

Introduction

At Dixons Fazakerley Academy, we aim to communicate with clarity and transparency. This document, therefore, aims to offer an overview of all aspects of the Music curriculum so that staff feel confident and comfortable with the sequencing of our curriculum. This will, ultimately, support young musicians to make exceptional progress throughout the course of their studies.

Overview of the curriculum

The table below shows the order of topics that are taught in Years 7 to 9. We recognise the importance of intelligently sequencing knowledge to develop secure schema, so in Music, we have taken the core elements of music and integrated them with important periods, genres and styles; teaching the disciplinary knowledge required for success through listening and appraising, performance and composition. Topics have been meticulously planned and ordered to ensure that students are always building on and deepening their previous learning.

	Cycle 1	Cycle 2	Cycle 3
Year 7	Exploring Rhythmic Notation-I've Got Rhythm	Introduction to Keyboard Skills-Reading treble clef notation	Exploring chords and melodies
Year 8	Saharan Sounds-Exploring textures and rhythms	Developing Keyboard Skills-What makes an effective song?	The Blues-Composing and performing using improvisation
Year 9	Samba-Exploring Latin-American rhythms through ensemble performance	Music for Film	Dance music through the centuries

Threshold concepts

Within our curriculum design, we have carefully considered how to sequence and interleave the threshold concepts within our subjects so that students are able to build and develop secure schema over time. The table below shows how we have mapped our threshold concepts throughout our Music curriculum.

Musical Language TC1	Context and Appreciation TC2	Structure TC3	Performance and Communication TC4	Compositional Intent TC5
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Mapping powerful knowledge in Music

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the powerful knowledge children will learn in this particular subject, from Year 7 through to Year 9. The curriculum is planned vertically and horizontally giving thought to the optimum sequence for building secure schema.

	YEAR 7 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced	Exploring Rhythmic Notation-I've Got Rhythm <ul style="list-style-type: none"> Notes values from semibreve to semiquaver Rest symbols associated with each note value-the importance of using rests Composing rhythmic patterns-8 bars using a combination of notes and rests Rhythm grids-reading them and composing them Performing rhythmic notation-using a count-in and working as part of an ensemble. Dynamic symbols and their application in performance (pp to ff, crescendo and decrescendo) 	Introduction to Keyboard Skills-Reading Treble Clef Notation <ul style="list-style-type: none"> Reading notes on the lines and in the spaces of the stave-treble clef The musical alphabet Labelling fingers on each hand to correspond to notes played on the keyboard Identifying notes on a keyboard-C to C Octaves-why and how they are used Reading rhythm and pitch from sheet music The importance of accuracy within music Application of dynamics to a performance The origins of a ground bass-baroque music The similarities and differences between baroque and classical music 	Exploring Chords and Melodies <ul style="list-style-type: none"> The difference between harmony and melody The structure of a chord Chords of C major, F major, G major and A minor Reading tab History of the ukulele-it originates from Hawaii and translates as 'the jumping flea'. The different parts of the ukulele; head, tuning pegs, strings, fret board, body, bridge and sound hole. The tuning of the strings; G C E A (Greedy Cats Eat Ants) Popular song structure-sections including intro, verse, chorus and middle 8. The importance of accuracy within music Application of dynamics to a performance
Substantive knowledge revisited & embedded	All knowledge is being revisited and embedded following on from the KS2 National Curriculum <ul style="list-style-type: none"> Use and understand staff and other musical notations (NC) Compose music for a range of purposes (NC) Perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression (NC) 	<ul style="list-style-type: none"> Note values and rests (Y7 C1) Features of effective ensemble performance (Y7 C1) Use and understand staff and other musical notations (NC) Perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression (NC) 	<ul style="list-style-type: none"> Note values and rests (Y7 C1) Features of effective ensemble performance (Y7 C1) Treble clef notation-to read melodies (Y7 C2) Solo and ensemble performance-accuracy, fluency, control and expression (Y7 C1 & Y7 C2) Application of dynamics to a performance (Y7 C1 & C2)
CEAIG	Careers spotlight: Conductor Careers spotlight: Drummer Careers spotlight: Music Teacher	Careers spotlight: Composer Careers spotlight: Accompanist Careers spotlight: Arranger	Careers spotlight: Singer Careers spotlight: Songwriter Careers spotlight: Music Critic
Disciplinary knowledge introduced, revisited & embedded	Composition within a structure-4 and 8 bar phrases using rhythm grids Interpretation of a musical score-rhythm, pitch, dynamics and tab reading How to perform a piece of music from a given starting point (score and tab) Performance of a melody through the reading of treble clef notation Performance of popular song chord patterns Singing of a melody		

