

## OCL Music Curriculum: Statement of Intent

### Purpose of study

We begin with the assumption that all children are musical and have a right to learn music. Music is fundamental to being human and all can develop their identity, a sense of belonging and their character through rehearsing, playing, singing, creating, appreciating and listening to music. Through the Oasis Music Curriculum our students will grow into adults who enjoy, appreciate and engage with music throughout their lives.

We value character, competence and community in our curriculum:

- **Character:** Engaging all pupils in musical learning that develops creativity, resilience and the confidence to express feelings and thoughts, experiment with new musical ideas and grow imaginations.
- **Competence:** Developing pupils' ability to make music well so that musical outcomes are excellent and aspirations are raised. Ensuring that all are equipped for further musical study if they choose it.
- **Community:** Inspiring all pupils to develop a lifelong love, appreciation and understanding of a wide range of musical styles and traditions. Ensuring all experience the power of music to celebrate, bring joy, include, to draw people together, understand others and facilitate positive connection.



### Aims

Through our carefully sequenced and ambitious curriculum we intend:

1. To equip all students with the knowledge, skills and understanding so that they will know how to make music well, being able to\*\*:
  - Play an instrument alone and with others
  - Sing and use their voices
  - Create their own music, composing and improvising alone and with others
  - Use and understand notation
  - Use music technology to create and reproduce music
  - Describe and analyse music using the musical elements: dynamics, rhythms, instrumentation, pitch, structure, harmony, tempo, articulation, timbre, texture.
2. To induct all students into existing musical traditions and their practices of making-music, through:
  - performing, listening to, reviewing and evaluating music across a range of historical periods, genres, cultures and traditions, including the works of great composers and musicians
  - engaging in extracurricular clubs and enrichment activities that allow them to develop their own musical interests and skills
  - working with professional musicians from a range of musical traditions
  - watching and taking part in live musical performances

3. To enable all students to develop their character, competence and sense of community through music, evidenced by:

- a lifelong love of music and a belief that they can be musicians
- resilience to rehearse, improve, perform, give and take feedback and reflect effectively
- empathy, sensitivity, understanding and openness to others
- performing confidence, collaboration and leadership skills
- an understanding of music's role in shaping individuals, culture and community for good

\*description of musical learning taken from: [https://www.ism.org/images/images/ISM\\_The-National-Curriculum-for-Music-booklet\\_KS3\\_2019\\_digital.pdf](https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_KS3_2019_digital.pdf)

\*\*Headings for this section inspired by the writings of John Finney's blog here: <https://jfin107.wordpress.com/2017/11/30/instrumental-skills-v-musical-knowledge/>

### Core concepts and end points

The Oasis Music curriculum is carefully planned so that core musical skills, knowledge and understanding are developed and students become more competent musicians over time. Knowledge *of* music is developed through 'learning *in* and *through* music, not solely *about* music'\*

Our 'End Points' clarify what we expect all of our students by the end of Year 9 and those who choose music by the end of Year 11 to know and to be able do. These end points are referenced in the long term plan below.

Core Concept	End Point Year 9	End Point Year 11
<b>General musicianship:</b> sense of pulse, pitch, notation reading, interpretation, musical memory, rehearsal skills	<p>G1. Has a sense of pulse and pitch so can play in time and sing in tune in a range of styles, on chosen instrument and using music technology.</p> <p>G2. Knows note values from a limited range of rhythms used in staff notation.</p> <p>G3. Knows how pitch is expressed in staff notation and can identify notes on a stave.</p> <p>G4. Can remember, copy back and play or sing short musical phrases.</p> <p>G5. Can use simple staff notation to play music.</p> <p>G6. Can use other forms of notation to play and create music.</p> <p>G7. Knows that rehearsal is an essential practice for musicians</p>	<p>G1. Can play in time on chosen instrument and using music technology and can follow pitch.</p> <p>G2. Knows what keys, scales, chords, time signatures and bars are and can identify them on scores or by listening to music.</p> <p>G3. Can repeat and dictate rhythmic phrases and melodies (GCSE only).</p> <p>G4. Can use staff or other notation to play pieces on chosen instrument.</p> <p>G5. Can follow a staff notation score of a melody (GCSE only).</p> <p>G6. Can rehearse effectively independently for extended periods of time.</p> <p>G7. Knows rehearsal techniques for their chosen instrument</p>

