



**St Dunstan's School**  
GLASTONBURY



**Music Curriculum Booklet  
2024-25**

**Subject Lead: Mrs Hopton**

## Music Curriculum Intent:

The St Dunstan's music curriculum intends to instil the St Dunstan's core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

- **Truth:** The curriculum intent is to give students the understanding and awareness of the truth behind the history and culture of some music styles.
- **Resilience:** The curriculum intent is to encourage the students' resilience in Music, through engaging in all aspects of the Music lesson. When students face challenges, they are encouraged to problem solve to find resolutions to enable them to succeed.
- **Ambition:** The curriculum intent is to provide students with challenge in all aspects of their musical understanding, and provide them with the opportunity to be ambitious and confident in various performance and creative opportunities available to them.
- **Community:** The curriculum intent is to gain an understanding of the music community of professional musicians working around us, with workshops from songwriters and music industry specialists for students to gain experience from the music industry.
- **Kindness:** The curriculum intent is to encourage kindness when working collaboratively with others, to be kind when giving and receiving feedback, and through the Music classroom being a safe space for students to take risks and complete tasks outside of their comfort zone.

The curriculum prepares for next stages of employment: Music is an exciting, inspiring and practical subject. It promotes engagement in a variety of areas of the Music industry, as songwriters, musicians, conductors.

The curriculum at St Dunstan's follows the guidance from the Model Music Curriculum (2021), to allow students to explore and develop their music skills in: Performing, Composing, Listening and Appraising.

Music at Key Stage 3 continues the journey towards building a universal foundation of musical understanding. Building on the skills and knowledge developed in KS1 and KS2 at Primary School through the transition project unit at the beginning of Year 7 based on the Elements of Music which are used throughout all music lessons in KS3 and KS4.

### Key Stage 3

Music lessons are to be musical.

All students will have the opportunities to learn musicianship skills in the context of a variety of instrumental disciplines. They will develop a love of music and musical learning. They will understand the challenges a musician faces, collaborate and problem solve like a musician.

All students will be encouraged to explore their musical 'voice' to help them develop their musical literacy through musical performance, as-well-as developing their creative thinking skills.

Students will feel the value of working hard to achieve, and plan to make progress, in musical explorations, whether this is through musical performance, composition, or ensemble skills. Students will learn to set themselves ambitious challenges appropriate to their starting point. There will be times within any musician's journey where frustration sets in. A quality musician will analyse their progress, problem solve, and work through solutions to make further progress.

### Key Stage 4

At KS4 we aim to provide our students with a contemporary, accessible and creative education in Music. They are encouraged to gain an understanding of the music and performing arts industry with a focus on creating and performing.

By the end of the Key Stage they should possess the skills and understanding needed to study Music at A-Level/BTEC and/or pursue Music effectively as a hobby.

## Music Curriculum Implementation: Key Stage 3

In Year 7 students are introduced to the Elements of Music, which run through all aspects of our work throughout KS3, and create a wealth of musical language they can use within lessons. Developing skills on instruments such as voice, keyboard and ukulele through performance and composition.

In Year 8 students are able to explore a wider variety of cultures and music styles which are linked to the Areas of Study at GCSE level, creating a foundation of knowledge and understanding of these topics. Instrumental skills are also developed through the use of keyboards, drumming and composition software.

Year 9 provides an introduction to KS4 topics, building on composition skills, to develop a toolkit for students to use at GCSE/Vocational award level, as well as mastering performance techniques on a variety of instruments, such as guitar, ukulele, keyboard and bass guitar.

Progress is monitored through hinge point assessments which include knowledge recall and listening assessments, and through end of term practical assessments based on the skills of performing or composing.

There is opportunity at both KS3 and KS4 for students to complement their classroom music learning with instrumental lessons with our highly skilled and experienced peripatetic teachers on the following instruments: guitar, ukulele, bass, singing, piano, violin, drums and music production.

## Key Stage 4

The Key Stage 4 curriculum follows the OCR GCSE Music course. Over the 2 years there are 3 skills developed: Performing, Composing and listening, providing learners with the opportunity to develop a range of specialist and general skills that would support their development as musicians.

Students develop their practical performing and composing skills through completing 2 performances during the course (1 solo performance and 1 ensemble performance) and creating 2 compositions (1 free choice composition and 1 composition set by the exam board). In Year 11, students sit a 1.5 hour listening exam based on the areas of study set by the exam board. Questions are based on pieces of music played in the exam from the following areas: Conventions of Pop, Film Music, Rhythms of the World and the Concerto through time.

