



Northampton International Academy

Music Curriculum Overview



Why Teach Music?

The Music department is one strand of the Performing Arts team. As such, the curriculum is designed to be the heartbeat of the academy and assessed using the Create, Perform, Respond model (referred to as CPR through Key Stage 1 to 3). As a universal language, music at NIA 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. Learners will embrace the true international potential of the academy through studying a broad variety of music from different countries, cultures and traditions. They will develop a critical ear along with an empathy, understanding and respect for the genre's origins then be able incorporate this into their own compositions and performances. Learners will explore a variety of different careers within the music industry. This, coupled with cross-curricular opportunities will enable them to build solid links in their knowledge and see how this can be transferrable as they progress through the academy and beyond.

Music lessons in the academy will be learner-led, dynamic and energetic. They will nurture individual passions and inquisitiveness in an artistic way whilst continuously developing the core musical principals of listening and appraising, composing and performance both as a soloist or a member of an ensemble. Through EYFS and Key Stage 1 learners will focus on exploring the core musical elements through listening, composition and performance whilst learning how these can be used to communicate a sense of mood, feeling or story, using pictures and symbols to share their own ideas.


In Key Stage 2 learners will engage with the musical elements by performing in a variety of contexts with increased musicality. They will compose with an understanding of balance and structure and use appropriate vocabulary to listen critically to a wide array of musical genres. Learners will also use basic written notation and music technology to communicate their ideas. In Key Stage 3 learners will build upon the foundations of the musical elements to engage critically with a variety of musical contexts and cultures. They will have access to authentic instruments, music technology and use a variety of different musical notation to communicate their ideas appropriately. In Key Stages 4 and 5 our curriculum allows learners to pursue a deeper understanding of the history of music and the music industry. With exam syllabuses that enable individualised pathways to capitalise on learner's strengths either as a performer, composer or within music technology learners develop into well-rounded musicians who demonstrate a sense of leadership and independence with knowledge and skills that will follow them into life beyond the academy.

Music Curriculum Big Ideas

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

Musicianship		
Rhythm	Melody	Harmony
Structure	Texture	Instrumentation

These will be explored through the methods (right) to really embed and develop learner's musicianship

		
Composing	Performing	Listening and Appraising
Improvise and generate ideas	Technical skills	Listening and Analysing
Develop ideas	Ensemble skills	Evaluating and Justifying
Balance and cohesion	Expression and Interpretation	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 1 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 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	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

