MUSIC

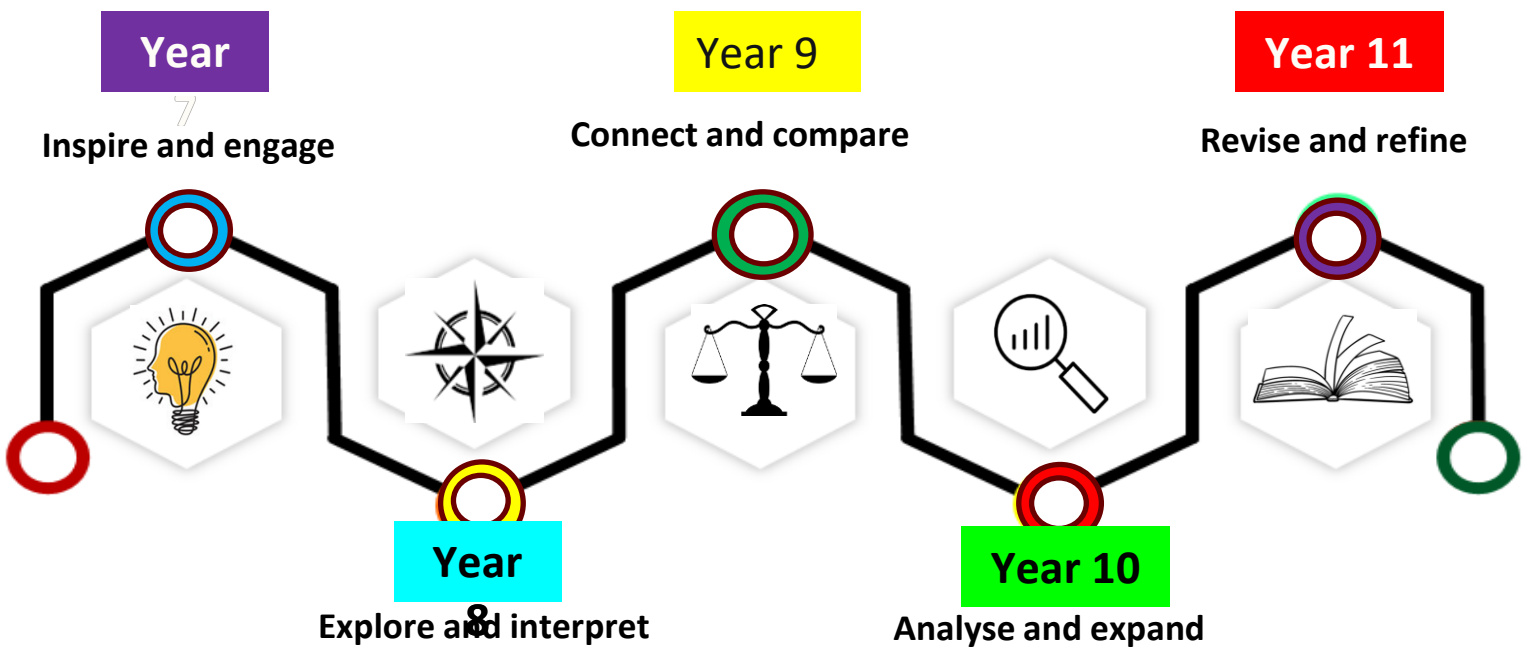
MUSIC Curriculum Intent

Our aim is to deliver a curriculum that sparks curiosity and creativity in music. Students write and perform their own pieces in a supportive and reflective environment empowering them to build on their skills. Students learn composition, performance and analysis and are inspired by both historical and contemporary musicians. They engage in lessons that teach them how to express themselves effectively using a universal language, it shows students that everyone can do it and there are no limits. Students' learning is extended by multiple opportunities in extracurricular activities both in and out of school. By performing to an audience, the students experience the power and impact music has on everyone and the satisfaction felt by a performer when their message is communicated.