## Allocated Curriculum Time:

Year Group	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours	1	1	1	5	5

## Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1&2	<p><b>Unit 1: Elements of Music and Singing</b></p> <ul style="list-style-type: none"> <li>Understanding the Elements of Music and how they have an impact on the Music we listen to, perform and compose.</li> <li>Composing a piece of music from a stimuli (image) as a group using the Elements of Music to create atmosphere and mood.</li> </ul>	<p><b>Baseline assessment:</b> Multiple choice listening test</p> <p><b>Assessment 1:</b> Group performance of composition using percussion, voices and body percussion.</p>
3&4	<p><b>Unit 2: Keyboard Skills</b></p> <ul style="list-style-type: none"> <li>Students will learn how to read music notation on the treble clef and note values</li> <li>Independently finding the notes on a keyboard</li> <li>Learning keyboard skills- five finger technique, 3rd under technique to support smooth and fluent playing</li> <li>Learning to play a melody line on the keyboard</li> </ul>	<p><b>Assessment 2:</b> Solo performance of chosen keyboard piece- Bronze, Silver, Gold level of challenge.</p>
5&6	<p><b>Unit 3: Ukulele</b></p> <ul style="list-style-type: none"> <li>Students will learn about the basics of the ukulele: different parts, strumming patterns, chords to be able to play a couple of songs</li> <li>Students will learn how to read ukulele TAB so they are able to independently play more chords and songs</li> <li>Whole class/group rehearsals, learning to listen to each other and play in time</li> </ul>	<p><b>Assessment 3:</b> Group performance of chosen song on the ukulele</p>

## Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1&2	<p><b>Unit 1: African</b></p> <ul style="list-style-type: none"> <li>Students will learn about the culture and traditions of African Music</li> <li>Students will learn about how to play the djembe drums, including the bass, tone and slap sounds.</li> <li>Learning the key features of african drumming music; call and response, polyrhythms, master drummer, rumble.</li> </ul>	<p><b>Assessment 1:</b> Group composition of an african drumming piece.</p>
3&4	<p><b>Unit 2: The Blues</b></p> <ul style="list-style-type: none"> <li>Students will learn to play the 12 bar blues, walking bass line and the blues scale on the keyboard</li> <li>Students will develop their keyboard skills using the five finger technique, playing chords, playing with their left hand and develop skills in playing with both hands together</li> </ul>	<p><b>Assessment 2</b> Performance with improvisation in pairs on the keyboard</p>

	<ul style="list-style-type: none"> <li>Developing performance skills and working as a pair to listen to each other.</li> </ul>	
5&6	<b>Unit 3: Film Music</b> <ul style="list-style-type: none"> <li>Students will learn about the importance of music in films and the impact this has on the audience</li> <li>Students will learn the key features of film music: leitmotiv, diageitic, non-diageitic, mickey-mousing, underscore.</li> <li>Students will compose their own piece of film music to match a film clip given using Logic Pro on the Mac computers</li> </ul>	<b>Assessment 3</b> Composition assessment working in pairs using Mac computers

## Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1&2	<b>Unit 1: World Music</b> <ul style="list-style-type: none"> <li>Students will learn about Samba and Reggae Music: culture, the music and key features.</li> <li>Students will develop their skills to play in a large ensemble, improving their listening and communication skills when playing to enable them to play in time.</li> </ul>	<b>Assessment 1</b> Performance as a large ensemble
3&4	<b>Unit 3: Band Project</b> <ul style="list-style-type: none"> <li>Students will learn to read guitar/bass tab and practice their notation reading skills</li> <li>Develop group working skills to learn to play as a band</li> <li>Opportunity to develop skills on an instrument of their choice: guitar, bass, keyboard, ukulele.</li> </ul>	<b>Assessment</b> Group performance on keyboard, guitar, bass or ukulele
5&6	<b>Unit 5: Dance composition</b> <ul style="list-style-type: none"> <li>Development of composition skills with a focus on using students own original ideas to record into Logic Pro</li> <li>Using a sense of balance to create a well rounded piece of music</li> <li>Understanding and using structure in their composition</li> </ul>	<b>Assessment</b> Composition in pairs using the Mac computers

