



Northampton International Academy Music Curriculum Overview



Why Teach Music?

At Northampton International Academy the Music department is one strand of the Performing Arts team.

Performing Arts aims to be the heartbeat of the school. It gives the pupils a powerful form of communication that can change the way they think, feel and act. The Performing Arts department offers Music, Dance and Drama. This will develop well-rounded pupils by giving them real life experiences and embedding transferable skills which will enable them to achieve their full potential moving forward both in education and beyond. There are three core concepts used, CPR (creating, performing and responding) which will enhance our pupils' skills and knowledge across all 3 subjects and form the basis of all faculty assessments.

As a universal language, music at the academy embodies a completely inclusive environment. This enables all our learners to express their creativity and imagination, whilst exploring a variety of genres and instruments through the three main pillars of musicianship: Technical, Expressive and Constructive. To enable learners to access music within both the national curriculum and the wider world context, they will engage with listening and appraising, composing, performing and music technology across a variety of settings.

Through meaningful structured discussion, collaborative and independent exploration of sound and technique: learners will build their self-confidence, self-expression and rehearsal etiquette. They will also learn to justify their own thoughts and feelings about musical intention using appropriate musical vocabulary. They will use their own learning to feedback to peers about each other's performances and compositions as well as evaluate their own work.

Learning for Life and Careers.

Employability skills: Literacy, Numeracy, ICT, Research, Analysis, Creatively, Leadership, Organisation, Resilience, Initiative, Communication

Linking the curriculum to careers: Acoustics, Event Management, Arts Administration, Music Technology, Music Journalism, Radio Broadcaster, Performing, Composer, Music Recording, Music production, Promotion Management, Sound Technology, Music Publishing, Deejaying, Audio Engineering, Teaching, Artistic Management, Sound Operations, Conducting, Community Arts Music

Encounters with employers: Working with members of staff from the Northamptonshire Music and Performing arts trust, workshops with producers, visits to theatres and other establishments.

Examples of qualification pathways: BA, BMUS, MMUS, PGCE, ABRSM/TRINITY Graded exams, Diplomas.

Music Curriculum Big Ideas

Each term/SOL will specifically focus on one or more of the musical elements listed below:

Musicianship		
Rhythm	Melody	Harmony
Structure	Texture	Instrumentation

These will be explored through the methods below to really embed and develop learner's musicianship:

Composing	Improvise and Generate Ideas
	Develop Ideas
	Balance and Cohesion
Performing	Technical Skills
	Ensemble Skills
	Expression and Interpretation
Listening and Appraising	Listening and Analysing
	Evaluating and Justifying
	Aural Development

Music Curriculum Progression: From EYFS to Key Stage 4, all topics in the music curriculum are designed to broaden learner knowledge in at least one of the following 6 elements of music: Rhythm, Melody, Harmony, Structure, Texture and Instrumentation. In EYFS, Key Stage 1 and 2 there are units where musicianship is taught as explicit knowledge in order to embed the fundamental principles and vocabulary but it will also be reinforced and recalled across in every music lesson. As the Big Ideas return, throughout their time in the academy, learner's will extend both their technical skills and theoretical knowledge across a variety of cultures, genres and contexts. They will be able to access it aurally, through standardised notation/music theory, a variety of musical instruments and music technology. This will be underpinned by the concept of musicianship being explored in all music lessons enabling learners to become well-rounded musicians, technically proficient and able to engage with music meaningfully both within and beyond the academy. The curriculum will continuously build all the key skills and knowledge needed to access the Key Stage 4 and 5 curriculum. Learners will then apply and be assessed through the 3 strands composing, performing in ensemble and as a soloist, listening and analysing.

