



MUSIC

CURRICULUM OVERVIEW



MUSIC CURRICULUM- LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy, we offer an extensive and inclusive Music curriculum that promotes confidence, collaboration, and ambition. Students are encouraged to explore the educational, cultural, and social purposes of music. Through our curriculum, we strive to inspire and motivate all pupils to believe that they can achieve success at the Academy.

Music plays an important role in developing our pupils' character and life skills. This is achieved through the integration of the Character Curriculum and Respect Values. Students will develop their understanding of how to cooperate and communicate empathetically. Our aim is to support students in making positive choices both at the Academy and in their wider community.

Students have access to a range of musical opportunities as part of our extra-curricular program. These activities support pupils to participate with industry in mind or purely for enjoyment. Students learn about themselves and develop as part of our Opportunities Charter. Through trips and visits, we extend students' cultural experiences, providing them with new insights into the world in which they live.

We recognize the importance of collaboration, creation, and performance, and the pivotal role these can have on the personal and social wellbeing of our students. This is integral to all that we do and the reason why we are driven to ensure all students at Nottingham Academy have a positive experience of Music.

Our ultimate aim is to encourage all pupils to develop a lifelong appreciation of music, whether as performers or as part of the audience.

Adaptations for students with SEND needs include differentiated instruction and resources tailored to diverse learning requirements. We use visual aids, interactive activities, and technology to support understanding and engagement. Regular assessments and personalized feedback ensure all students know more, remember more, and do more. By focusing on these principles, we aim to ensure every student can excel and thrive in Music, gaining more knowledge, retaining it effectively, and applying it confidently.

KEY CONCEPTS

<p>Ensemble Skills</p> <ul style="list-style-type: none"> • Learning to work collaboratively, making suggestions on how the ensemble can improve and listening to ideas from other members of the ensemble. • Developing listening skills so that the ensemble is synchronised, creating a cohesive group performance. 	<p>Listening & Appraising</p> <ul style="list-style-type: none"> • Developing critical listening skills to analyse and evaluate music. • Understanding the elements of music and how they are used in different contexts. 	<p>Composition</p> <ul style="list-style-type: none"> • Creating original music pieces and arrangements from a range of starting points using different elements and techniques. • Developing improvisational skills and composing melodies, harmonies, and rhythmic patterns. 	<p>Instrumental Technique</p> <ul style="list-style-type: none"> • Developing proper techniques for playing various musical instruments. • Learning to play simple and complex pieces, including reading staff notation and chord charts.
<p>Vocal Skills</p> <ul style="list-style-type: none"> • Enhancing vocal control, sound production, and clear diction. • Understanding and performing various vocal music styles, including folk tunes and sea shanties. 	<p>Performance</p> <ul style="list-style-type: none"> • Learning how to practice in preparation for both solo and ensemble performances. • Learning how to control nerves to enable a confident, successful performance. 	<p>Music Technology</p> <ul style="list-style-type: none"> • Familiarizing with music production software and creating digital music compositions. • Learning recording techniques, quantizing, and creating complex drum patterns using technology. 	<p>Cultural Understanding</p> <ul style="list-style-type: none"> • Exploring and understanding the cultural and historical contexts of various music genres. • Appreciating global music traditions and their influence on contemporary music.

KEY CONCEPTS MAPPING

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Drama	Rhythmic Notation	Drama	Hall Of The Mountain King	Drama	Classic Rock Songs
Year 8	Gamelan	Introduction to Music Technology	Sea Shanties/Folk Tunes	Music Technology: How To Record	Samba	Music Technology: Chords and Melody
Year 9	Blues	Introduction to Music Technology	Stravinsky	Music Technology: How To Record	Cover Songs	Music Technology: Chords and Melody

MUSIC KEY CONCEPTS

Ensemble Skills	Listening & Appraising	Composition	Instrumental Technique
Vocal Skills	Performance	Music Technology	Cultural Understanding

