School's Curriculum Vision:

Hope Academy is a family, guided by Christian love, in which we serve our whole community with empathy and compassion, helping every member to flourish so all can pursue a rich and full life.

Our curriculum is designed to encourage a love of life-long learning, guided by the ultimate Christian value of love. We work to ensure that our curriculum makes our school's vision a reality and that every member of our Hope family can flourish and be the best that they can be.

Faculty: Music

Subject Vision: *Our aim in Creative Arts is to stimulate creativity through our students, allowing them to articulate through expression in their work. We inspire students to develop their skills regardless of ability and motivate them to achieve their highest potential in a holistic environment using a multidisciplinary approach. We aim to create a deep appreciation of the Arts and our place within the real world.*

Curriculum Policy

Subject Curriculum Mapping – Overview

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	**Topic**	Theory and performing	Theory and performing	Harry Potter and the Musical Elements	Harry Potter and the Musical Elements	Samba Drumming	Chords
	National Curriculum references & links	To play and perform confidently in a range of solo contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use staff and other relevant notations appropriately. To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.					
	Summative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	Performing, composing assessments using differentiated success criteria,		Performing, composing assessments using differentiated success criteria,		Performing, composing assessments using differentiated success criteria,	

		students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam.		students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam		students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam
	Formative Assessment Hope Academy Assessment Model.docx Subject Assessment Model Overviews	*Verbal feedback* *Whiteboards* *Teacher Feedback* *Peer/Self-Assessment* *Listening Tasks* *Progress Booklets* *as applicable*		*Verbal feedback* *Whiteboards* *Teacher Feedback* *Peer/Self-Assessment* *Listening Tasks* *Progress Booklets* *as applicable*		*Verbal feedback* *Whiteboards* *Teacher Feedback* *Peer/Self-Assessment* *Listening Tasks* *Progress Booklets* *as applicable*

Intent & Rationale:

Students are taught how to Understand Music through Listening, Performing and Composing. They are taught a wide range of musical vocabulary through actively doing a range of musical activities. They are taught how to identify notes on the stave and identify rhythms. Students learn about the Elements of Music as a foundation to access the rest of the curriculum, the first topic is based around the core skills.

Students are taught how to perform with fluency and accuracy of rhythm and pitch. They are given a composing framework in which to compose successfully within a given musical structure. Work is vastly differentiated to stretch and challenge all learners irrespective of their starting points. They learn how chords are structured. They also learn about the culture of World Music. They go on to also work as a soloist or within an ensemble.

Reading & Literacy:

References to key texts/books throughout the year that students are exposed to - Literary Canon Overview MUSIC.docx

KS3 CURRICULUM			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8		**Topic**	Blues Music	Blues Music	Chordal Workout	Chordal Workout	EDM	Song Writing
		National Curriculum references & links	To play and perform confidently in a range of solo contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use staff and other relevant notations appropriately. To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.					
		Summative Assessment	Performing, composing assessments using differentiated success criteria, students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam.		Performing, composing assessments using differentiated success criteria, students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam.		Performing, composing assessments using differentiated success criteria, students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam.	
		Formative Assessment	*Verbal feedback* *Whiteboards* *Teacher Feedback* *Peer/Self-Assessment* *Listening Tasks* *Progress Booklets as applicable*		*Verbal feedback* *Whiteboards* *Teacher Feedback* *Peer/Self-Assessment* *Listening Tasks* *Progress Booklets as applicable*		*Verbal feedback* *Whiteboards* *Teacher Feedback* *Peer/Self-Assessment* *Listening Tasks* *Progress Booklets as applicable*	

Intent & Rationale: *Students build on their previous Knowledge. They learn about the structure of music and are taught how to identify various musical elements. They perform, improvise and compose using given structures in which to work from. They learn about the 12-bar blues as well as scales and the culture of Blues Music. They are taught how to build their knowledge of chords and how chords can be inverted and performed in different ways. They also work with Music Technology to Compose within a Binary Form structure using knowledge gained of Chords and Melody throughout Y8. Students also learn to use their voices, to create and compose music on their own and with others, have the opportunity to learn different musical instruments, use technology*
appropriately and have the opportunity to progress to the next level of musical mastery and understand and explore how music is created, produced and communicated using pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Reading & Literacy:
References to key texts/books throughout the year that students are exposed to - Literary Canon Overview MUSIC.docx

