



## Music Curriculum Intent

Music can evoke strong emotions and memories in us that no other experience can and is part of many significant moments in our lives. Many of us will celebrate special events with music, such as birthday parties, weddings, christenings, whilst others will use music as a soundtrack to play to aid studying, relax with, or exercise to. The music we choose to listen to will help us remember and celebrate special events and circumstances throughout our lives.

At Royton and Crompton Academy, the music curriculum will encourage students to develop excellence in becoming creative, collaborative and confident music lovers and musicians. The curriculum is devised to inspire and nurture students' creativity and excellence beyond the classroom so that they grow into life-long music creators and critics. Music changes and evolves daily: embracing new technologies, ways of creating, methods of delivering and discovering music and our students engage with and embrace these changes constantly.

At Royton and Academy, we will provide students with coherent knowledge and understanding of music using a wealth of musical styles, cultures, genres and origins to draw from, such as classical music, popular song, electronic dance music, music from China, Africa and South America. We experience music every day and without it the world would be very a different place. Our curriculum identifies big ideas which interleave through key stage 3 and beyond. For example, learning how to read pitch and rhythms from music notation or how to structure a song using verse and chorus. These ideas are delivered through key disciplines – performance, listening, creating and producing and by using tasks such as learning to play a piece of Beethoven on the keyboard, to creating their own samba rhythm, to producing a piece of electronic dance music using a digital audio workstation.

The big idea of **Pitch and Rhythm** is explored through learning to perform and students will investigate a great composer (Beethoven) to learn performance via the keyboard whilst strengthening their practical knowledge of the elements of music through singing and listening. Students will have the opportunity to develop their vocal skills alongside their knowledge of musical elements using a variety of song choices and exercises. They will study prominent 'popular' musicians in **Songwriters – Performance**. Students will revisit the elements of pitch and rhythm again, making progress in extending the note types and names and exploring texture through collaborative group performance and Team Spirit as they perform. In Year 8 Students will return to focus on **Pitch and Rhythm** and indeed Beethoven. This time they will use the elements of music to extend their knowledge of notation from the note names learned in year 7 but with the additions of accidentals and minor tonality. They will deepen their knowledge of Beethoven by learning about music, other than the orchestral music studied in year 7, (Symphony Number 9 – 'Ode to Joy') and learn about his piano music in particular (learning to play Fur Elise), also developing keyboard skills further to practically demonstrate this new knowledge.

Opening minds, opening doors.

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In **Timbre and Creation** students will also learn alternative musical notation in the form of 'Graphic Scoring' and will explore how instruments make sounds, including electronic sounds to create and original and individual response.

Students will develop understanding of music from African and Brazilian cultures in **Rhythms of The World** and will practically explore rhythmic traditions such as polyrhythms and call and response. Students in year 8 will use the element of pitch, to learn about the scales used in Chinese and Indian music, building on the knowledge acquired from year 7. Furthermore, using Reggae and Blues, year 9 students will secure this knowledge through practically exploring with collaborative group performance work, developing their learning of rhythm and pitch concepts including: back-beat rhythms, syncopation, blues scales, chords, instrumentation and structure. They will put both styles of music in to historical and cultural contexts in order to understand their importance in today's 'popular' music.

Students will study **Musical Production**. As most music in the 21<sup>st</sup> century uses digital audio workstations, students will learn how to use software to make musical decisions around composing their own piece and learn how modern musicians such as producers and DJs compose and create their individual styles. Students will continue to interleave the elements of music through their learning when using Electronic Dance Music to practically understand how to use layering to structure a piece of music. Prior knowledge will be built upon to use effects, such as automation and adding their own notes. Skills such as adding loops using rhythms, chords, pitch (melody) will structure their music piece using Electronic Dance Music knowledge to learn in more depth how production has developed from the 1980s.

In **Music Analysis** students will acquire knowledge of different musical careers within the industry. They will investigate the journey of developing excellence as a professional musician, understand and analyse their use of the elements of music and how this has underpinned the person's success in their role. For example, a performer, composer, music producer, DJ, journalist and promoter.

The music curriculum has been designed with the focus to develop creative, resilient and aspirational musicians. Students will actively listen rather than simply hear music. Students will be more engaged in and will deepen their understanding of what it takes to create the music they love to hear and will broaden their knowledge of the music that they hear around them on a daily basis. They will learn to respect and embrace the differences of opinion when we consider what music we choose to listen to and create.

Students will value the importance of music as part of a diverse society as they learn about musicians from different backgrounds, cultures, countries, genders and sexualities. They will discover the many varied ways professional musicians become part of the music industry (from formal education to internet stardom). Additionally, students will appreciate the place and purpose of music for our own wellbeing, as a therapy and a form of self-expression.

Students at Royton and Crompton will have opportunities to enhance their musical knowledge further by participating in musical activities outside of lesson time. For example, our academy vocal group, sessions to use the music equipment independently and creatively, performance opportunities in academy shows, individual and small group instrumental lessons, along with shows and workshops from visiting musicians, are all examples of how we extend the memorable experiences for our students and provide a knowledge rich curriculum for them to achieve whatever they may wish to.

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