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Drama	Rhythmic Notation Rhythm, beat, rest, minim, crotchet, composition, notation, quaver, ensemble, listening	Drama	Hall Of The Mountain King Melody, hand position, keyboard, finger, sharp, flats, natural ternary, Grieg, practice	Drama	Classic Rock Songs ukulele, chords, chord chart, strum, fingers, beat, chorus, verse, pre-chorus, middle-8
Year 8	Gamelan Indonesia, Gamelan, Buka, Balangan, Decoration, tuned percussion, repetition, ensemble, practice, xylophone, glockenspiel	Introduction to Music Technology Ableton Live, technology, copy, paste, digital, rhythm, instrument, track, instrumentation, MIDI	Sea Shanties/Folk Tunes vocal, voice control, diction, folk, singing, tradition, melody, Shanty, protest	Music Technology: How To Record MIDI, quantize, track, recording, compositions, practice, keyboard, instrumentation, beat, chord	Samba Samba, Brazil, square, polyphonic, rhythm, groove, break, ensemble, percussion, syncopated, Sundo.	Music Technology: Chords and Melody loop, melody, chord, note, jump, step, harmony, copy, paste, musical alphabet
Year 9	Blues Blues, triad, scale, improvisation, chord, technique, genre, keyboard, pattern, fingers	Introduction to Music Technology Ableton Live, technology, copy, paste, digital, rhythm, instrument, track, instrumentation, MIDI	Stravinsky Stravinsky, treble, bass, clef, ternary, coordination, notation, staff, minim, crotchet, quaver	Music Technology: How To Record MIDI, quantize, track, recording, compositions, practice, keyboard, instrumentation, beat, chord	Cover Songs arrangement, ensemble, rehearsal, pulse, practice, chart, ukulele, keyboard, drum, chord	Music Technology: Chords and Melody loop, melody, chord, note, jump, step, harmony, copy, paste, musical alphabet.

ADAPTATIONS FOR SEND STUDENTS IN MUSIC LESSONS

GENERAL MUSIC SEND STRATEGIES

SEND WITHIN MUSIC KEY CONCEPTS

<p>READING SUPPORT</p> <ul style="list-style-type: none"> • Vocabulary Lists: Provide students with vocabulary lists for each term, including definitions and context. • Guided Reading: Use guided reading sessions for analysing music texts, scores, and historical information. • Annotation: Teach students to annotate music scores and texts, highlighting key terms and concepts. • Multi-Sensory Learning: Incorporate audio-visual aids to support reading and understanding of musical content. • Chunking: Break down reading materials into smaller, manageable sections with clear objectives. • Scaffolding: Provide pre-reading activities and background information to build context and comprehension. • Interactive Reading: Use interactive methods, such as discussions and group work, to engage with reading materials. • Reading Aloud: Incorporate reading aloud sessions to improve fluency and comprehension of musical texts. • Summarization: Teach students to summarize key points from readings to reinforce understanding. • Graphic Organizers: Use graphic organizers to help students visualize and connect key concepts from readings.
<p>EXAM PREPARATION</p> <p>Music Technology Focused Exam Preparation</p> <ul style="list-style-type: none"> • Provide practice with the specific music software that will be used in exams. • Use step-by-step guides and checklists to ensure students understand exam requirements and procedures. • Allow extra time and provide quiet, distraction-free environments for practice and exams. <p>Performance and Composition Focused Exam Preparation</p> <ul style="list-style-type: none"> • Break down performance pieces into smaller sections, allowing for focused practice on each part. • Provide recordings of model performances for students to listen to and emulate. • Use visual aids and graphic organizers to help structure compositions and ensure all required elements are included. • Schedule regular, low-pressure mock performances to build confidence and familiarity with exam conditions.

<p>Ensemble Skills</p> <ul style="list-style-type: none"> • Use visual aids and coloured notation to help students follow their parts. • Pair students with a buddy to provide peer support and model ensemble skills. 	<p>Listening & Appraising</p> <ul style="list-style-type: none"> • Provide guided listening sheets with specific questions to focus on key elements. • Use multi-sensory approaches, such as movement or visuals, to reinforce listening skills. 	<p>Composition</p> <ul style="list-style-type: none"> • Offer composition templates and scaffolding to help structure ideas. • Framework tasks to use a smaller range of notes to enable successful improvisation. 	<p>Instrumental Technique</p> <ul style="list-style-type: none"> • Use adaptive instruments or modifications to accommodate physical needs. • Break down techniques into smaller, manageable steps with frequent practice and reinforcement.
<p>Vocal Skills</p> <ul style="list-style-type: none"> • Provide clear visual cues and gestures to support vocal instructions. • Use backing tracks and recordings to help students match pitch and rhythm. 	<p>Performance</p> <ul style="list-style-type: none"> • Create a supportive and low-pressure environment for performances. • Allow for smaller, informal performances to build confidence before larger ones. 	<p>Music Technology</p> <ul style="list-style-type: none"> • Use step-by-step tutorials and visual guides for navigating software. • Provide individualized support and allow extra time for students to explore technology tools. 	<p>Cultural Understanding</p> <ul style="list-style-type: none"> • Use visual and multimedia resources to illustrate cultural contexts. • Provide clear and simple explanations of cultural concepts and their relevance to music.