	YEAR 8 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced	<p>Saharan Sounds-Exploring textures and rhythms</p> <ul style="list-style-type: none"> Note values and rests-dotted notes and dotted rests The structure of rhythmic patterns-cyclic rhythms and polyrhythms within ensemble performance Syncopation-an understanding of offbeat rhythms Use of texture within African music-polyphonic and call and response Three ways to play an African drum-how the different tones are created (bass, slap and tone sounds) Musical instruments associated with African music Identifying the musical characteristics of African music-texture, structure, melody, articulation, timbre and dynamics. 	<p>Developing Keyboard Skills-What makes an effective song?</p> <ul style="list-style-type: none"> The notes of a scale that make up a chord Playing the chords within a given scale/key Notes on a keyboard from C to C (different octaves on the keyboard and how we label them) Song structure-intro, verse, pre-chorus, chorus, middle 8 and outro. Riffs-memorable patterns played in the guitar, bass guitar or piano Tonality-major and minor Tempo-Adagio, Andante, Allegro, Accelerando and Rallentando Treble clef notation Bass clef notation-left hand part Note and rest values-including dotted rhythms-syncopated rhythms. Solo performance techniques-Viva La Vida The importance of accuracy within music Application of dynamics to a performance (expression) 	<p>The Blues-Composing and performing using Improvisation</p> <ul style="list-style-type: none"> The origins of Blues music (the import of African slaves to the deep south of America) The 12 bar blues chord sequence in C (chords I, IV & V) The blues scale (C Eb F Gb G Bb C) Features of Blues music (tempo, structure, tonality, metre, dynamics) The lyrical content of a Blues song (an emotional form of music that draws on experience of hardship and heartbreak) Rhythmic qualities of Blues music-syncopation, swing rhythms and triplets Improvisation-making something up on the spot around a given framework-the Blues scale Composing lyrics and a melody for a Blues song.
Substantive knowledge revisited & embedded	<ul style="list-style-type: none"> Note values and rests (Y7 C1) Features of effective ensemble performance (Y7 C1) Solo and ensemble performance-accuracy, fluency, control and expression (Y7 C1 & Y7 C2) Popular song structure-sections including intro, verse, chorus and middle 8 (Y7 C3) 	<ul style="list-style-type: none"> Reading notes on the lines and in the spaces of the staff-treble clef (Y7 C2) The musical alphabet (Y7 C2) Notes on a keyboard-C to C (Y7 C2) Octaves-why and how they are used (Y7 C2) Reading rhythm and pitch from sheet music (Y7 C2) Accuracy and dynamics in performance (Y7 C1, C2 & C3) Syncopation (Y8 C1) Chords (Y7 C3) Popular song structure (Y7 C3) 	<ul style="list-style-type: none"> Chords (Y7 C3 & Y8 C2) Elements of music-rhythm, pitch, tempo, texture, tonality and instrumentation (Y7 C1, Y7 C3, Y8 C1 & Y8 C2) Syncopation (Y8 C1) Popular song structure (Y7 C3 & Y8 C2) The importance of accuracy in music (Y7 C1, C2 & C3. Y8 C1 & C2)
CEAIG	<p>Careers spotlight: Music historian Careers spotlight: Music journalist Careers spotlight: Music therapist</p>	<p>Careers spotlight: Lyricist Careers spotlight: Audio engineer Careers spotlight: DJ</p>	<p>Careers spotlight: Instrument repair and restoration specialist Careers spotlight: Session musician Careers spotlight: Music producer</p>
Disciplinary knowledge introduced, revisited & embedded	<p>Performance from rhythmic notation-polyrhythms and cyclic rhythms Performance of popular song through the reading of chord pattern and notation. Interpretation of a musical score-rhythm, pitch and dynamics How to perform a piece of music from a given starting point (score) Performance of a melody through the reading of treble clef notation Composition of melody and lyrics within a given structure-12 bar blues and the blues scale Singing of a melody Identification of musical features within a variety of different styles of music through listening activities.</p>		