Substantive Knowledge	Vocabulary				
	EYFS and Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	
Rhythm	Duration, Time Signature	Pulse, Crotchet, Quaver, 4-beat	Minim, Semibreve, and equivalent rests, 2/3 or 4 time, Simple time, compound time	Irregular meter	Triplets, Hemiola, Cross-rhythms, Syllabic, Melismatic
Melody	Pitch, Notation, Intervals	High, Low, Step, Leap	Pentatonic, Ascending, Descending,	Diatonic, Chromatic, Conjunct, Disjunct, Blues Scale,	Indian Rag, Modes, Ornamentation
Harmony	Tonality, Chord sequence	Happy, Sad	Chord, Major, Minor, Dissonance, Consonance	Key Signatures, 7ths, Common chord progressions	Circle of 5ths, Suspensions, Pedal
Structure	Form, Phrase, Repetition, Variation, Development	Question and Answer, Ostinato	Call and response, Repetition, Sequence, Riff, Verse and chorus	Binary, Ternary, Theme and variation, Strophic	Rondo, Sonata Form, Through-composed, Concerto, Head, Break, Coda
Texture	Melodic line, Accompaniment	Unison, Solo, Round	Drone, Accompaniment, Canon	Monophonic/Homophonic/Polyphonic	Ground Bass, Contrapuntal, Fugue
Instrumentation	Instrumental families, Genre, Technique	Classroom Percussion, tuned, untuned	String, Brass, Woodwind, some world instruments, Rhythm Section	Instruments of the world, Horn section, Pizzicato, Arco, Glissando	Baroque, Classical, Romantic, Instrumental technique, additional instruments of the world
Musicianship	Dynamics, Tempo, Articulation, Timbre	Loud, Quiet, Fast, Slow, Smooth, detached	Italian terms for some dynamics, tempo and staccato, legato	All Italian terms for common performance direction	Instrument specific technique



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Substantive Curriculum Content Overview - Secondary Phase