LONG TERM PLAN- A CURRICULUM OVERVIEW

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Drama	<p>Rhythmic Notation</p> <p>Students will develop ensemble and listening skills, focusing on synchronisation and maintaining a steady pulse using djembes. They explore the strategic use of silence to enhance rhythmic compositions. Emphasis is placed on composing and interpreting rhythms using staff notation. Through practical exercises and group activities, students learn to listen attentively, respond to dynamic changes, and create rhythmic patterns. Assessment includes performance, listening ability, composition skills, and effective use of silence, aiming to foster individual musicianship and cohesive group playing.</p>	Drama	<p>Hall Of The Mountain King</p> <p>Students will learn the musical alphabet from A to G and how to find these notes on a keyboard. They will develop proper finger techniques, understand sharps and flats (usually the black keys), and practice changing hand positions. Additionally, students will study and play a ternary form piece of music, using Hall of the Mountain King by Edvard Grieg as a practical example to apply these skills. This scheme aims to build foundational keyboard skills and musical knowledge through engaging, hands-on learning.</p>	Drama	<p>Classic Rock Songs</p> <p>Students will learn to play the ukulele, focusing on the basic chords C, F, and G. They will practice strumming in time with backing tracks and reading ukulele chord charts. Emphasis is placed on continuing to play despite mistakes. Students will also understand song structures, including chorus, verse, pre-chorus, and middle 8, and develop their vocal skills to sing in tune. This scheme aims to build foundational ukulele skills, musical literacy, and confidence in performance through engaging with classic rock songs.</p>
Year 8	<p>Gamelan</p> <p>Students will learn about Gamelan, the national music of Indonesia, characterized by repeated patterns. They will study its three main parts: Buka (slow part), Balangan (main part), and Decoration (fast part). Using tuned percussion, students will develop ensemble skills, focusing on listening and playing together. They will learn to rejoin their part after making mistakes and practice using repetition to reinforce their skills. This scheme aims to build a comprehensive understanding of Gamelan music and enhance students' rhythmic coordination and ensemble performance abilities.</p>	<p>Introduction to Music Technology</p> <p>Students will explore the basics of music production using Ableton Live 12 Intro. They will learn how to open and save projects, input simple midi tracks and select various instruments to create interest. Additionally, they will practice copy and paste functions and create simple drum parts. This scheme aims to familiarize students with music technology, emphasizing practical skills in digital music creation.</p>	<p>Sea Shanties/Folk Tunes</p> <p>Students will develop their vocal skills by learning to sing with controlled sound and clear diction. They will explore the powerful meanings conveyed through simple folk songs and understand how these songs have evolved and are still sung today. This scheme aims to enhance vocal technique and appreciation of traditional music forms.</p>	<p>Music Technology: How To Record</p> <p>Students will advance their music technology skills by learning to record using a MIDI keyboard in Ableton. They will practice quantizing tracks and creating more complex drum patterns. This scheme aims to build on their foundational skills, enabling them to produce more polished and intricate digital music compositions.</p>	<p>Samba</p> <p>Students will delve into Samba, the national music of Brazil, focusing on polyrhythmic music where multiple simple parts create a complex whole. They will use simple sentences to clarify rhythms, understand the difference between a groove and a break, and work as a whole class ensemble using Samba drums and percussion. This scheme aims to develop students' rhythmic coordination and ensemble performance skills.</p>	<p>Music Technology: Chords and Melody</p> <p>Students will create four-chord loops and use these chords to develop simple melodies. They will learn to create melodic interest by jumping and stepping between notes and using rhythmic patterns. This scheme aims to enhance students' compositional skills and understanding of melody and harmony in music technology.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 9</p>	<p>Blues (Focus on Using Keyboards)</p> <p>Students will explore the importance of Blues in the development of modern chart music. They will learn to find notes on the keyboard, change hand positions, and read simple staff notation and chord charts. They will play simple triads and the 12-bar-blues pattern, learn the Blues Scale, and be introduced to improvisation using the Blues Scale. This scheme aims to build foundational improvisation skills and an understanding of the Blues genre's impact on contemporary music.</p>	<p>Introduction to Music Technology</p> <p>Students will explore the basics of music production using Ableton Live 12 Intro. They will learn how to open and save projects, input simple midi tracks and select various instruments to create interest. Additionally, they will practice copy and paste functions and create simple drum parts. This scheme aims to familiarize students with music technology, emphasizing practical skills in digital music creation.</p>	<p>Stravinsky</p> <p>Students will study the importance of Igor Stravinsky, focusing on his work "Andantino" From "Les Cinq Droits". They will learn to read staff notation using a treble clef and understand ternary form pieces of music. Students will develop their ability to play left and right hands together on the keyboard, enhancing their coordination and keyboard skills. This scheme aims to deepen students' understanding of staff notation and improve their practical musicianship.</p>	<p>Music Technology: How To Record</p> <p>Students will advance their music technology skills by learning to record using a MIDI keyboard in Ableton. They will practice quantizing tracks and creating more complex drum patterns. This scheme aims to build on their foundational skills, enabling them to produce more polished and intricate digital music compositions.</p>	<p>Cover Songs</p> <p>Students will create their own arrangements of pop songs, developing small ensemble skills. They will learn organisation, rehearsal, and practice skills, and play individual parts to one pulse on tuned instruments. Students will also learn to put different instruments together to create one piece of music and manage student-led rehearsal schedules. This scheme aims to enhance ensemble performance skills and creativity in arranging music.</p>	<p>Music Technology: Chords and Melody</p> <p>Students will create four-chord loops and use these chords to develop simple melodies. They will learn to create melodic interest by jumping and stepping between notes and using rhythmic patterns. This scheme aims to enhance students' compositional skills and understanding of melody and harmony in music technology.</p>
--	--	--	---	---	--	---