	<p>G8. Knows rehearsal techniques and how to ensure that rehearsal time is effective</p> <p>G9. Can rehearse effectively</p> <p>G10. Can seek and respond to feedback and adjust playing or composition in response.</p> <p>G11. Has a sense of the power, impact and enjoyment that can come from making and hearing music.</p>	<p>G8. Can use rehearsal techniques effectively on a chosen instrument</p> <p>G9. Can reflect effectively on feedback from others or from recordings and make changes to playing or composing in response.</p> <p>G10. Has a deep understanding of the power, impact and enjoyment that can come from making and hearing music.</p>
<b>Instrumental and vocal skills</b>	<p>I1. Can play simple parts on a chosen instrument in a range of styles accurately and fluently.</p> <p>I2. Can sing simple parts in a range of styles accurately and expressively.</p> <p>I3. Can perform alone and with others with confidence in front of an audience.</p>	<p>I1. Can play full self selected pieces on a chosen instrument (or by using their voice) accurately, fluently and expressively.</p> <p>I2. Can play given melodies, chords or rhythms from a range of styles on a chosen instrument accurately, fluently and expressively.</p> <p>I3. Can perform polished pieces, in a range of contexts, alone and with others, in front of an audience.</p> <p>I4. Can sing in a ranges of styles accurately and expressively.</p>
<b>Ensemble skills</b>	<p>E1. Can play and sing in time and with sensitivity with others.</p> <p>E2. Knows that ensemble rehearsal is an essential practice for musicians</p> <p>E3. Knows ensemble rehearsal techniques and how to ensure that ensemble rehearsal time is effective.</p> <p>E4. Knows that idea sharing, listening to others, sensitivity, humility, self control, listening and resilience are essential to successful ensemble working and can demonstrate these in rehearsal.</p>	<p>E1. Can play on a chosen instrument, with sensitivity and expressively using contrast with others.</p> <p>E2. Can play accurately and fluently with others in a range of styles.</p> <p>E3. Can rehearse effectively, independently in an ensemble for extended periods of time.</p> <p>E4. Can reflect on own contribution to an ensemble and adjust and improve as a result.</p>

<p><b>Vocabulary and context</b></p>	<p>V1. Knows the musical elements and can identify them in music.</p> <p>V2. Knows that the musical elements can be used in music to represent feeling, thought or action and can identify them in use in music.</p> <p>V3. Knows the musical features of a limited range of musical styles and can identify them in music.</p> <p>V4. Knows that cultural, social and historical context shapes how and why music is created and received.</p> <p>V5. Knows the cultural and historical context of classical and romantic orchestral music, jazz and traditional music from a range of countries.</p> <p>V6. Knows that music has a role in expressing and/or shaping individuals, culture and community and examples of this.</p> <p>V7. Knows the names of orchestral instruments and can identify them.</p> <p>V8. Knows the techniques used by band instruments and can identify them in music.</p>	<p>V1. Knows detailed language related to each of the musical elements and can identify and describe them as used by individual parts in music.</p> <p>V2. Can explain how musical elements are used in music independently and in combination to represent feeling, thought or action.</p> <p>V3. Knows the musical features of a broad range of musical styles and can identify them in music.</p> <p>V4. Knows the cultural and historical context of Baroque, Classical and Romantic orchestral music (GCSE only), popular music through time and a range of traditional musical styles from around the world.</p> <p>V5. Knows a range of examples of music expressing the experiences of and/or shaping individuals, culture and community</p> <p>V6. Knows the techniques used by orchestral instruments and can identify them in music.</p> <p>V7. Knows the techniques used by band instruments in particular styles and can identify them in music.</p>
<p><b>Composition and improvisation</b></p>	<p>C1. Knows what composers are and specifically about Haydn, Beethoven, Grieg, John Williams and Ella Fitzgerald.</p> <p>C2. Can improvise short rhythms and melodies within given structures and styles.</p> <p>C3. Can compose musically coherent chord progressions, rhythms, melodies and riffs in given styles within set structures.</p> <p>C4. Can compose musical ideas using limited musical elements to represent feeling, thought or action within set structures.</p> <p>C5. Can use simple staff notation and other forms of notation to write simple musical scores.</p>	<p>C1. Knows a range of composers from throughout history and across styles</p> <p>C2. Can improvise melodies and rhythms in a range of styles and using a range of given scales, keys, rhythm patterns and chord sequences.</p> <p>C3. Can compose musically coherent chord progressions, rhythms, melodies and riffs in a range of given styles using appropriate musical features.</p> <p>C4. Can compose music using a range of musical elements to represent a range of feelings, thoughts and actions.</p> <p>C5. Can develop musical ideas using a range of compositional techniques.</p>

	C6. Can arrange or remix musical ideas composed by others	C6. Can independently compose full pieces using appropriate instrumentation, musical features, structures and other elements in given styles. C7. Can create scores for compositions.
<b>Music technology</b>	M1. Knows what a sequencer is and all terminology related to simple sequencing. M2. Can sequence simple parts effectively, including using loops, recording and editing midi and audio.	M1. Knows how music technology has been used in the creation of music from a range of styles. M2. Can use music technology to produce full pieces of music using multiple tracks effectively, including using loops, recording and editing midi and audio.
<b>Vocational knowledge</b>	VK1. Knows of some of the careers available in the music industry VK2. Knows of the requirements for working in the music industry	<b>(BTEC KS4 route only)</b> VK1. Knows that there are a range of careers available in the music industry VK2. Knows the professional skills required for musicians to be successful in the music industry VK3. Knows the methods available to record musical progress and outcomes. VK4. Knows what audits and SMART targets are VK5. Knows what a brief is and what it means for a musician to fulfil a brief VK6. Can audit musical and professional skills effectively. VK7. Can set appropriate targets for development and work towards them in a development plan.