

Music

“At King’s Oak Academy our aim is for students to leave school having built an inherent appreciation, understanding and life-long love of music”.










Introduction





















At King’s Oak Academy our Music curriculum is designed to be captivating and inclusive. It enables all pupils to develop confidence and resilience through performance, composition and active listening. As musicians as well as teachers, we will encourage children to value and develop their own creative identities through expressing themselves and communicating with others. Our aim is that they will leave school having built an inherent appreciation, understanding and life-long love of music.

Our topics are the vehicle to explore the knowledge, understanding and skills that are the framework of the curriculum. These are frequently revisited and prepare students for further study and for musical contexts outside of school. By exploring the contribution of diverse range of musicians across a variety of musical genres from different social, cultural and historical contexts and the wider world, we provide an opportunity for students of all backgrounds and musical tastes to engage with, be inspired by and progress musically throughout their school life.

Lower school curriculum

Music helps me to connect with my friends, family, community, and culture through listening, performing, and creating. It helps me to understand and express my own and others’ emotions. Success as a musician helps me to realise that it is good to take risks and to challenge myself. I sing often because it is joyful.





















Reception		Year 1	Year 2	Year 3	Year 4
 Listen attentively.  Sing in a group or on their own.	Performing	 Singing with vocal control.  Simple rhythms on instruments.	 Singing – with control of dynamics, tempo, and other elements of music.	 Singing songs of a variety of styles.  Beginning to use pitched instruments.  Developing sense of ensemble.	 Developing accuracy, particularly around pitch. Playing more complex rhythms.

























 Engage in music making and dance.	Composing	 Creating simple musical patterns.	 Writing short musical patterns.  Creating basic rhythms.	 Writing music that has a recognisable structure.  Suggesting individual responses to call and response prompts.	 Having more independence when composing music.  Composing a piece following a set of instructions.
	Listening	 Expressing an opinion.  Observation of elements of music.	 Commenting on music with accuracy.  Beginning to use technical vocabulary.	 Using a greater variety of technical vocabulary when discussing music	 Using a much greater variety of technical vocabulary.  Understand Instruments and their orchestral locations.
	Notation	 Begin to understand simple musical notation	 Begin to read and understand more basic notation including crotchets, quavers, and semi-quavers.	 Begin to follow a score to help them follow a performance.  Begin to notate their own compositions.	 Reading notation including crotchets, quavers, semi-quavers, and rests.

Middle school curriculum intent statement

Learning music helps me to develop my confidence and skills, both as a musician and a team worker. Through performing, creating, and listening, I know and understand the basic building blocks that blend to create different musical genres. I can understand and explain the role music plays in evoking emotion.

Course overview




















	Year 5	Year 6	Year 7	Year 8
Term 1	History of Popular Music  Rock n Roll  Reggae  Britpop	History of Popular Music  Motown  Hip Hop  Dance	How to capture the spirit of carnival  Tempo  Rhythms  Note duration	How has music narrated the struggle for equality?  12 bar blues  Walking bass
Term 2	Developing my voice  Singing  Lyric writing	Developing my voice  Singing  Songwriting	How to capture the spirit of carnival  Samba  Group performances	How has music narrated the struggle for equality?  Blues scale  Improvisation  Pair/group performance
















Term 3	Instrument introduction  Melodies  Chords	Instrument introduction  Melodies  Chords	Shaping my musical toolbox  Reading notation  Keyboard skills	What makes a great composer?  History of Western Classical music  Piano technique
Term 4	Instrument introduction  Melodies  Chords	Instrument introduction  Melodies  Chords	Shaping my musical toolbox  Musical elements and listening Solo performance	What makes a great composer?  Pachelbel Canon arrangement, performance and composition
Term 5	Rhythm Fever  Rhythms  Group performance	Summer Festival  Group performance	Glastonbury 1  Pop song cover  Group performance skills	Glastonbury 2  Pop song cover  Group performance skills
Term 6	Rhythm Fever  Rhythms  Group performance	Summer Festival  Group performance		

Upper school curriculum

Music helps me to understand and express my emotions and identity. It helps me to connect with others and make sense of the world around me. Developing my skills as a performer, listener and creator challenges me to develop self-confidence, resilience and dedication and to take ownership of my own progress. I can analyse, perform and create in a variety of different styles.

Course overview

	Year 9	Year 10	Year 11
Term 1	How can music tell my story?  Chord theory  Chord progressions  Lyric writing	Pearson BTEC Level 1/Level 2 Tech Award in Music Practice Link to exam specification	
		Introduction to BTEC Music & Skills <i>Component 1</i>  Exploring music product & Styles - Blues Music	Music Skills Development <i>Component 2</i>  Skills audit  Target –setting  Improvement plan  Technical exercises  Performance and Composition diary
Term 2	How can music tell my story?  Drumbeats  Bass lines  Songwriting	Exploring Music Product and Styles <i>Component 1</i>  Rock ‘n’ Roll  Motown & Soul  Hip Hop	Music Skills Development <i>Component 2</i>  Target tracking  Reflections  Final Performance  Final composition

Term 3	Bringing moving image to life  Horror  Romantic  Futuristic	Exploring Music Product and Styles <i>Component 1</i>  Britpop  Music for Film	Responding to a Brief <i>Component 3</i>  Exploring set brief  Planning in response to brief  Research & Skills development
	Bringing moving image to life -Nature -Video games	Exploring Music Product and Styles <i>Component 1</i>  Exam brief and submission	Responding to a Brief <i>Component 3</i>  Creating original music  Performance covers
	Live Lounge  Arrangement  Cover  Remix	Introduction to Component 2  Music Skills Development	Final Submissions
Term 6			