CURRICULUM LESSONS ALLOCATED OVER WEEK						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	1	1	2.5	2.5	-	-

INSPIRE	MOTIVATE	ACHIEVE
Music is a vibrant and eye opening subject that will inspire and create opportunities for all students at West Lakes Academy. Through performing, composing and production projects, students will gain a wealth of skills and techniques across a variety of styles of music. Teachers in music are highly skilled in a range of instruments and show passion for the subject and bring these skills into their lessons to engage students. Students in music have the opportunity to explore their own interests in music through the curriculum and extra-curricular opportunities available to all students.	A motivated learner in music is committed to their work and brings their own passion for music into their projects. Learners are engaged and confident to talk about their work to their peers, teachers and anyone who enters the classroom. Students are encouraged to explore their own styles of music that they listen to at home and experiment in a classroom where mistakes are embraced and overcome.	Success in music is achieved through a range of pathways and will ultimately be gained through a students passion for the subject. Each students forms their own pathway through the music curriculum and is able to explore their own creativity through performance, composition and production. Students are able articulate their learning which covers a large variety of genres and artists. Students are able to form their own opinions on the genres and talk about why they like or dislike different styles but still have an appreciation for different genres of

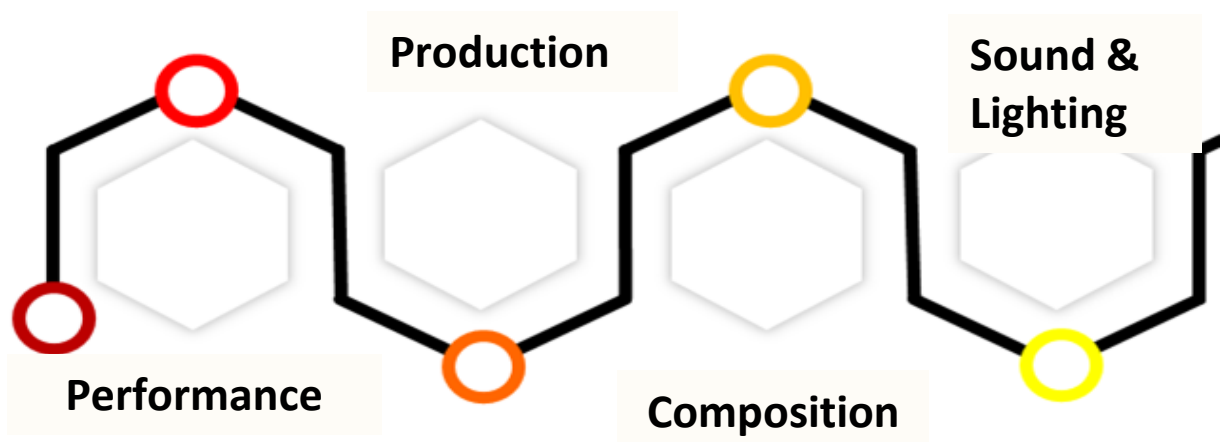
SUBJECT CURRICULUM THEMES



Cross Curricular links

History - The History of the 12 bar blues and links to the Slave Trade
English - Iambic Pentameter and links to rap/hip-hop
Geography - Locations of different genres. Gamelan music, Music from China, 12 bar blues, Where notation comes from, Reggae,Hip-Hop
PSHE - Racism and Religion. LGBTQ+

CONTINUING THE CURRICULUM PATH



Future Pathways

- Songwriter/Composer
- Music teacher
- Musician/Performer
- Digital content creator
- Music therapist
- Audio engineer
- Music producer
- Session Musician
- DJ

WLA Music

Curriculum theme:

Inspire and Engage

*The focus in **Year 7** is to ignite a love of Music through an engaging and innovative curriculum. Students explore new styles of music through a series of performances and compositions and be able to develop their skills on multiple instruments across the year.*

6. Bringing it all together Band Project

Over the final half term, pupils will work collaboratively on a **small group band project**, developing their performance, rehearsal and ensemble skills. They will learn how to contribute effectively to a group, taking responsibility for their own part whilst listening carefully to others to achieve a balanced and confident performance. Pupils will rehearse a short piece or song, refining timing, accuracy, coordination and expression. They will begin to make musical decisions as a group, responding to feedback and improving their performance through discussion, practice and reflection.

