



Music Curriculum Map

Intent:

The curriculum has been designed to empower students with virtues that enable them to excel academically and spiritually inspiring them to serve humanity selflessly (Nishkam), with an abundance of love, compassion and forgiveness. The curriculum aims to support students to learn about peace, forgiveness, love and faith in the Divine through their academic subjects, faith practice and personal development.

Our curriculum is constructed around our vision to ensure we remain:

Faith-inspired: learning from the wisdom of religion

Our students explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support students to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

Virtues-led: nurturing compassionate, responsible human beings

We believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our students, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable students to understand their choices in order to help lead better lives. Our students become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith. Students learn to experience faith through lived out through righteous living in thought, action and deed.

Aspiring for Excellence: in all that we do.

Our students and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social, intellectual and physical life. We foster a school culture which inspires optimism and confidence, hope and determination for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Students gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

The curriculum at Nishkam School West London has been carefully crafted to be broad, balanced and stimulating, giving every Nishkam student the opportunity to be knowledgeable, multi-skilled, highly literate, highly numerate, creative, expressive, compassionate and

confident people. Knowledge-rich, skills based and Faith-inspired, the Curriculum at Nishkam School West London is delivered through three **Golden Threads** that are unique to our ethos and virtues:

1	Love and forgiveness vs. Enmity and Hate
2	Peace and Collaboration vs. Conflict and War
3	Trust in God

Every composite of our curriculum is constructed of components that have each of these threads at their core. These elements can be clearly identified in our subject-based curriculum maps and schemes of learning documents.

The Nishkam vision for music is centred on exposing students to a wide variety of musical styles and equipping them with the skills required to express their individuality and creativity through performance and composition tasks in these styles. Students develop accountability for their musical development through practicing the virtues of Determination and Self-Discipline throughout the Music curriculum.

From EYFS through to KS4, the curriculum is designed to develop:

- Proficiency on a wide range of instruments, including singing, keyboard and ukulele
- An awareness of various styles of Music and Theory topics
- An understanding of musical language and terminology related to each style/topic, thereby developing their literacy skills and ability to analyse and describe what they are listening to
- An ability to apply key musical terminology when creating a composition or performing a piece of Music
- Numeracy skills through learning to work with music notation, and incorporate critical thinking and analysis skills when discussing or creating a piece of music
- Experience of musical styles/terminology through attending live musical performances

Music offers students at Nishkam School West London the opportunity to develop skills, knowledge and confidence in both performance and composition. Students are encouraged to connect with and value a wide range of musical styles and use musical elements key terminology to underpin understanding. In music, students are encouraged to take risks, hard work is valued, and success is celebrated.

Outside the classroom, music enriches our life at Nishkam; it is an integral part of assembly time, a tool within our daily routines, as well as a powerful vehicle by which many of us pray. Through music, we are brought together as a community, and reminded of our shared goal, to work and live by the Nishkam virtues. Students are given opportunities to learn outside the classroom through concerts, trips and work in the community (service). Our instrumental program means those who wish to can develop skills in individual instruments with trained specialists.

Our goal is that music equips students for further study, as well as providing a lifelong enjoyment and appreciation of the subject.

Implementation:

The Music curriculum at Nishkam School West London allows students the opportunity to experience a wide range of musical styles, including Classical, Popular, Blues, Reggae and Musical Theatre. Schemes based on these styles are taught through an integrated approach combining the three areas of Composition, Listening and Performance, and students are given extensive opportunities to participate in activities across each area, thus developing their skills in each one leading to their overall development as musicians. The Primary Phase is guided by the Kapow Scheme and allows full coverage of the EYFS, KS1 and KS2 Music curriculum with content organised into four strands: Performing, Listening, Composing and The History of Music.

Through performance, Nishkam students develop fluency on multiple instruments, including keyboard, singing and ukulele – this is crucial to their musical development, and they can consolidate their understanding of musical terminology through understanding how the terminology applies on various instruments.

Musical terminology, based on the elements of Music, is incorporated throughout all schemes, & students are prepared for further study at GCSE level by having regular opportunities to listen to and appraise pieces of music, using descriptive key words & musical elements.

Students are also given instruction on use of Music Technology, e.g. Garageband software on iPads, in order to equip them with the skills necessary to compose music using technology. This further prepares them for the composition coursework they will undertake at GCSE and A level.

Curriculum Overview

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
EYFS	<p>Early Learning Goal: Being Imaginative & Expressive</p> <ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs.• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. <p>Expressive Arts & Design</p> <ul style="list-style-type: none">• Explore, use and refine a variety of artistic effects to express their ideas and feelings.• Return to and build on their previous learning, refining ideas and developing their ability to represent them.• Create collaboratively, sharing ideas, resources and skills.• Listen attentively, move to and talk about music, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Explore and engage in music making and dance, performing solo or in groups. <p>Communication & Language</p> <ul style="list-style-type: none">• Listen carefully to rhymes and songs, paying attention to how they sound.• Learn rhymes, poems and songs.					

