

Biddulph High School Curriculum Intent:

To deliver a broad and enriching curriculum through engaging and challenging lessons that provide a wide range of opportunities for all students to achieve their potential. Students will all be prepared to take their next steps in a diverse and ever changing future ready to make a positive contribution to society. Through a broad programme of extracurricular activities students will have the opportunities to showcase their talents and experience new challenges. We value individuals and all that they can offer as well as supporting each other with kindness and empathy.

Curriculum Intent for Music

'Remember: information is not knowledge; knowledge is not wisdom; wisdom is not truth; truth is not beauty; beauty is not love; love is not music; music is the best.' – Frank Zappa

Music at our school aims to engage, excite, and inspire. It is an integral part of the BHS experience. Our cutting-edge curriculum captures a diverse range of genres and artists which students engage with through performing, composing, and appraising. We aspire to enhance the love of learning and its efficacy by carefully planning for and facilitating each student's creative agency. Through fostering a safe and respectful environment, all students can find themselves and grow as individuals. They can also expect to be actively supported with further study, benefit from real industry experience and connections, and/or simply establish a lifelong enjoyment of Music.







Outside the classroom, the department provides a range of opportunities for students to learn through extracurricular activities, collaboration across the PET / Pyramid, and trips. We proudly believe that – because of these opportunities – our students are advantageous in terms of cultural capital. We wish for all students to share the same passion for Music (and the arts in general) that we do, and to allow enthusiasm, confidence, and curiosity to grow.



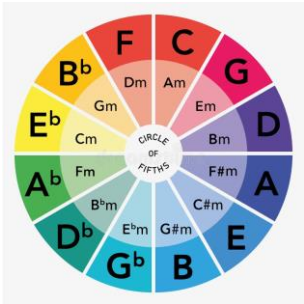




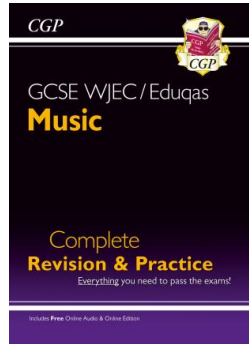




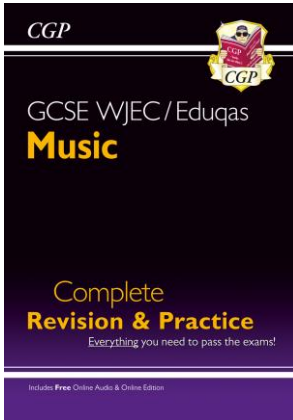
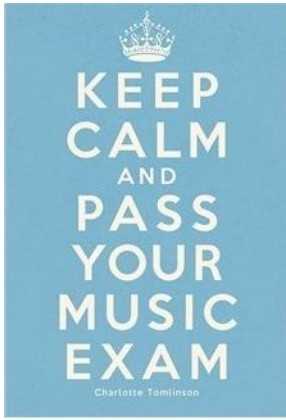
Scheme of Learning/Courses/Curriculum Map

The timeline of content for each year group is flexible, depending on the skill and experience of the students and the progress they are making.

Key Stage 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R 9	Elements of Music 	Keyboard Skills 	Popular Music 	Rap and Hip Hop 	Film and Video Game Music 	Blues 

Key Stage 4 – WJEC Eduqas GCSE in Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R 1 0	<p>Music Theory 101</p>  <p>Performing and composing begins</p>	<p>Musical Forms and Devices</p>  <p>First performances and compositions assessed</p>	<p>Popular Music</p>  <p>Ensembles formed</p> <p>Pop composition project</p>	<p>Music for Ensemble</p>  <p>Ensemble performance and pop composition assessed</p>	<p>Film Music</p>  <p>Work begins on final free comp</p>	<p>Revision</p>  <p>Free comp submitted</p>
Y E A R 1 1	<p>Set work: Africa by Toto</p>  <p>Work begins on comp to brief</p>	<p>Set work: Badinerie by J S Bach</p> 	<p>Revision</p> <p>Final work on performances and compositions</p> 	<p>Revision</p> <p>Final deadline for performing and composing</p> 	<p>Revision</p> 	<p>Exam</p> 

