in each area throughout	Measuring Impact through: Range of general and milestone marking through mini assessments in each

area throughout each half term as appropriate	throughout each half term as appropriate	area throughout each half term as appropriate	area throughout each half term as appropriate	each half term as appropriate	area throughout each half term as appropriate
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**Year 10– Intent:** To explore a wide range of musical genres and styles and develop new techniques within performance, composition and listening skills.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Performance skills Composing skills (exam and learner set) Theory knowledge checks Key vocab checks AoS topics  Working as an ensemble skills/solo performance  Continuing to develop and use key theoretical concepts/terms linking to composition and listening  Understanding key features of topics from AoS	Performance skills Composing skills (exam and learner set) Theory knowledge checks Key vocab checks AoS topics  Working as an ensemble skills/solo performance  Continuing to develop and use key theoretical concepts/terms linking to composition and listening  Understanding key features of topics from AoS	Performance skills Composing skills(exam and learner set) Theory knowledge checks Key vocab checks AoS topics  Working as an ensemble skills/solo performance  Continuing to develop and use key theoretical concepts/terms linking to composition and listening  Understanding key features of topics from AoS	Performance skills Composing skills(exam and learner set) Theory knowledge checks Key vocab checks AoS topics  Working as an ensemble skills/solo performance  Continuing to develop and use key theoretical concepts/terms linking to composition and listening  Understanding key features of topics from AoS	Performance skills Composing assessment to learner set brief Theory knowledge checks Key vocab checks AoS topics  Working as an ensemble skills/solo performance  Continuing to develop and use key theoretical concepts/terms linking to composition and listening  Understanding key features of topics from AoS	Performance skills Composing assessment to learner set brief Theory knowledge checks Key vocab checks AoS topics  Working as an ensemble skills/solo performance  Continuing to develop and use key theoretical concepts/terms linking to composition and listening  Understanding key features of topics from AoS
<i>Measuring Impact through:</i> Range of general and milestone marking through mini assessments in each area throughout each half term as appropriate	<i>Measuring Impact through:</i> Range of general and milestone marking through mini assessments in each area throughout each half term as appropriate	<i>Measuring Impact through:</i> Range of general and milestone marking through mini assessments in each area throughout each half term as appropriate	<i>Measuring Impact through:</i> Range of general and milestone marking through mini assessments in each area throughout each half term as appropriate	<i>Measuring Impact through:</i> Range of general and milestone marking through mini assessments in each area throughout each half term as appropriate	<i>Measuring Impact through:</i> Range of general and milestone marking through mini assessments in each area throughout each half term as appropriate



**Year 11– Intent:** To explore a wide range of musical genres and styles and develop new techniques within performance, composition and listening skills. To complete NEA as part of the course.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Performance assessment practice Composing assessment Theory knowledge checks Key vocab checks AoS topics Exam readiness  Performing as an ensemble skills/solo performance  Continuing to develop and use key theoretical concepts/terms linking to composition and listening  Understanding key features of topics from AoS	Performance assessment practice Composing assessment Theory knowledge checks Key vocab checks AoS topics Exam readiness  Performing as an ensemble skills/solo performance  Continuing to develop and use key theoretical concepts/terms linking to composition and listening  Understanding key features of topics from AoS	Theory knowledge checks  Performance assessment Composing assessment Key vocab checks AoS topics Exam readiness  Continuing to develop and use key theoretical concepts/terms linking to composition/listening  Understanding key features of topics from AoS	Theory knowledge checks  Performance assessment Composing assessment Key vocab checks AoS topics Exam readiness  Continuing to develop and use key theoretical concepts/terms linking to composition/listening  Understanding key features of topics from AoS	Revision based listening exercises in preparation for the GCSE listening paper.	
<i>Measuring Impact through: Assessment for composition and performance</i>	<i>Measuring Impact through: Assessment for composition and performance</i>	<i>Measuring Impact through: Summer exam</i>	<i>Measuring Impact through: Summer exam</i>	<i>Measuring Impact through:</i>	<i>Measuring Impact through:</i>