MUSIC AT PRIMARY PHASE- AT A GLANCE

	Term 1	Term 2	Term 3
EYFS	Range of Songs, Weekly Singing Assembly		
Year 1	Charanga Unit: Hey You!	Charanga Unit: In the Groove	Charanga Unit: Round and Round
Year 2	Charanga Unit: Hands Feet Heart	Charanga Unit: I Wanna Play in a Band	Charanga Unit: Friendship Song
Year 3	Charanga Unit: Let Your Spirit Fly	Charanga Unit: Glockenspiel Performance - Unit 1	Charanga Unit: Three Little Birds Charanga Unit: The Dragon Song
Year 4	Charanga Unit: Mamma Mia	Charanga Unit: Glockenspiel Performance - Unit 2	Charanga Unit: Stop! Charanga Unit: Lean on Me
Year 5	Charanga Unit: Livin' on a Prayer Charanga Unit: Classroom Jazz - Unit 1	Charanga Unit: Make You Feel My Love	Charanga Unit: The Fresh Prince of Bel-Air
Year 6	Charanga Unit: Happy	Charanga Unit: Classroom Jazz - Unit 2	Charanga Unit: The Music of Carole King

MUSIC KEY CONCEPTS

Ensemble Skills	Listening & Appraising	Composition	Instrumental Technique
Vocal Skills	Performance	Music Technology	Cultural Understanding

NOTTINGHAM ACADEMY MUSIC & NATIONAL CURRICULUM COMPLIANCE

1.Performing	2.Improvising and Composing	3.Notation
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Rhythmic Notation Year 7: Hall of the Mountain King Year 7: Classic Rock Songs Year 8: Gamelan Year 8: Sea Shanties/Folk Tunes Year 8: Samba Year 9: Blues (Focus on Using Keyboards) Year 9: Stravinsky Year 9: Cover Songs 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Rhythmic Notation Year 8: Introduction to Music Technology Year 8: How to Record Using Music Technology (Ableton) Year 8: Chords and Melody (Music Technology Topic) Year 9: Blues (Focus on Using Keyboards) Year 9: Introduction to Music Technology Year 9: Music Technology: How To Record Year 9: Cover Songs Year 9: Music Technology: Chords and Melody 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Rhythmic Notation Year 7: Hall of the Mountain King Year 7: Classic Rock Songs Year 8: Gamelan Year 8: Introduction to Music Technology Year 8: How to Record Using Music Technology (Ableton) Year 8: Chords and Melody (Music Technology Topic) Year 9: Blues Year 9: Stravinsky Year 9: Cover Songs Year 9: Introduction to Music Technology Year 9: Music Technology: How To Record Year 9: Music Technology: Chords and Melody
4.Musical Dimensions	5.Listening	6.Understanding Music
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Rhythmic Notation Year 7: Hall of the Mountain King Year 7: Classic Rock Songs Year 8: Gamelan Year 8: Introduction to Music Technology Year 8: Samba Year 8: Chords and Melody (Music Technology Topic) Year 9: Blues (Focus on Using Keyboards) Year 9: Introduction to Music Technology Year 9: Music Technology: Chords and Melody Year 9: Stravinsky Year 9: Cover Songs 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Rhythmic Notation Year 7: Classic Rock Songs Year 8: Gamelan Year 8: Sea Shanties/Folk Tunes Year 8: Samba Year 9: Blues Year 9: Stravinsky Year 9: Cover Songs 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7: Hall of the Mountain King Year 7: Classic Rock Songs Year 8: Gamelan Year 8: Sea Shanties/Folk Tunes Year 8: Samba Year 9: Blues (Focus on Using Keyboards) Year 9: Stravinsky