







# Alt Bridge School



## Music Curriculum

## Arts Curriculum 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring	Summer 1	Summer 2
<p><b>Year 7 MUSIC</b></p> <p>Cluster Crossover linked to NC:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression,</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music,</li> <li>• listen with attention to detail and recall sounds with increasing aural memory,</li> <li>• use and understand staff and other musical notations,</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different</li> </ul>	<p>3 little birds</p>  <p>Pupils are introduced to a reggae style of music. They sing a new song and play on the keyboard developing keyboard skills.</p>	<p>Christmas Singing</p>  <p>Pupils learn the skills for singing, posture, projection and learn and perform ensembles for the panto performance</p>	<p>African drumming-</p>  <p>This unit focusses on the skills of drumming Keeping temp and composing rhythms whilst playing together.</p>	<p>Blackbird- Beatles</p>  <p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p>	<p><a href="#">Share</a> Independent piece to be part of showcase</p>  <p><b>Friday Afternoons</b></p> <p>Each module comprises four songs specifically chosen from the Friday Afternoons Song Bank, all of which have been classified as 'one dot' (easy) in level. Each module contains musical exploration activities and extended creative work, which can be taken as stand-alone 'mini projects' or as part of the complete module.</p> <p><a href="#">Spring Module Cookoo</a></p>	<p>Improve and grove- garage band</p>  <p>Pupils learn how to use garage band to create music .</p>






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<p>traditions and from great composers and musicians,</p> <p>• develop an understanding of the history of music</p>						
<p><b>Cross Cluster thematic link</b></p>	<p><b>Black history Month</b> This unit focusses on black musicians and music of Black origin.</p>	<p><b>Ant-bullying</b> Working together in an ensemble to create a performance.</p>	<p><b>Cultural diversity</b> Pupils will focus on specific musical aspects and understanding of the roots, context and cultural importance of the Djembe in African society.</p>	<p><b>Local culture</b> This unit is focussed on the Beatles and looks at the history of merseybeat and Liverpool musical heritage.</p>	<p>Share To create a piece of new music using Friday afternoons music. To create a performance.</p>	<p><b>Outdoor learning</b> This unit uses a single app - GarageBand - to demonstrate some key music concepts - texture, speed, improvisation, graphic scores - as well as providing novel opportunities for pupil interaction.</p>
<p><b>What learners should know?</b></p>	<p>-<b>Listen and Appraise</b> a range of Reggae music Recognise and <b>play Reggae</b> on <b>keyboard</b> with increasing accuracy sing 3 little birds <b>Play and Perform play and perform</b> in solo and ensemble contexts, using their <b>voices</b> and on <b>keyboard</b> with increasing accuracy, fluency, control and expression</p>	<p><b>Listen and Appraise</b> a range of music from musicals. <b>Listen</b> with attention to detail and recall sounds with increasing aural memory <b>play and perform</b> in solo and ensemble contexts, using their <b>voices</b> with increasing accuracy, fluency, control and expression Learn about vocal health</p>	<p><b>Listen and Appraise</b> a range of videos of drumming performance <b>Play</b> Pupils are introduced to a range of <b>drums</b> and drumming techniques. They play and perform confidently in a range of solo and ensemble contexts playing instruments musically, fluently and with accuracy and expression <b>improvise and compose</b>; and extend and develop musical ideas by drawing on a range of drumming styles and structure</p>	<p><b>Listen and appraise</b> music by the Beatles • <b>play and perform</b> in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, To learn to <b>sing</b> Blackbird through developing good singing skills <b>Plan and create</b> a section of music that can be performed within the context of the unit song and to talk about how it was created. Present a musical <b>performance</b> designed to capture the audience. To communicate the meaning of the words and clearly articulate them.</p>	<p><b>Listen and Appraise</b> Friday afternoon songs <b>Play and perform</b> in solo and ensemble contexts, using their <b>voices, tuned and untuned percussion</b> with increasing accuracy and control – One Dot Cuckoo  <b>Compose</b> music using the interrelated dimensions of music (emphasis on pitch, tempo, timbre, texture) • <b>Listen</b> with attention to musical detail • Follow staff and other musical notations</p>	<p>• <b>improvise and compose</b> music for a range of purposes using the interrelated dimensions of music, using <b>garage band drums and strings</b> <b>use and understand</b> staff and other musical notations,</p>