# Curriculum Plan: Year 10 Music

## Exam Board: OCR GCSE Music

Term	Curriculum Foci Areas Assessment Criteria	Assessment Criteria
1&2	<p><b>Ensemble performance</b></p> <ul style="list-style-type: none"> <li>• practice and a variety of pieces that develop their ensemble skills</li> <li>• perform one or more pieces of music under supervised conditions</li> <li>• demonstrate an understanding of performing with accuracy and fluency</li> <li>• demonstrate an understanding of performing with technical control</li> <li>• demonstrate an understanding of performing musically and with appropriate expression and interpretation</li> <li>• demonstrate an understanding of interacting with other musicians and/or parts.</li> <li>• understand and be able to perform confidently and stylishly with awareness of other performers in the ensemble.</li> </ul> <p><b>Elements of Music</b></p> <ul style="list-style-type: none"> <li>• Organisation of pitch (melodically and harmonically) including simple chord progressions e.g. perfect and imperfect cadences, and basic melodic devices e.g. sequence.</li> <li>• Tonality including major, minor and basic modulation e.g. tonic – dominant.</li> <li>• Structure; organisation of musical material including simple structure e.g. verse and chorus, call and response, binary and theme and variations.</li> <li>• Sonority including recognition of a range of instrumental and vocal timbres and articulation e.g. legato and staccato.</li> <li>• Texture; how musical lines (parts) fit together including simple textural combinations e.g. unison, chordal and solo.</li> <li>• Tempo, metre and rhythm including pulse, simple time, compound time, and basic rhythmic devices e.g. dotted rhythms.</li> <li>• Dynamics; basic dynamic devices e.g. crescendo and diminuendo.</li> </ul>	<p>Difficulty, technical control and fluency, expression, interpretation and ensemble awareness.</p> <p>Demonstrate and apply knowledge of musical elements/features, musical contexts and musical language.</p>
3&4	<p><b>Composition 1</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of rhythm, melody, harmony, structure and compositional devices through a variety of individual composition exercises throughout the course</li> <li>• demonstrate an understanding of how to compose appropriately for a range of instruments/voices/technology</li> <li>• understand how to extend and manipulate musical ideas and devices in order to develop a composition</li> <li>• create a composition that shows an understanding of the techniques and capabilities of the chosen instrument(s)/voice(s) or technology</li> <li>• be able to combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece.</li> </ul> <p><b>Conventions of Pop</b></p> <p>Learners should study a range of popular music from the 1950s to the present day, focussing on:</p> <ul style="list-style-type: none"> <li>• Rock 'n' Roll of the 1950s and 1960s</li> <li>• Rock Anthems of the 1970s and 1980s</li> <li>• Pop Ballads of the 1970s, 1980s and 1990s</li> <li>• Solo Artists from 1990 to the present day.</li> </ul>	<p>Quality of ideas, how ideas are manipulated and structured used.</p> <p>Demonstrate and apply knowledge of musical elements/features, musical contexts and musical language.</p>

<b>5&amp;6</b>	<p><b>Composition 1</b></p> <ul style="list-style-type: none"> <li>• develop their understanding of rhythm, melody, harmony, structure and compositional devices through a variety of individual composition exercises throughout the course</li> <li>• demonstrate an understanding of how to compose appropriately for a range of instruments/voices/technology</li> <li>• understand how to extend and manipulate musical ideas and devices in order to develop a composition</li> <li>• create a composition that shows an understanding of the techniques and capabilities of the chosen instrument(s)/voice(s) or technology</li> <li>• be able to combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece.</li> </ul> <p><b>Rhythms of the World</b></p> <p>Learners should study the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> <li>• India and Punjab</li> <li>• Eastern Mediterranean and Middle East</li> <li>• Africa</li> <li>• Central and South America.</li> </ul> <p>Learners should study and develop an understanding of the characteristic rhythmic features of:</p> <ul style="list-style-type: none"> <li>• Indian Classical Music and traditional Punjabi Bhangra</li> <li>• Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music</li> <li>• Traditional African drumming</li> <li>• Traditional Calypso and Samba.</li> </ul>	<p>Quality of ideas, how ideas are manipulated and structured used.</p> <p>Demonstrate and apply knowledge of musical elements/features, musical contexts and musical language.</p>
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### Performing Arts Final Assessment Structure:

Component	Weighting	Content	Proposed Date of Examination
<b>Integrated Portfolio</b>	30%	Solo performance Composition of learner's choice	May/June of Year 11
<b>Practical Component</b>	30%	Ensemble performance Composition to OCR set brief	May/June of Year 11
<b>Listening &amp; Appraising exam</b>	40%	1.5 hour listening exam worth 80 marks. Answering questions based on areas of study.	May/June of Year 11

Please see exam board websites for up to date information:

<https://www.ocr.org.uk/qualifications/gcse/music-j536-from-2016/>