	YEAR 9 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced	<p>Samba-Exploring Latin-American rhythms through ensemble performance</p> <ul style="list-style-type: none"> The different styles of Latin-American music-samba, salsa, The origins of Samba Features of samba-call and response, syncopation, overall structure and improvisation Instruments of Samba: Surdo, Repinique, Tamborim, Chocolo, Reco-Reco, Apito, Agogo Bella, Caixa de Guerre. The use of rhythmic features such as ostinato and cyclic rhythms when performing Samba The “Groove” section is the ‘main’ recurring part within a piece of Samba The role of the Sambista-leader of a samba band Performing samba music as part of an ensemble-using a count-in and ensemble performance skills The importance of accuracy within music 	<p>Music for Film</p> <ul style="list-style-type: none"> Music has a Dramatic/Psychological function. It serves the story, describing either how the characters feel or how the listener should feel Cultural clues: references in the music are intended to be understood by the listener, through referring to the world outside the film Structural: rhythmic function, openings and endings, continuity, speed of events Through these different elements, music can give a sense of drama, pace, movement and location Diegetic, non-diegetic, meta-diegetic and main title music within films-how to recognise them and their purpose. Mickey-moussing-the meticulous, cue-by-cue scoring of a film, such as in cartoons Leitmotif-a frequently recurring short melodic or harmonic idea which is associated with a character, event, concept, idea, object or situation Musical elements and the effect they have on film music-tempo, tonality, dynamics, instrumentation, texture, pitch and rhythm 	<p>Dance Music Through the Centuries</p> <ul style="list-style-type: none"> The origins of dance music with exploration of Baroque dance suites, the waltz, marches, Latin dance (tango), line dance (country & western), folk dance (folk music), disco and club dance The metre of specific dance styles (waltz-3/4, march-2/4, folk music/jig-6/8 and club dance styles-4/4) Primary chords-I, IV & V within any key and how they are used within dance music Simple major and minor keys-C major and A minor Characteristic dance rhythms-march, waltz, tango and disco Performing dance music-Riffs, patterns and chords associated with different club dance pieces
Substantive knowledge revisited & embedded	<ul style="list-style-type: none"> Rhythm-notes values, dotted note values, syncopation, cyclic rhythms, swing rhythms and triplets (Y7 C1, Y8 C1 & C3) Features of effective performance (Y7 C1, 2 & 3, Y8 C1, 2 & 3) Ensemble performance skills (Y7 C1 & Y8 C3) 	<ul style="list-style-type: none"> Composing music for an occasion/with a purpose-rhythm grids, blues melody and lyrics (Y7 C1 and Y8 C3) Structure of music (Y7 C1, Y7 C3, Y8 C1, C2 & C3) Musical elements of identifying them through music-pitch, rhythm, dynamics, tempo, structure, texture, tonality and instrumentation (Y7 C1, C2 & C3, Y8 C1, C2 & C3, Y9 C1) 	<ul style="list-style-type: none"> The origins of music (Y7 C2, Y8, C1 & C3 and Y9 C1) Rhythm and metre (Y7 C1, C2 & C3, Y8 C1, C2 & C3, Y9 C1 & C2) Musical elements of identifying them through music-pitch, rhythm, dynamics, tempo, structure, texture, tonality and instrumentation (Y7 C1, C2 & C3, Y8 C1, C2 & C3, Y9 C1 & C2) Chords (Y7 C3, Y8 C2 & C3)
CEAIG	<p>Careers spotlight: Peripatetic teacher Careers spotlight: Choir director Careers spotlight: Concert promoter</p>	<p>Careers spotlight: Sound technician Careers spotlight: Musicologist Careers spotlight: Jingle composer</p>	<p>Careers spotlight: Artist relations and development representative Careers spotlight: Ethnomusicologist Careers spotlight: Music blogger</p>
Disciplinary knowledge introduced, revisited & embedded	<p>Ensemble samba performance Improvisation within an ensemble performance Composition of a leitmotif Identification of musical features within a variety of different styles of music through listening activities. Performance of dance riffs and chord patterns as a soloist and as part of a group</p>		

*A powerful, knowledge-rich curriculum teaches both substantive knowledge (the academic content for a particular subject) and disciplinary knowledge (application of knowledge required for each academic domain).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.