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<b>What skills they are developing</b>	<p><b>-Play</b> instrumental parts with the music by ear using the notes C D and E</p> <p><b>-Improvise</b> in a Reggae style using C,D and E</p> <p><b>Perform</b> a piece of Reggae using G, A+ B and sing</p> <p><b>Compose</b> a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p>	<p><b>Sing</b>- with increasing confidence and in unison.</p> <p><b>Perform</b> for a live an audience in an ensemble.</p>	<p><b>Play</b> a range of rhythms using African and samaba drums. Find and keep the pulse.</p> <p><b>Perform</b> in 2 parts</p> <p><b>Compose</b> rhythm patterns</p>	<p><b>Play</b> instrumental parts with the song by ear and/or from notation using the easy or medium part. using up to 3 notes – C, D + E and pentatonic scale</p> <p><b>Sing</b> in unison a Beatles song</p> <p><b>Compose</b> a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).</p>	<p><b>Sing</b> a two part song with repeated ostinato</p> <p><b>Compose</b> using a repeated ostinato</p> <p><b>Build</b> Harmony into a composition</p> <p>Play and Perform piece in harmony</p>	<p><b>Investigate and use</b> garage band</p> <p><b>Compose</b> a rhythmic framework using drums and string instruments</p> <p><b>Add words/vocalisations</b> to the composition</p> <p><b>Record</b> an 8-bar improvisation</p>
<b>Why are they studying this now? How does it build on prior knowledge?</b>	<p>To introduce a new instrument and the skills involved with playing using the interrelated dimensions of music</p> <p>To appreciate Jazz as a musical style and how it relates to other aspects of music</p>	<p>To develop a good vocal routine. To develop singing in an ensemble to develop confidence in performance to an audience</p>	<p>To develop a feel for the pulse and to compose rhythms.</p> <p>To developing working together as a group.</p>	<p>To refine singing skills</p> <p>To develop further keyboard skills.</p> <p>To develop composing skills</p> <p>To perform a whole piece</p>	<p>To introduce one dot singing and composing programme. To create a piece of music</p>	<p>To develop composing using electronic equipment. To learn the basics for using garage band</p>
<b>Opportunities to Perform:</b>	<p>Pupils are all invited to choir</p> <p>Pupils have opportunity to learn guitar.</p> <p>Pupils perform as a group in assesmbly.</p>	<p>All children perform in a Christmas piece</p>	<p>Pupils perform for each other within class</p>	<p>Pupils perform song in assembly</p>	<p>Pupils perform the piece they have written in arts show case. Pupils perform blackbird in school showcase.</p> <p>Pupils who play an instrument perform in showcase.</p>	
<b>Opportunities to watch Live performances</b>			<p>Invite African drumming group to school</p>	<p>Pupils watch the voice.</p>	<p>Pupils watch each other in showcase</p>	