KS3 CURRICULUM		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	**Topic**	Theme and Variations	Theme and Variations	Reggae	Reggae	Solo Performing	Ensemble performance
	National Curriculum references & links	To play and perform confidently in a range of solo contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use staff and other relevant notations appropriately. To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions.					
	Summative Assessment	Performing, composing assessments using differentiated success criteria, students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam.	Performing, composing assessments using differentiated success criteria, students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam.		Performing, composing assessments using differentiated success criteria, students will be given a mark out of 20 for both performing and composing depending on the nature of the assessment. Written Theory Exam.		
	Formative Assessment						

Y9 Intent & Rationale:
Students are taught how to Listen, Perform and Compose Music. They build on their knowledge of Musical Elements in Y7 and Y8 and are taught how to Perform/Compose in a musical style using musical structure and form. They work with musical composition devices e.g., drones and Alberti bass, and are taught how to perform in different musical styles. They are taught how to navigate pieces of music and perform/compose with fluency, accuracy of rhythm, melodic development and pitch. They listen to different composers and artists to develop and underpin their understanding of Music. Students go on to further develop performing skills as both a Soloist and working within an Ensemble. Further developing a mastery of accuracy and expression when performing as a musician both by themselves and with other students.

Reading & Literacy:
References to key texts/books throughout the year that students are exposed to - Literary Canon Overview MUSIC.docx

KS4 CURRICULUM			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10		**Topic**	Component 1- Understanding Music Component 2- Performing Music	Component 1- Understanding Music. Component 2- Performing Music. Component 3- Composing Music.	Component 1- Understanding Music. Component 2- Performing Music. Component 3- Composing Music.	Component 1- Understanding Music. Component 2- Performing Music. Component 3- Composing Music.	Component 1- Understanding Music. Component 2- Performing Music. Component 3- Composing Music.	Component 1- Understanding Music. Component 2- Performing Music. Component 3- Composing Music.
		GCSE Specification Points	AQA GCSE MUSIC SPECIFICATON					
		Summative Assessment	Ongoing assessment on Component 2.	On going Assessment on Component 2 and 3.	On going Assessment on Component 2 and 3.	On going Assessment on Component 1 and 3.	On going Assessment on Component 2 and 3.	Ongoing Assessment of all three Components.
		Formative Assessment	*Assessed on Component 1.*	Assessed on Component 1.	Interim Assessment on Component 2 and 3.	Assessment on Component 2.	Assessment on Component 1.	First draft Assessment on Component 3.
	Y10 Intent & Rationale: Students to develop their Understanding of Musical Elements and how to analyse music through 4 Areas of study- Western Classical Tradition from 1650-1910, Popular Music, Traditional Music, Western Classical Music from 1910 onwards. They will also be taught how to perform with accuracy of rhythm, pitch, fluency and intonation as applicable, as well as the use of expression. Students will go on to Compose using Elements of Music within a given structure that personalises the needs of the students' musical style and genres.							
	Reading & Literacy: *References to key texts/books throughout the year that students are exposed to -* Literary Canon Overview MUSIC.docx							

KS4 CURRICULUM			Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11		Topic						
		GCSE Specification Points	**AQA GCSE MUSIC SPECIFICATON**					
		Summative Assessment	*3 Core assessments across each year* Hope Academy Assessment Model.docx Subject Assessment Model Overviews					
		Formative Assessment	*9 core and 3 option across pieces planned across year* Hope Academy Assessment Model.docx Subject Assessment Model Overviews					
	Y11 Intent & Rationale:							
	Reading & Literacy: *References to key texts/books throughout the year that students are exposed to* - Literary Canon Audit							