

# Curriculum Assessment Map: Music



YEAR 7	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	Rhythm / Elements of Music	Reading sheet music / Keyboard	Guitar / Ukulele
<b>Key Learning &amp; Skills</b>	<p>During this topic you will learn all about how to read, play and write rhythms in music. You will do this by playing Djembe. You will also learn all about the elements of music and how to incorporate them into any piece of music.</p> <ul style="list-style-type: none"> <li>• Composing Rhythms</li> <li>• Reading and playing rhythms in music</li> <li>• Elements of music</li> <li>• Music theory</li> <li>• World music</li> <li>• Performing</li> </ul>	<p>During this topic you will learn all about how to read, play and write sheet music. You will develop the skills to play any beginner sheet music. You will also begin to develop your keyboard skills.</p> <ul style="list-style-type: none"> <li>• Instrumental Skills</li> <li>• Music theory</li> <li>• Composing</li> <li>• Performing</li> <li>• Learning chords</li> <li>• Learning melody</li> </ul>	<p>During this topic you will learn about many different types of guitars and develop your guitar and ukulele skills. You will learn to play chords and riffs. You will also work in ensembles and sing whilst playing guitar / ukulele.</p> <ul style="list-style-type: none"> <li>• Guitar Skills</li> <li>• Ukulele Skills</li> <li>• Singing</li> <li>• Reading music.</li> <li>• Performance skills</li> <li>• Ensemble music making</li> </ul>
<p style="text-align: center;"><b>End points</b></p> <ul style="list-style-type: none"> <li>- Knowledge of different musical instruments and how to play them.</li> <li>- Able to play multiple different instruments such as keyboard, drums, guitar and ukulele.</li> <li>- To sing confidently.</li> <li>- To read sheet music.</li> <li>- Understanding the musical elements and how to incorporate them into musical performance, composition and pin point them in listening tasks.</li> <li>- Able to read sheet music.</li> <li>- Able to perform confidently and accurately in an ensemble.</li> </ul>			
<b>Informal (formative) Assessment</b>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> <li>• Formative teacher questioning including whole class feedback and DIRT tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> <li>• Formative teacher questioning including whole class feedback and DIRT tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> <li>• Formative teacher questioning including whole class feedback and DIRT tasks</li> </ul>

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<b>Formal (summative) Assessment</b>	• Performance	• Performance	• Performance
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*Curriculum encompassing literacy, careers and enrichment as well as interconnectivity with other subjects*

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YEAR 7	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	Reggae	Blues	Music from the East
<b>Key Learning &amp; Skills</b>	<p>During this topic you will learn all about reggae music. You will learn about where it originates from, the culture behind it and how to play a reggae piece of music.</p> <ul style="list-style-type: none"> <li>• Knowledge of the reggae genre of music</li> <li>• Layering texture within music</li> <li>• Elements of music</li> <li>• Music theory</li> <li>• Working in an ensemble</li> <li>• Instrumental skills</li> <li>• Performing</li> </ul>	<p>During this topic you will learn all about blues music. You will learn where it originates from, the characteristics that make up a blues song and the story behind the development of popular music. You will perform a piece of blues music.</p> <ul style="list-style-type: none"> <li>• Knowledge of the blues genres of music</li> <li>• Layering texture within music</li> <li>• Elements of music</li> <li>• Music theory</li> <li>• Working in an ensemble</li> <li>• Instrumental skills</li> <li>• Performing</li> </ul>	<p>During the final unit you will explore and perform music from three different countries. Developing your ability to play in multiple different genres, composing and performing throughout the topic.</p> <ul style="list-style-type: none"> <li>• Knowledge of music around the world</li> <li>• Layering texture within music</li> <li>• Elements of music</li> <li>• Music theory</li> <li>• Composing music.</li> <li>• Working in an ensemble</li> <li>• Instrumental skills</li> <li>• Performing</li> </ul>
<p style="text-align: center;"><b>End points</b></p> <ul style="list-style-type: none"> <li>- Knowledge of different musical genres.</li> <li>- How to perform in different styles of music and perform stylistically accurate.</li> <li>- To perform in ensembles effectively.</li> <li>- To read sheet music.</li> <li>- To play multiple instruments within certain genres.</li> <li>- Understanding the musical elements and how to incorporate them into musical performance, composition and pin point them in listening tasks.</li> <li>- Able to perform confidently and accurately in an ensemble.</li> </ul>			
<b>Informal (formative) Assessment</b>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> </ul>

