

Intent: A powerful, knowledge-rich curriculum

By the end of their education, a student of Music at Dixons Fazakerley Academy:

- Will appreciate the role that music plays in our world through the understanding of a wide variety of musical genres, as well as understand how they have influenced each other over time.
- Will be able to describe, explain, analyse and evaluate the musical features of various musical styles, live performances and the creative works of others.
- Can reflect on their own musical interests; respecting the musical preferences, talents and creations of others whilst exploring their own musical passions, enabling them to make positive contributions to the world we live in.

Our unifying 'sentence' is:

"The Music department ensures that all pupils are free to express their feelings with confidence, in a creative, nurturing and supportive environment; developing their understanding of this universal language and a true appreciation of the world we live in"

In order to deliver a powerful, knowledge-rich curriculum we have selected knowledge by:

- Carefully considering the threshold concepts and powerful knowledge within music. In conjunction with the guidance presented in the 'Model Music Curriculum', key periods of musical development, influential composers, pivotal styles of music and key theoretical concepts based on the core elements of music have been debated.
- Sequencing the substantive and disciplinary knowledge to support the building of schema; enabling students to retain knowledge in their long-term memory. Developing an understanding of the commonalities and differences across musical genres through the three core musical disciplines; Listening and appraising, performing and composing.
- Selecting a range of composers and musicians who embody the best that has been thought, said and created, as well as those who have fundamentally changed the direction of music and its influence on the world. This multiplicity of composers and musicians enables students to make connections from genre-to-genre and genre-to-world enabling them to experience new genres of music whilst respecting and appreciating the musical preferences of others.
- Working within trust wide cross-cutting team to discuss the most powerful knowledge and the sequencing of this knowledge.

The threshold concepts in our subject are:

- Musical Language-Music is a language with its own vocabulary and grammar. In order to get the most out of music, we need to be fluent in this language. It is vital to understand key terms, the way music is composed and performed as well as patterns, textures and harmonic devices.
- Context and Appreciation-Music is a universal language that has evolved through time and represents all cultures and countries within our world. It is important that we take time to understand and appreciate the music of the past and the music of different cultures; giving us a well-rounded view of the world we live in.
- Structure-Music is organised in many different ways. It can be structured through pitch, rhythm, form, harmony and instrumentation. It is important to develop an understanding of different musical structures with a focus around the elements of music.
- Performance and Communication-Music provides opportunities for people to share emotions, intentions and meanings. When we perform, not only do we deepen our understanding of music as a language, we develop our own methods of communication and expression. This can be on an individual basis or an experience we share with others.
- Compositional Intent-All great music has the power to affect the way we feel about something and can spark emotions. We connect with music through its intent. By understanding the conventions of composition and the way musical ideas can be manipulated, students can compose music that meets their intentions; giving them the opportunity to be creative in their approaches to composing whilst expressing their own feelings and emotions through their music.

In order to achieve a true understanding of Music, topics have been intelligently sequenced based on the following rationale:

- Our curriculum is centered on three core disciplines: listening and appraising, performing and composing. These core disciplines are taught through a variety of musical structures, styles, genres and traditions to support the building of schema, enabling students to retain knowledge in their long-term memory. This also enables students to develop their understanding of the commonalities and differences across musical genres.
- The Music curriculum is built upon developing musical literacy. Key vocabulary is introduced each lesson via the Frayer Model and knowledge organisers. It is continually revisited and reinforced through continuous low-stakes quizzing. This helps with knowledge retention and supports flexibility of application.
- The level of rigour and challenge develops through each year and key stage and has been planned coherently, building towards cumulative substantive and disciplinary knowledge. The knowledge of the elements of music builds in difficulty and complexity across the years. In addition to this, the complexity of the performance pieces and the composition activities develops in conjunction with the theoretical knowledge of music as the curriculum builds and develops. This has been mapped coherently across the curriculum. An example of this is in the teaching of rhythm. Simple rhythms and time signatures are taught in year 7. This is built on with in year 8 with a study of African music where the rhythms are more complex; incorporating dotted rhythms, syncopation and poly-rhythms. This is further developed in year 9 through the study of Samba with a focus on cyclic rhythms, ostinato, and improvisation.
- Vocal and instrumental fluency, accuracy and expressiveness is developed and students can listen with increasing discrimination and awareness to inform their practice as musicians. The pieces of music that are performed become increasing more challenging and incorporate techniques that support the building of schema through disciplinary tasks.
- Knowledge of the musical elements is built on with increasing complexity. This knowledge can then be used in the composition of effective pieces of music with a clear purpose and intention, supporting the understanding of a wide variety of musical styles.