Year 9 Medium Term Overview

Music: Medium Term Overview Exemplar			
Year 9	Summer Half Term 1	Unit: Film and Video Game Music	No. of lessons: 3
<p>Overview/Intent: This unit focuses on the contemporary practice of sound design, building on the first three topics of the year: Elements of Music, Keyboard Skills, and Popular Music. Pupils learn about 'genre', Music's power to change what we see on screen, and the meaning of 'leitmotif'. This knowledge is then applied as they compose a soundtrack to a silent clip.</p>			
<p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. I can appreciate Music's power to change what we see on screen, understand the meaning of 'leitmotif', and have begun composing an original soundtrack to a silent clip 2. I have built understanding of 'genre' and 'leitmotif' in practice, improved my MIDI keyboard abilities, and developed my soundtrack to a silent clip 3. I understand 'genre' and 'leitmotif' in practice, have improved my MIDI keyboard abilities, and finished my soundtrack to a silent clip 	<p>Essential knowledge (what must students know):</p> <ul style="list-style-type: none"> • Meaning of 'genre' • Types of genre in film and video games • Music's power to influence our perception of 'genre' • Meaning of 'leitmotif' • The function of MIDI keyboards, interface, and a DAW • The significance of sound effects 	<p>Essential skills (what must students be able to demonstrate):</p> <ul style="list-style-type: none"> • Composition of a leitmotif for a character or setting in their chosen silent clip • Effective use of sound clips to complement the leitmotif and fill out the scene • Awareness of timestamps when aligning their soundtrack to video • Genre-based composition with an understanding of how it influences their chosen clip. • MIDI keyboard ability that improves across the three lessons • Ability to use equipment: Macs, Garageband, interfaces, headphones, splitters, MIDI keyboards, and required cables 	
<p>Career Links: Music Producer, Composer, Songwriter, Recording Engineer</p>			

GCSE Medium Term Overview

Music: Medium Term Overview Exemplar		
Year 10	Spring Half Term 1	
<p>Overview/Intent: The beginning of Y10 is an important time for Music students. They discover the three components of the GCSE specification (performing, composing, appraising), learn how to manage them simultaneously, and appreciate their holistic value. Appraising lessons begin a unit called Music Theory 101, equipping students with fundamental knowledge for the course. Composing lessons are focused on applying this knowledge. Performing lessons are largely concerned with building confidence and mutual respect, with an eye towards a solo assessment before Christmas.</p>		
<p>Learning Objectives (Appraising lessons 1-5):</p> <ol style="list-style-type: none"> 1. I can name, describe, and relate the 9 elements to music 2. I can read and perform basic note values, understand time signatures, and recognise how tempo is written 3. I can read notes on the treble clef, understand how scale patterns relate to the keyboard, and know the basics of key signatures and accidentals 4. I can identify rest symbols, understand ties and dots, and write my own rhythms 5. I can use the circle of fifths to read and write key signatures 	<p>Essential knowledge (what must students know):</p> <ul style="list-style-type: none"> • Elements of music: Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instruments, Rhythm, Texture • The basics of rhythm and tempo: Semibreve, Minim, Crotchet, Quaver, Time Signature, Bar, Barline, Tempo, bpm • Introduction to pitch: Staff / Stave, Treble Clef, Scale, Major Scale, Tone, Semitone, Key Signature, Octave, Accidental, Sharp, Flat, Natural • Continuing with rhythm: Rest, Ties, Dots, MuseScore • The circle of fifths: The Circle of Fifths, Key Signature, Sharps, Flats, Semitone, Stave, Scale 	<p>Essential skills (what must students be able to demonstrate):</p> <ul style="list-style-type: none"> • Understanding of the course requirements with responsible mindset for how it can be handled • Holistic attitude to course requirements • Consideration of instrumental lessons and a good reason for not taking them if so • Establishing fundamentals of appraising music through key words and theory knowledge • Ability to apply theory knowledge in composition • Secure ability to use equipment for composing e.g., computers, interfaces, headphones, software, MIDI keyboards etc • Growing confidence to perform in front of the teacher and their peers • Developing ability on their instrument with evidence
<p>Career Links: Music Producer, Vocalist, Songwriter, Recording Engineer, Composer, Music Journalist, Lyricist, Backing Singer, Instrumentalist</p>		