Keyword focus: rehearsal, accuracy, expression

Assessment: small group performance and evaluation

Learning outcome: to rehearse and perform as part of a small ensemble, contributing positively to group music-making

5. Ukulele and melodies

In this unit, pupils will develop their **ukulele playing skills** through learning basic chords, chord changes and simple performance techniques. They will build confidence in holding the instrument correctly, strumming accurately and playing as part of a musical ensemble.Pupils will learn to read chord diagrams, change between chords smoothly and perform short pieces with a steady pulse and increasing musical control. They will also begin to apply their skills in whole-class and small-group performances, listening carefully to stay in time and play together successfully.

Keyword focus: chords, strumming, diagrams

Assessment: Small group performance

Learning outcome: perform simple songs confidently, accurately and in time with others with correct technique

4. Ensemble singing

During this half term, pupils will develop their **ensemble singing** skills through group and whole-class vocal work. They will learn how to sing together with confidence, accuracy and control, listening carefully to one another in order to maintain pitch, blend their voices and follow a shared pulse. Pupils will explore breathing, posture, diction and expression as they rehearse and perform a range of songs. They will develop the ability to sing as part of a group, responding to cues, following musical direction and contributing positively to a collective performance.

Keyword focus: ensemble, blending, expression

Assessment: Group performance and annotated sheet music

Learning outcome: use voices with increasing accuracy, control and expression and respond effectively within an ensemble

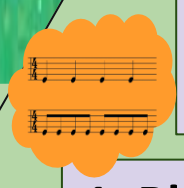
3. Keyboards

In this unit, pupils will develop their **keyboard skills** through practical performance work, learning how to play simple pieces with increasing accuracy, fluency and control. They will build confidence in hand placement, note recognition and coordination, whilst also developing an understanding of how keyboard technique supports musical performance. Pupils will apply their new ability to read and follow basic notation, play with the correct rhythm and timing, and perform using both individual parts and simple accompaniments. They will also begin to develop independence in practising, listening to their own playing and making improvements.

Keyword focus: placement, timing, performance

Assessment: Individual Performance

Learning outcome: identify and locate notes on the keyboard to play simple melodies and patterns accurately

2. Elements of Music - Rhythm, Dynamics, Pitch and Tempo

In this Year 7 unit, pupils will explore the **elements of music** with a particular focus on **dynamics, pitch and tempo**. They will learn how these elements are used by composers and performers to create mood, structure and contrast in music. Pupils will listen to, describe and discuss a range of musical examples, using appropriate musical vocabulary to identify changes in dynamics, pitch and tempo. They will develop their ability to recognise how these elements affect the character and impact of a piece, and begin to apply their understanding in their own performances and compositions.

Keyword focus: dynamics, pitch, tempo

Assessment: Written paper consolidating understanding of musical terminology and notation from the term

Learning outcome: identify and describe changes in **dynamics, pitch and tempo** using musical terminology and apply these elements in performance and composition tasks

1. Rhythm Notation

In this Year 7 unit, pupils will develop their understanding of **rhythm notation** by learning how to read, perform and create increasingly complex rhythmic patterns accurately. They will build confidence in recognising note values, rests and time signatures, and apply this knowledge through clapping, tapping, singing and instrumental work. Pupils will explore how rhythm is organised in music and how notation communicates musical ideas. They will use standard musical symbols to record their own rhythms, listen critically to a range of musical examples, and begin to use rhythm notation as a practical tool for composition and performance.

Keyword focus: notation, rhythm, time signature

Assessment: Short paired performance of an original rhythm

Learning outcome: identify and name key rhythmic symbols using rhythm terminology with increasing confidence

WLA Music

Curriculum theme:

Explore and Interpret

Following an inspirational Year 7, students will continue to develop their musical skills and knowledge through a variety of topics covering performance, composition and production. Students will be encouraged to develop their own skills through a range of individual and group projects.