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	<ul style="list-style-type: none"><li>• Formative teacher questioning including whole class feedback and DIRT tasks</li></ul>	<ul style="list-style-type: none"><li>• Formative teacher questioning including whole class feedback and DIRT tasks</li></ul>	<ul style="list-style-type: none"><li>• Formative teacher questioning including whole class feedback and DIRT tasks</li></ul>
<b>Formal (<i>summative</i>) Assessment</b>	<ul style="list-style-type: none"><li>• Performance (Marked out of 15)</li></ul>	<ul style="list-style-type: none"><li>• Performance (Marked out of 15)</li></ul>	<ul style="list-style-type: none"><li>• Performance (Marked out of 15)</li></ul>

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# Curriculum Assessment Map: Music



YEAR 7	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	Britpop	Pop Music	Song Writing / Build a Band
<b>Key Learning &amp; Skills</b>	<p>During this topic you will learn all about Britpop. You will learn about where it came from, the culture behind it and you will perform Britpop bands in ensembles, using a variety of instruments.</p> <ul style="list-style-type: none"> <li>• Knowledge of the Britpop genre of music</li> <li>• Layering texture within music</li> <li>• Elements of music</li> <li>• Music theory</li> <li>• Working in an ensemble</li> <li>• Instrumental skills</li> <li>• Performing</li> </ul>	<p>During this topic you will develop the ability to perform many different pop songs. You will work on your ensemble skills and use the musical elements to enhance your performance ability.</p> <ul style="list-style-type: none"> <li>• Working in an ensemble.</li> <li>• Developing the ability to independently find and play key components of pop songs.</li> <li>• Playing chords</li> <li>• Working in rehearsals effectively.</li> <li>• Performing</li> </ul>	<p>During the final unit you will explore different song writing techniques and develop your rehearsal skills when performing with others. You will write your own songs and perform songs in groups.</p> <ul style="list-style-type: none"> <li>• Writing lyrics.</li> <li>• Writing instrumental music.</li> <li>• Writing to a stimulus.</li> <li>• Ensemble music making</li> <li>• Performance skills</li> </ul>
<p><b>End points</b></p> <ul style="list-style-type: none"> <li>- To become a more rounded and independent musician.</li> <li>- How to develop a knowledge and understanding of pop music genres.</li> <li>- To develop a knowledge and understanding of popular musical instruments</li> <li>- To be able to appraise music and recall musical elements.</li> <li>- Understanding the musical elements and how to incorporate them into musical performance, composition and pin point them in listening tasks.</li> <li>- Able to perform confidently and accurately in an ensemble.</li> </ul>			
<b>Informal (formative) Assessment</b>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> <li>• Formative teacher questioning including whole class feedback and DIRT tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> <li>• Formative teacher questioning including whole class feedback and DIRT tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Class feedback.</li> <li>• Peer assessment</li> <li>• Self-assessment</li> <li>• Practical workshops</li> <li>• Group discussion</li> <li>• Formative teacher questioning including whole class feedback and DIRT tasks</li> </ul>

# Curriculum Assessment Map: Music



<b>Formal (summative) Assessment</b>	• Performance (Marked out of 15)	• Performance (Marked out of 15)	• Performance (Marked out of 15)
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# Music development plan summary: Leasowes High School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

## Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	2024
Date this summary will be reviewed	2025
Name of the school music lead	Mr J Tromans
Name of local music hub	Dudley Performing Arts

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and

parents or carers understand what our school offers and who we work with to support our pupils' music education.

## Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupil can achieve.

The music curriculum at Leasowes High School aims to develop pupils' composition, appraising and performing skills through well planned and sequenced schemes of work that give pupils the opportunity to learn to play various instruments, understand music theory and compose their own music. The curriculum nurtures students' creativity by gradually building their skills and confidence through scaffolded tasks to promote a love of music and an understanding that can support students who wish to pursue music at KS4 and beyond. The curriculum is designed to promote a love of all music, broadening student's minds and building their cultural capital, whilst also preparing students wishing to study music at KS4. The qualification followed at ks4 is a vocational route through the BTEC Level 2 Music in Practice course.

Our music curriculum takes guidance from the model music curriculum ensuring that it covers aspects including, singing, performing, composing and appraising. It is inclusive for all, whether students have prior music training and can play instruments to a high level, if they are new to music or if they are SEND. This is done through adaptive teaching such as the scaffolding of tasks and information, mixed ability classes to promote social skills and team work, discipline and patience and engagement.

The following areas of study covered in key stage 3 are:

Year 7 – Djembe, Elements of Music, Reading sheet music, Keyboard Development, Guitar and Ukulele.

Year 8 – Reggae music, Blues Music, Music from the East.

Year 9 – Britpop, Pop Music, four chord songs, Build a band, Song writing.

The KS3 curriculum has been developed into a spiral curriculum, where students in year 7 develop an understanding of the musical elements whilst learning to play multiple instruments. The lessons incorporate reading and writing musical notation, and various instrumental and singing activities. In Year 8 students expand on their prior knowledge and engage in cultural awareness of other genres of music which they may not have experienced before. Students will perform in ensembles, sing as a whole class and compose music improving their appreciation of musical cultures around the world. In year 9 students learn about the professional music industry and how to rehearse effectively in ensembles, developing their performance and rehearsal skills through their own compositions.



At Leasowes High School we work closely with our local music hub and offer all students the option to take on peripatetic instrumental or vocal lessons within school. This is accessible for all students including SEND students. Students are also encouraged to then take graded music exams.

Students receive 1 hour of music every 2 weeks as the school is on a two-week timetable.

## **Part B: Co-curricular music**

Leasowes High School works closely with Dudley Performing Arts who provide peripatetic lessons outside of lesson time to our students. Students can either have one to one or group teaching. Lessons are provided in Violin, Flute, Clarinet, Saxophone, Trumpet, Cornet, Trombone, Guitar, Bass Guitar, Drums, Keyboard and Singing. Prices for these lessons can be found on Dudley Performing Arts website. Leasowes High School provides some support funding students.

Outside of lessons time students from all year groups can access extra music during break and lunchtimes, students have access to the classroom and also practice rooms. Students can also take part in weekly after school clubs these include the school choir and school band.

## **Part C: Musical experiences**

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Leasowes High School provides many opportunities for students to perform. We put on a school musical every year, which is available for all students to audition for and take part in. Throughout the school year parents are invited to performances where students showcase their musical skills. We have annual concerts at Christmas and summer. The school choir supports local community events including the Christmas lights switch on. Enrichment activities within the performing arts include a residential trip each year, where students will take part in performance activities including music workshops, ensembles and showcases.

## In the future

This is about what the school is planning for subsequent years.

Leasowes High School plans to develop the music curriculum by implementing the use of music technology into the curriculum. This will allow students to learn in context to the 21<sup>st</sup> century and the evolving music industry. The use of Technology will include the use of computers and iPads it will allow for further inclusiveness of all abilities and back grounds. Leasowes High School also looks to embed trips to music concerts and venues in line with curriculum topics to enrich the culture capital for the students, giving them the opportunity to see live musical performances. Enhancing their music experience by not only listening but watching live performances. We also look to collaborate more with other schools within the trust to showcase student talent. Leasowes High School would then look to implement collaborative trust wide talent shows and performance opportunities annually.

Music will develop into a weekly subject allowing students a consistent approach to their learning, embedding the foundation skills further.