



Music Curriculum Plan 2022/2023



STOKE HIGH SCHOOL
- Ormiston Academy

OAT
Ormiston Academies Trust
An OAT Academy

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Rhythm & Pulse (Autumn 1) Texture & Structure (Autumn 2)		Pitch – Keyboard technique		Using IT in Music – Computer/Video game music	
Assessment Method	Baseline Assessment – theory and practical Performance and rehearsal skills – practical performance and composition assessment		Piano time performance exercises ABRSM Theory questions/exercises Linking to The elements of Music throughout		Practical Composition assessment using computers Listening questions	
School Values	RESPECT – Performance to peers INSPIRE – Promoting a love of Musical understanding ACHIEVE – Practical and theoretical Assessment. Building blocks of music.		RESPECT – Performance to peers INSPIRE – Use of keyboards ACHIEVE – Practical Assessment based on performance. Building theory knowledge to be able to access curriculum. Working towards ABRSM grade 1		RESPECT – Respectful use of ICT, working collaboratively INSPIRE – Use of ICT ACHIEVE – Practical composition using IT, relating to every day life.	
 Opportunities	CEIAG – The Elements of music i.e. learning notation / language SMSC – Cultural influences Cultural capital, character education, spiritual development E Safety – Online file sharing in school ENRICHMENT – Performance skills BRITISH VALUES – Individual liberty		CEIAG – Performance skills SMSC – Reflecting on self-development Cultural capital, character education, spiritual development ENRICHMENT – Performance skills BRITISH VALUES – Democracy		CEIAG – Development of skills – Keyboard technique SMSC – cultural influences, reflecting on self development ENRICHMENT – Performing to an audience BRITISH VALUES – Individual liberty, rule of law	
8	Western Classical Music – Baroque, Classical, Romantic		Music from around the world – Reggae (Spring 1), West African tradition (Spring 2)		Film Music	
Assessment Method	Group performance of Canon in D Listening questions Solo performance of Fur Elise		Syncopated rhythm work Three Little Birds Performance Performance of Djembe drumming Group composition		Composition of Leitmotif Performance of Pirates of the Caribbean	
School Values	RESPECT – Performance to peers, looking at different cultures through music INSPIRE – Promoting a love of Musical understanding, spotlight on music artist ACHIEVE – Practical and theoretical Assessment		RESPECT – Performance to peers, looking at different cultures through music, Analysing political issues through music INSPIRE – Promoting a love of Musical understanding, spotlight on music artist ACHIEVE – Practical and theoretical Assessment		RESPECT – Performance to peers INSPIRE – Promoting a love of Musical understanding through various genres. Using music technology ACHIEVE – Practical composition Assessment	
 Opportunities	CEIAG – Development of skills – Chords and Melodies SMSC – Cultural influences on world music, the impact of expression Cultural capital, character education, spiritual development ENRICHMENT – Caribbean Music BRITISH VALUES – Democracy		CEIAG – Employability – speaking and listening SMSC – Cultural – Traditional music Cultural capital, character education, spiritual development ENRICHMENT – Arranging Skills BRITISH VALUES – Individual liberty		CEIAG – Employability – expression and reaction SMSC – Understanding skills in different contexts Cultural capital, character education, spiritual development E Safety – Video content linked to Rap and social issues ENRICHMENT – Rap and Music Production, Literacy, Racial Equality BRITISH VALUES – Respect and tolerance	
9	Minimalism		Bandskills/How to write a good song!		Using IT in Music - EDM	
Assessment Method	Group performance of a Minimalist piece		Band performance Song writing composition		EDM composition	




Key: **CEIAG** **SMSC** **Enrichment** **E Safety** **British Values**

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 School Values	Respect – Performing to peers, looking at different cultures through music Inspire – Promoting a love of Musical understanding, spotlight on composers Achieve – Practical and listening assessments	RESPECT – Performance with peers INSPIRE – Spotlight on pop artists ACHIEVE – Practical assessment		RESPECT – working with peers INSPIRE – Looking at popular music in context ACHIEVE – Composition Assessment
 Opportunities	CEIAG – Careers – listening and performing SMSC – Ethical and moral reasoning, understanding skills in different contexts Cultural capital, character education, spiritual development E Safety – Online file sharing in school, digital folders, audio and video search ENRICHMENT – Performance styles, event types, venues BRITISH VALUES – Respect and tolerance, democracy		CEIAG – Performance, Creative Composing, Arranging SMSC – Style and cultural diversity in the arts E Safety – Audio and video search ENRICHMENT – Cover Versions through Media outlets BRITISH VALUES – Rule of law	
11	Component 2 Music Skills development LAA Starting Out And now presenting LAB	Component 3 External Task - Controlled assessment Develop and present music in response to a given commercial music brief.		Resubmissions
Assessment Method	Professional & Commercial Skills for Music Industry Planning & Preparation Applying & Developing Individual Musical Skills Composing Performing Producing Digital Folder work Performance Tasks Musical Features	Externally assessed – PDF of written logs and recording of final performance sent to Examiner	Complete Component 3 External Task (40%)	
 Opportunities	CEIAG – Roles in the Performing Arts Industry. Creative Arts SMSC – Style and cultural diversity in the arts E Safety – Online file sharing in school, digital folders, audio and video search ENRICHMENT – Extra Curricular Clubs and Leadership Opportunities BRITISH VALUES – Rule of law, respect and tolerance, democracy			