	Physical Development <ul style="list-style-type: none"> Combine different movements with ease & fluency. 					
1	Keeping the Pulse (Theme: My Favourite Things)	Tempo (Theme: Snail & Mouse)	Dynamics (Theme: Seaside)	Sound Patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical Symbols (Theme: Under the sea)
2	Call and Response (Theme: Animals)	Instruments (Theme: Musical Storytelling)	Singing (On this island)	Contrasting Dynamics (Theme: Space)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical Me)
3	Ballads Ukulele Lessons	Creating compositions in response to an animation (Theme: Mountains) Ukulele Lessons	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
4	Rock and roll	Body and tuned percussion (Theme: Rainforests)	Adapting and transposing motifs (Theme: Romans) Ukulele Lessons	Haiku, music and performance (Theme: Hanami festival) Ukulele Lessons	Samba and carnival sounds and instruments (Theme: South America)	Changes in pitch, tempo and dynamics (Theme: Rivers)
5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing Ukulele Lesson	Musical theatre Ukulele Lesson

6	Baroque	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' Song
7	Singing <ul style="list-style-type: none"> Vocal technique – posture & breathing Rhythm, pitch & melody Class ensemble – singing 'Lean on Me' and 'Pompeii' 	Rhythm <ul style="list-style-type: none"> Note symbols & values/beats Performing simple rhythms Time signatures Composing & performing group rhythm piece Body percussion 	Keyboard Skills <ul style="list-style-type: none"> Identifying keyboard notes, sharps and flats Right/left hand fingering Triad chords Performance of 'Für Elise' melody/chords 	Pitch notation <ul style="list-style-type: none"> Reading notes on treble & bass staves Reading ledger line notes Performance of 'Tetris Theme' using stave notation 	Instruments of the Orchestra <ul style="list-style-type: none"> Sections of orchestra – Strings, Woodwind, Brass & Percussion Performing orchestra instruments themes from 'Peter and the Wolf' Group presentation on orchestra section 	Musical Elements <ul style="list-style-type: none"> Identifying & describing elements using MAD TSHIRT Performance of Frère Jacques using varied elements
8	Ukulele Skills <ul style="list-style-type: none"> Holding, strumming & plucking ukulele Reading tab & performing riffs Reading chord diagrams Performing chords to 'Riptide' 	Blues <ul style="list-style-type: none"> 12 bar blues chord sequence Walking bass line Blues scale Improvisation 	Reggae <ul style="list-style-type: none"> Primary/secondary chords Strong/weak beats & syncopation Bass lines Lyric writing 	Rock <ul style="list-style-type: none"> Power chords Performing rock riffs on ukulele/keyboard Rock guitar techniques (slides, bends) Performance of 'Seven Nation Army' 	Theme and Variation <ul style="list-style-type: none"> Varying a theme through 'changing' techniques, e.g. changing dynamics, tempo, and 'adding' techniques, e.g. adding countermelody Using more complex variation 	Song writing <ul style="list-style-type: none"> Composing chord progressions using major and minor triads Writing song lyrics Composing a melody Rehearsing and recording final performance of song

					techniques (augmentation, diminution)	
9	Film Music 1 (Leitmotifs) <ul style="list-style-type: none"> • Intervals & how they are used in film music • Scales • Performing leitmotifs • Composing & developing a leitmotif 	Film Music 2 (Genres) <ul style="list-style-type: none"> • Composing music for Action, Horror & Tearjerker films • Mickey-mousing/sound effects • Composing soundtrack in Garageband to fit with video clip 	Musical Theatre <ul style="list-style-type: none"> • Song types (solos, duets, chorus) • Performance of 'This is Me' • Recitative style singing • Composing Musical Theatre song in groups 	Cover Songs <ul style="list-style-type: none"> • Analysing original & cover version of song using musical elements • Performing cover version of pop song in pairs 	Form & Structure <ul style="list-style-type: none"> • Classical music structures (binary, ternary & rondo form) • Listening/analysis of pieces by classical composers • Composing a piece using a classical structure 	Classical Music periods <ul style="list-style-type: none"> • Musical features of the Baroque, Classical and Romantic periods • Keyboard and ukulele performances of Classical pieces by Pachelbel, Beethoven and Mozart