		Year 7	Year 8	Year 9	Year 10	Year 11				
Autumn 1	Parallel Schemes of Learning <i>Ensemble Skills</i>	<p>Percussion Ensemble and Rhythm Notation</p> <p>C: Learn western rhythm notation names, durations and symbols P: Perform African drumming rhythms on Djembes R: Aurally dictate rhythms using western notation and rhythm grids</p> <p>Rhythm Structure</p>	Parallel Schemes of Learning <i>The American Influence</i>	<p>Blues</p> <p>C: Improvise an appropriate Blues Solo using a Blues Scale P: Perform the 12-bar walking bass on the keyboard R: Analyse "the birth of the blues" and identify all of the key musical features</p> <p>Harmony Melody Structure</p>	Parallel Schemes of Learning <i>Music for Media</i>	<p>Film Score</p> <p>C: Use piano notation with performance directions for tempo, articulation and dynamics P: Perform film score from piano notation R: Analyse the use of instrumentation, harmony, melody and texture in film score</p> <p>Texture Harmony Instrumentation</p>	Parallel Schemes of Learning <i>Rhythms of the World</i>	<p>AOS 3: Rhythms of the World</p> <p>C: Create a rhythm bank of ideas in a variety of time signatures including simple, compound and irregular time P: Practice and perform one piece on their chosen solo instrument L&A: Study instruments and rhythmic features in music from around the world</p> <p>Texture Instrumentation Rhythm</p>	Parallel Schemes of Learning <i>Concerto Through Time</i>	<p>AOS 2: Concerto Through Time</p> <p>C: Create a composition to brief P: Record all performance coursework L&A: Study all the specific key features for instrumental music from the Baroque, Classical and Romantic Period</p>
		<p>Class Ensemble and Melodic Notation</p> <p>C: Learn treble staff notation P: Perform in class as a choir and on classroom percussion R: Aurally and visually recognise and describe the melodic shape, harmony and texture</p> <p>Melody Harmony Texture</p>		<p>Samba</p> <p>C: Create an ensemble composition using polyrhythms, call and response and the Clave rhythm P: Use traditional Samba instruments with technique and control R: Aurally identify the use of syncopation, texture and traditional Samba instruments</p> <p>Rhythm Texture Instrumentation</p>		<p>Animation Soundtrack</p> <p>C: Synchronise sound effects to moving image P: Use music software to record multiple layers of sound effects in time with a cue sheet R: Evaluate the most effective musical elements to use when composing for animation</p> <p>texture Rhythm Instrumentation</p>		<p>AOS 5: Conventions of Pop</p> <p>C: Create a rhythm bank of ideas in a variety of chord sequences and accompaniment styles in a variety of genres and keys P: Rehearse and perform as an ensemble L&A: Study the development pop music structure and styles from 1950's to present day</p> <p>Structure Harmony Instrumentation</p>		<p>AOS 4: Film Music</p> <p>C: Create a composition to brief P: Record all performance coursework L&A: Study all the specific key features for a variety of genres</p>
Spring 1	Parallel Schemes of Learning <i>Solo Skills</i>	<p>Keyboard Skills</p> <p>C: Use treble staff notation to play pieces on the keyboard P: Perform on the keyboard from notation with appropriate posture and technique R: Use feedback and prior knowledge to construct an effective practice routine</p> <p>Melody Rhythm</p>	Parallel Schemes of Learning <i>Dance Music</i>	<p>Traditional Dance Styles</p> <p>C: Create appropriate rhythms in a variety of time signatures P: Perform basslines from notation in a traditional dance style R: Aurally identify rhythms and styles</p> <p>Harmony Rhythm Instrumentation</p>	Parallel Schemes of Learning <i>Development of popular music</i>	<p>Structures of Pop music</p> <p>C: Create common pop chord progressions in different keys P: Use the keyboards to perform duets from piano notation R: Describe the key differences in styles of music with specific reference to musical elements</p> <p>Harmony Instrument Rhythm</p>	Parallel Schemes of Learning <i>Concerto Through Time</i>	<p>AOS 2: Concerto Through Time</p> <p>C: Create a theme and variation composition for an ensemble P: Practice and perform one piece on their chosen solo instrument L&A: Study the development of the orchestra, structure and form</p> <p>Structure Texture Instrumentation</p>	Parallel Schemes of Learning <i>Exam Revision</i>	<p>Exam Revision Focus: Structure, Texture, Harmony</p>
		<p>Music composition</p> <p>C: using rhythms and melodic devices P: Improvise musical motifs R: Notate musical ideas</p> <p>Melody Structure</p>		<p>Electronic Dance Music</p> <p>C: Create a dance track using key features of EDM P: Use music technology to input appropriate drum rhythms R: Identify the use of music technology in a variety of styles</p> <p>Texture Structure Melody</p>		<p>Motown</p> <p>C: Create basslines using passing notes P: Perform as an ensemble on guitars R: Analyse the key features of instrumentation, texture and harmony in a variety of styles in accompaniment</p> <p>Melody Structure Texture</p>		<p>AOS 4: Film Music</p> <p>C: Create a piece of music from a non-musical stimulus P: Rehearse and perform as an ensemble L&A: Study a variety soundtrack for film and game looking specifically at how they create the mood</p> <p>Harmony Texture Instrumentation</p>		<p>Exam Revision Focus: Instrumentation, Rhythm, Melody</p>
Summer 1	Parallel Schemes of Learning <i>Orchestral instruments and structures</i>	<p>Programme Music perform</p> <p>C: Use appropriate instrumentation P: Perform given motifs from notation R: Identify instruments of the orchestra and how they are played</p> <p>Instrumentation Harmony</p>	Parallel Schemes of Learning <i>Ethnomusicology</i>	<p>Reggae</p> <p>C: Use TAB notation accurately P: Perform bass line, chords and melody on the guitar R: Describe the similarities and developments from the Blues to Reggae</p> <p>Instrumentation Harmony Rhythm</p>	Parallel Schemes of Learning <i>Working in the Music Industry</i>	<p>Arranging music</p> <p>C: Use a lead sheet to create a suitable arrangement of a piece of music P: Perform arrangement on a keyboard R: Evaluate the use of instrumentation and rhythm across a variety of styles</p> <p>Instrumentation Texture Harmony Rhythm</p>	Parallel Schemes of Learning <i>Rhythms of the World</i>	<p>AOS 3: Rhythms of the World</p> <p>C: Create a composition influenced by one of the areas of study P: Practice and perform one piece on their chosen solo instrument L&A: Study all the specific key features for instrumental music from different countries</p>	Parallel Schemes of Learning <i>Exam Revision</i>	<p>Exam Revision</p>
		<p>Programme music compose</p> <p>C: Use given techniques to create musical motifs P: Perform own composition R: Identify and describe using the musical elements how they are used</p> <p>Instrumentation Structure Melody Rhythm</p>		<p>Folk Music</p> <p>C: Add chords and pentatonic melody to a bassline P: Use music technology to record final composition, inputting triads using the keyboard R: Identify common instruments and features in music from other parts of the world</p> <p>Instrumentation Harmony Melody</p>		<p>Composing to a Brief</p> <p>C: Choose a starting point and create a structured composition in a respond to a brief, exploring all the musical elements P: Use music technology to record composition R: Identify and analyse the use of all the music elements across a variety of genres and styles</p> <p>Harmony Structure Melody</p>		<p>AOS 5: Conventions of Pop</p> <p>C: Create a composition influenced by one of the areas of study P: Rehearse and perform as an ensemble L&A: Study all the specific key features for popular music from the 1950's to present day</p>		