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5. Club Dance music - EDM

In this Year 8 unit, pupils will explore **club music and EDM** as a genre built around rhythm, repetition, texture and production. They will learn how composers and producers use layering, structure, looped patterns and electronic sounds to create energy, build tension and engage an audience. Pupils will listen to and analyse a range of club and EDM tracks, identifying key features such as the beat, bass line, drops, repeats and effects. They will also develop their own ideas through composition and production tasks, using musical technology to create short pieces in an appropriate style.

Keyword focus: looping, bass line, beat

Assessment: Garageband submission and Quiz

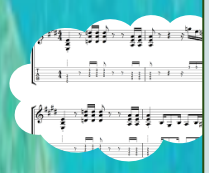
Learning outcome: recognise how repetition, layering and structure are used effectively in club and dance music and create their own short compositions using electronic sounds and loops

4. Film Music

In this 12 week unit, pupils will explore the role of **film music** in creating atmosphere, supporting narrative and shaping the audience's emotional response. They will study how composers use musical elements such as **tempo, dynamics, pitch, texture and instrumentation** to enhance scenes and develop tension, mood and character. Pupils will listen to and analyse examples of film music, identifying how musical choices link to action and setting. They will also apply their understanding in practical composition tasks, creating music to accompany a scene and using musical ideas to reflect mood and story.

Keyword focus: diegetic/non-diegetic, leitmotif, soundtrack

Assessment: Written assessment analysing the effect of soundtracks on different scenes

Learning outcome: compose music to match a scene or atmosphere, and evaluate the effectiveness of music in film

3. Riffs and Improvisation

Pupils will spend this half term exploring **riffs and improvisation** as key features of musical performance and composition. They will learn how riffs are created, repeated and developed, and how improvisation can be used to add individuality, contrast and expression to music. Pupils will develop their instrumental and listening skills through performing, copying and creating riffs, before experimenting with improvisation over simple backing tracks or chord patterns. They will build confidence in making musical decisions in real time, responding to structure, pulse and harmony as they perform.

Keyword focus: riff, improvisation, contrast

Assessment: 3 different improvisations as a class.

Learning outcome: identify and perform simple riffs accurately, and create and develop their own rhythmic or melodic ideas

2. Production Project - Don't Stop Believing

In this unit, pupils will develop their **music production skills** through a project based on *Don't Stop Believin'* using the **GarageBand** app. They will explore how to manipulate pre-recorded material, use loops and software instruments, and apply basic production techniques to create a polished musical outcome. Pupils will learn how to structure a track, layer sounds effectively and make creative decisions about texture, balance and mood. They will also develop their listening skills by evaluating how production choices affect the overall style and impact of the song.

Keyword focus: loops, layering, texture

Assessment: Garageband project submitted, to include completed track and production diary

Learning outcome: use GarageBand to apply basic production techniques to create and edit music, and evaluate their own and others' production choices

1. Consonance and Dissonance

In this Year 8 unit, pupils will explore the musical concepts of **consonance and dissonance** through practical keyboard work. They will learn how different combinations of notes and chords can create contrast, tension and resolution within a piece of music. Pupils will develop their keyboard technique whilst experimenting with simple chord sequences, intervals and harmonic patterns. They will listen carefully to the effect of consonant and dissonant sounds, using this understanding to make informed musical choices in performance and composition tasks.