10	<p>Music Theory</p> <ul style="list-style-type: none"> Students gain an understanding of theory topics, enabling them to read & write using music notation <p>Musical Elements</p> <ul style="list-style-type: none"> Students develop range of vocabulary to describe musical elements, & learn to identify elements by ear <p>Ensemble performance</p> <ul style="list-style-type: none"> Students prepare a group arrangement of a pop song, learning recording techniques and how to create contrast by changing 	<p>Musical Elements (continued)</p> <ul style="list-style-type: none"> Students continue to develop range of vocabulary to describe musical elements, & learn to identify elements by ear <p>Working with DAWs/Notation Software</p> <ul style="list-style-type: none"> Students learn to use notation/recording software similar to ones used in recording studios, and use these to create a short composition 	<p>Africa Set Work (Analysis)</p> <ul style="list-style-type: none"> Students study their first set work which will appear on their appraising exam; they learn to analyse & describe how different musical elements are used in the song <p>Composition 1 – Pop</p> <ul style="list-style-type: none"> Students create their first full length composition in a pop style, using a DAW or notation software 	<p>Composition 1 – Pop (continued)</p> <ul style="list-style-type: none"> Students finish creating their first full length composition in a pop style, using a DAW or notation software 	<p>Badinerie Set Work (Analysis)</p> <ul style="list-style-type: none"> Students analyse their final set work, again examining how musical elements are used within the piece <p>Composition 2 – Classical</p> <ul style="list-style-type: none"> Students begin work on their second composition, this time writing in a classical style 	<p>KAT 3 Revision</p> <ul style="list-style-type: none"> Revision of Music Theory, Musical Elements and Set Works Practicing exam style listening Qs <p>Composition 2 – Classical (continued)</p> <ul style="list-style-type: none"> Students finish creating their classical composition
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	musical elements					
11	<p>Melodic/Rhythmic Dictation</p> <ul style="list-style-type: none"> Students develop their ability to write down, or dictate a tune or rhythm by ear <p>Brief Composition coursework</p> <ul style="list-style-type: none"> Students choose and begin work on one of the composition briefs set by the exam board 	<p>AOS3 Film Music/10 mark Q technique</p> <ul style="list-style-type: none"> Students analyse how musical elements are used within film music, and learn how to approach the appraising exam 10 mark Q <p>Brief Composition coursework</p> <ul style="list-style-type: none"> Students finish completing their composition to a brief set by the exam board 	<p>AOS2 Music for Ensemble</p> <ul style="list-style-type: none"> Students explore the various ensemble types/instrument combinations used in popular & classical music <p>Coursework Submission</p> <ul style="list-style-type: none"> Students complete documents to be submitted with coursework, e.g. composition logs. Performance coursework is recorded in January & March of Y11 	<p>AOS4 Popular Music</p> <ul style="list-style-type: none"> Students explore different pop genres & features typical of each style <p>Coursework Submission</p> <ul style="list-style-type: none"> Students complete documents to be submitted with coursework, e.g. composition logs. 	<p>Revision/appraising exam practice</p> <ul style="list-style-type: none"> Students revise appraising exam topics such as set works, dictation & musical elements, & practice exam technique 	

Enrichment Opportunities:

Students are exposed to a range of musical styles which help them understand and appreciate the role of music across the world. Students are encouraged to use the language of music to describe the sounds that they hear. Students can track change across time periods and understand the development of different styles of music.

All students are encouraged to engage in extra-curricular activities, with many students participating in peripatetic lessons. Hounslow music services provides additional opportunities for our students to perform in community concerts. Students are offered a variety of lunchtime clubs including choir and a range of instrumental ensemble and composition clubs.

As part of our music offer the students in the Primary Phase participate and perform in the annual Christmas Carol Concert. In the Secondary Phase, students are provided with opportunities to explore up-to-date music software to develop the skills of listening and composition throughout Key Stage 3 and 4. KS4 students attend a live performance by the London Philharmonic Orchestra which enables them to develop a deeper understanding of set work pieces covered in the GCSE course.

Year 6 to 7 Transition

Over the course of the academic year there is regular discussion with the Secondary Music Curriculum Lead and Primary Phase Music lead. There are opportunities for cross-phase leaders to spend time in classrooms and observe cross-phase. This provides the opportunity for collaboration on content studied across the Key Stages and the skills that are developed. This ensures that at Key Stage 3 we can build on and develop the foundations laid at Key Stage 2.

This collaboration has allowed us to develop a spiral curriculum with the Music intent at the forefront of the curriculum we have designed. We can explore themes and content in more detail and approach them from a wider range of perspectives. This ensures a curriculum design that is rooted in challenge at every stage and prepares students for the next stage in their Music career.

Impact:

Evidence of work will show a range of questions explored, links across the curriculum and work pitched to support and challenge a range of abilities and starting points. Formative assessment is an integral part of our approach to Teaching and Learning.

In the Primary phase, teachers use assessment for learning within lessons to provide live feedback to allow pupils to deepen their understanding and identify gaps in knowledge and skills. Knowledge reviews are planned for spaced retrieval and allow for misconceptions to be addressed and further embed pupils understanding of key knowledge, skills and vocabulary. The progression of skills and knowledge allows teachers to assess the impact over the course of a unit, year and across phases. The scheme of learning is used to identify prior links and future learning which informs teacher assessment and allows building blocks of learning to further develop schemas within topics and across subjects.

Summative assessments are used alongside knowledge organisers to assess the impact of learning at the end of a unit. This in turn informs future teaching adaptations, based on misconceptions and gaps in knowledge and skills. Enquiry questions are used to assess the impact of the teaching of knowledge, skills and vocabulary by allowing pupils to apply their understanding through reflections and critical thinking.

In the Secondary phase, over the course of their study, we will use weekly cumulative, in-class formative diagnostic assessments to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing students to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every full term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Curriculum Leader is given a report outlining the areas of strength and weakness. Curriculum Leaders use this information to inform future planning, support with additional interventions and set changes.