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<p><b>Year 8 MUSIC</b></p> <p><b>Cluster Crossover linked to NC:</b></p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression,</li> <li>• improvise and compose music for a range of purposes using the interrelated dimensions of music,</li> <li>• listen with attention to detail and recall sounds with increasing aural memory,</li> <li>• use and understand staff and other musical notations,</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians,</li> <li>• develop an understanding of the history of music</li> </ul>	<p><b>Gospel</b></p>  <p>Lean on me- Pupils Learn to sing and compose with Lean on me by Bill Withers. They also listen to a range of other soul and gospel music.</p>	<p><b>Christmas singing- building confidence</b></p>  <p>Pupils learn singing skills to perform a piece of music for a performance</p>	<p><b><u>Merseyside creative future song writing</u></b></p>  <p>Pupil learn about the skills involved in song writing. They write their own lyrics and create their own piece of music</p>	<p><b><u>Share</u></b> Independent piece to be part of showcase</p>  <p>All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues.</p>	<p><b>Music to dance to</b></p>  <p>Pupil listen to a range of dance music and compose in different styles</p>
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Cross Cluster thematic link	Black history Month Listen to the music of black musicians and their influences. Leading to playing and improvising using Gospel styles	Ant-bullying Working together in an ensemble to create a performance	Cultural diversity Explore the history of music and thrme used in musi lyrics	Local culture Music from Liverpool bands	Show case Listen to and compose using a blues style	Outdoor learning
What learners should know?	listen with attention to detail and recall sounds with increasing aural memory in Gospel styles • play and perform in solo and ensemble contexts, using their <b>voices and keyboards</b> with increasing accuracy, fluency, control and expression,  improvise and compose music for a range of purposes using the interrelated dimensions of music,	Listen and Appraise a range of music from musicals. Listen with attention to detail and recall sounds with increasing aural memory play and perform in solo and ensemble contexts, using their <b>voices</b> with increasing accuracy, fluency, control and expression Learn about vocal health	Listen a appraise music for its lyrics  listen with attention to detail and recall sounds with increasing aural memory,  improvise and compose music for a range of purposes using the interrelated dimensions of music, record piece using <b>garage band and keyboards</b>	Listen and Appraise a range of Jazz and Blues music. play and perform in solo and ensemble contexts, playing the <b>keyboard</b> and <b>drums</b> with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the interrelated dimensions of music,	. Musical Learning - Pupils will learn about and understand several of the ‘interrelated dimensions of music’ outlined in the national curriculum, including duration, dynamics, timbre, texture, tempo and structure. They will use their voices and review and evaluate music. Social and emotional learning - Pupils will develop their confidence, self-esteem and creative voice, as well as their abilities to take turns, focus and perform. They will give, receive and act on feedback to and from staff and peers.	
What skills they are developing	Musical Activities using keyboards <b>Singing in unison.</b> Play instrumental parts with the song by ear and/or from notation. using up to 4 notes – C, E, F + G. <b>Improvise</b> using up to 3 notes – F, G + A. <b>Compose</b> a simple melody using simple rhythms choosing from the notes D, E, F, G + A	<b>Sing-</b> with increasing confidence and in unison and in harmony. <b>Perform</b> for a live audience in an ensemble. Develop positive singing posture. Demonstrate singing skills to others	Understanding the structure of a song Listen and appraise a range of song lyrics External an internal detail in songs Free writing Types of rhyme, rhyming patterns structure Writing lyrics Writing a song melody Writing chords Perform final piece	<b>Play</b> instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). <b>Improvise</b> in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. <b>Improvise</b> in a Blues style using the notes C, Bb, G, F + C.	Pupils use a range of app to create music Step 1 –Launchpad Learning Focus - Create an arrangement with a beginning, middle and end Step 2 – Blocs Wave Learning Focus - Create and arrange a custom set of samples (project), including one or more vocal samples Step 3 - Figure Learning Focus - Create and perform an arrangement of Dance music	

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<b>Why are they studying this now? How does it build on prior knowledge?</b>	To start the year with playing the keyboards and a reminder of keyboard skills.	Pupils develop a piece for performance and sing with other pupils in a performance. Pupils develop confidence and lead others in their performance.	Pupils compose using a range of tools to create their own piece with increasing confidence and independence	Pupil continue to play the keyboard and develop their skills.	Pupils compose using a different tool and in a different style
<b>Opportunities to Perform:</b>	<p>Pupils perform lean on me in assembly</p> <p>Pupils are all invited to choir</p> <p>Pupils have opportunity to learn guitar</p>	All children perform in a Christmas show	Pupils perform to their groups and as a final piece	<p>Pupils perform the piece they have written in arts show case.</p> <p>Pupils who play an instrument perform in showcase.</p>	Pupils share their completed piece
<b>Opportunities to watch Live performances</b>		Pupil watch performance	Pupils watch the voice.	Pupils watch each other in showcase	