Keyword focus: consonance, dissonance. harmonics

Assessment: Solo or Duet performances using simple harmonic patterns on the keyboard

Learning outcome: recognise how consonance and dissonance shape musical mood and structure and apply these ideas in their own musical work

Year 7 recap

We will be revisiting all of the skills and knowledge developed in Year 7. Throughout all of the units in Year 8, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WLA Music

Curriculum theme:

Connect and Compare

*The focus in **Year 9** is to develop skills learnt throughout year 9 leading on to key stage 4. We will connect previous work on the key elements of music to further our understanding on music and how it is built.*

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6. Personalised individual projects

In this final unit, pupils will complete a **personalised individual project** based on either **performance** or **composition**, allowing them to develop their musical interests, strengths and independence and prepare them for KS4. They will select an area of focus and plan, rehearse or create a piece of work that demonstrates their understanding of musical style, control and creativity. Pupils will refine their technical and expressive skills through sustained independent practice, making musical decisions with increasing confidence and evaluating their own progress. They will also learn how to respond to feedback and improve the quality of their final outcome through careful reflection and revision.

Keyword focus: independence, rehearsal, revision

Assessment: Presentation to the class on their chosen piece and production diary

Learning outcome: plan and develop an individual musical project

5. DJ/Rap

Following on from the Hip Hop and Rap unit In this Year 9 unit, pupils will explore **DJing and rap** as interconnected forms of musical expression, performance and production. They will develop an understanding of how DJs and rap artists use rhythm, beat, sampling, lyric and delivery to create engaging and culturally significant music. Pupils will listen to and analyse examples of DJ-led and rap-based music, identifying how tracks are constructed and how performance techniques contribute to style and impact. They will also apply their skills practically by creating and manipulating beats, experimenting with vocal flow and developing short compositions or performances in response to the genre.

Keyword focus: construction, manipulation, experimentation

Assessment: Written raps

Learning outcome: create and perform musical ideas in an appropriate style

4. Hip Hop/Rap

In this unit, pupils will explore **hip hop and rap** as influential musical genres, developing their understanding of rhythm, lyric, flow, beat and cultural context. They will investigate how artists use language, rhythm and production to communicate ideas, identity and attitude. Pupils will listen to and analyse a range of hip hop and rap tracks, identifying key features such as beat structure, bass lines, sampling and vocal delivery. They will also apply their understanding through performance and composition tasks, creating rhythmic vocal ideas and backing tracks in an authentic style.

Keyword focus: flow, sampling, delivery

Assessment: A rap relating to an event in history with an original backing track

Learning outcome: explain how rhythm, lyric and production shape the genre and use these to perform and create rap or spoken-word style material

3. Musical Theatre

Pupils will explore **musical theatre** as a genre that combines music, drama and storytelling. They will study how composers use song, character, lyric, melody, harmony and orchestration to develop narrative and express emotion on stage. Pupils will listen to and analyse extracts from a range of musical theatre works, identifying how music is used to convey character, plot and mood. They will also apply their understanding through performance tasks, interpreting songs with expression and performing music that suits a theatrical context.

Keyword focus: storytelling, narrative, expression

Assessment: Small group/solo/duet performances

2. Reggae

In this unit, pupils will explore **reggae** as a culturally significant genre, developing their understanding of its musical features, origins and influence. They will study how reggae uses rhythm, bass lines, off-beat chords, melody and texture to create its distinctive sound. Pupils will listen to and analyse a range of reggae music, identifying the key stylistic characteristics and the ways in which the genre reflects cultural and social themes. They will also build their performance and composition skills by recreating reggae patterns and developing their own ideas in the style of the genre.

Keyword focus: cultural, societal, origins

Assessment: written assessment

Learning outcome: identify the main features of reggae music and discuss the cultural context and musical influence of the genre

1. Game Music

Year 9 starts with pupils exploring **video game music** as a genre that combines creativity, technology and musical storytelling. They will investigate how composers use melody, harmony, rhythm, texture and instrumentation to support gameplay, create atmosphere and respond to different levels or characters.Pupils will analyse examples from a range of video games, identifying how music is used to build tension, signal action and enhance the player experience. They will also apply their understanding in composition tasks, creating original music for a chosen game scene or concept using appropriate musical devices and production techniques.