The Music curriculum will address social disadvantage and actively seeks to tell the stories of the marginalised by:

- Heavily contributing to the development of cultural capital, through the study of music from different countries and cultures. In addition to this, the extra-curricular program we have on offer provides a rich cultural experience. Students are encouraged to celebrate their own musical cultures through performance, composition and appraising.
- Literacy is the key to education and a successful life, and Music is a significant vehicle in promoting this. The subject depends on frequent application of Tier 2 and 3 vocabulary, which stems from a variety of different languages. This inspires and challenges students to engage with all musical literacy available to them; developing their understanding of music as a universal language.
- Providing the opportunity for all students to learn how to play a variety of different instruments. This takes place within classroom lessons, extra-curricular activities and peripatetic provision. Giving the students the opportunity to play instruments from a variety of countries and experience the musical traditions of different cultures builds their cultural capital and appreciation of the world we live in.
- Giving students the opportunity to explore their own musical passions through instrumental tuition and extra-curricular groups. Experiencing Music outside of the classroom setting through events and educational visits helps students to make positive contributions to the community whilst developing their social skills and knowledge of our world.

We fully believe Music can contribute to the personal development of students at Dixons Fazakerley Academy by:

- Being a creative outlet for many students placing an emphasis on self-expression. Students are immersed in group and individual activities within a safe and supportive environment; developing respect for the musical preferences of others whilst sharing a mutual love of musical genres, thus contributing to a feeling of community.
- Providing a knowledge rich curriculum and extra-curricular opportunities to support the development of well-rounded individuals that are able to succeed; learning to work collaboratively, boosting confidence, developing the ability to interact

socially whilst fostering talents and developing new skills. This supports students in their quest to pursue a rewarding career that leads to a purposeful and happy life.

- Using the knowledge gained from the study of Music to build tolerance and acceptance in modern society. As we expose students to diverse and varied musical cultures, they begin to build up the tools needed in order to become positive citizens.

At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- We have a programme of visitors and visits linked to careers in Music and the arts. For example, we have a film music lecturer and composer that delivers a workshop with Year 9. In Years 7 and 8, students are given the opportunity to visit a local theatre to experience live music and theatre thus increasing their appreciation of music and the arts whilst developing their understanding of the roles within the music industry.
- Throughout all key stages, students will encounter a wide-range range of vocations. They will look at the practical vocations related to the subject such as instrumentalists, singers, composers, session musicians and conductors as well as the theoretical vocation associated with the subject; musicologists, music therapists and technicians.
- Each topic taught has a 'careers spotlight', where students will explore a profession linked to that particular unit of work. Where the practical nature of the subject is explored, professions linked to this are explored. For example, when the students study the nuances of film music, they will develop their understanding of how music is used to create emotion with film. They will compose their own leitmotif and explore the career of a jingle composer and a musicologist; careers that are linked to the topic of exploration. A mixture of performance, compositional and theoretical careers are spotlighted.

We teach beyond the requirements of the National Curriculum by:

- We promote resources linked to taught material and beyond, so that pupils can explore Music out of genuine interest rather than as a school subject. Peripatetic tuition is given to all year 7 students in a range of instruments, giving them the chance to explore their musical interests outside of the curriculum. Another example of this is when Film Music is taught in year 9. Students are given the opportunity to explore a wider variety of film music styles through performance and composition, allowing for creativity and practical application beyond that expected within the National Curriculum.
- The department will arrange for external trips that can allow pupils to develop the knowledge they have acquired. Regular theatre visits for all year groups will be arranged for students to see live musicians performing a wide variety of musical styles. Visits to the British Music Experience will enhance the musical knowledge of our students and further opportunities will be given for the students to perform with students from across the city as part of larger ensembles, developing their performance abilities and appreciation of music.