Keyword focus: storytelling, character, concept

Assessment: an original piece of composition for a given game genre

Learning outcome: identify musical features commonly used in game soundtracks and use these to compose music suitable for a specific game context

Year 8 recap

We will be revisiting all of the skills and knowledge developed in Year 8. Throughout all of the units in Year 9, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WLA Music

Curriculum theme:

Analyse and Expand

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Refining Component 2 - Ready to sit in September year 11

Students will look back on the component 2 work that we started to explore in the Autumn term and look at how we can use the skills that we learnt during component 1 to push this further. Students will be encouraged to reflect on the progress they have made already in these areas and consider what track they may choose in the next component.

Keyword focus: reflection, progress, targets
Assessment: skills audit reflection on composition, music production and performance skills
Learning outcome: reflect on progress and accurately document how progress has been made

January - Component 1

Students will spend this term working on their component 1 unit in lessons.
They will write about 4 genres of music, making links to the elements of music, and giving examples throughout by sourcing relevant music and tracks.
They must also make 3 products, 30-60 seconds long. These must be a performance, music for media, or an original composition. Students will be working largely independently on these products to submit at the end of the Spring term.

Assessment Ongoing - Deadline Friday 27th March

Keyword focus: genre, media, sources
Assessment: Component 1 project
Learning outcome: complete component 1 of the BTEC Music course

Exploring component 2

Students will learn about skills development and how to structure their component 2 coursework. Choosing 2 skills from performance, composition and production, students will look at SMART target setting and making development plans as a practice for component 2.

Keyword focus: skills, development, targets
Assessment: mock component 1 project
Learning outcome: establish an understanding of the requirements for component 2 of the BTEC Music course

Component 1 Learning time

Students will listen to a number of pieces of music from a variety of genres and assess how they link to the elements of music. They will use music production software Garageband and Mixcraft to create their own DAW projects based on a stimulus. Students will also compose a piece of music for either film or video game using their prior learning from key stage 3 studies. They will also complete performances upon which they will receive feedback to improve key skills. An original composition will also be included where students can put together all they have learned across the term.

Keyword focus: composition, genre, production
Assessment: mock component 1 project
Learning outcome: establish an understanding of the assessment process and outcomes of the BTEC Music course

Year 9 recap

We will be revisiting all of the skills and knowledge developed in Year 9. Throughout all of the units in Year 10, we will be adding to the layers of prior knowledge and developing our skills and knowledge further.

WEST LAKES ACADEMY

WLA Music

Curriculum theme:

Revise and Refine

Potential destinations

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6th Form
Carlisle College
Kendal College

Component 3

Students will focus on a particular area of the music sector that excites and appeals to them and respond to a music brief as a music creator and producer, or as a music creator and performer. Using relevant resources, skills and techniques, students will develop and refine a final product that uses one of 10 given pieces from a range of styles.

Keyword focus: collaboration, adaptation, evaluation
Assessment: component 3 project
Learning outcome: complete component 3 of the BTEC Music course

Understanding Component 3

Through a series of short mock exams and activities, students will learn how to structure their component 3 and what is expected from the exam board ready to start their exam in January.
This will involve responding to production and performance briefs in specific styles, in response to specific stimuli, or to express views on certain social issues in the world today.

Keyword focus: stimuli, prompt, brief
Assessment: mock component 3 project
Learning outcome: gain an understanding of the expectations of component 3 of the BTEC Music course

Component 1 resits and component 2

Students will complete their component 2, choosing two disciplines from three and creating products in response to a thematic brief. Students will produce either a performance, original composition or production project. This component will focus on skills development and reflection on the rehearsal and production process.
Any student who needs to will also be given the support and guidance needed to resit component 1. This will consist of adapting their previous project to fit the newest brief.

Keyword focus: performance, process, production
Assessment: component 2 project
Learning outcome: complete component 2 of the BTEC Music course

Year 10 recap

Students have sat their component 1 and 2 units in year 10 and now have the chance to resit these components. Throughout year 10 producing, composing and performance skills were refined through a series of different topics. Genres such as Reggae, Blues, Psychedelic Rock, Minimalism and Pop were studied and students then chose their individual genres to research and understanding through their component 1 unit.

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