

Southern International School Music Curriculum: Journey on a page 2024/2025

Year 7: KS3	Year 8: KS3	Year 9: KS3
<ul style="list-style-type: none"> ● <i>Autumn 1 - A focus on folk music. The power of telling a story through song.</i> ● <i>Autumn 2 - A focus on guitar/ukeles - how chords are formed and playing techniques.</i> ● <i>Spring 1 - The birth of jazz. The compositional and performative elements of jazz music.</i> ● <i>Spring 2 - What it means to perform music. A guide to performance and live music.</i> ● <i>Summer 1 - Electronic music. How electronic music and production techniques evolved.</i> ● <i>Summer 2 - Electronic music composition</i> 	<ul style="list-style-type: none"> ● <i>Autumn 1 - A focus on folk music. The power of telling a story through song.</i> ● <i>Autumn 2 - A focus on guitar/ukeles - how chords are formed and playing techniques.</i> ● <i>Spring 1 - The birth of jazz. The compositional and performative elements of jazz music.</i> ● <i>Spring 2 - What it means to perform music. A guide to performance and live music.</i> ● <i>Summer 1 - Electronic music. How electronic music and production techniques evolved.</i> ● <i>Summer 2 - Electronic music composition</i> 	<ul style="list-style-type: none"> ● <i>Autumn 1 - A focus on folk music. The power of telling a story through song.</i> ● <i>Autumn 2 - A focus on guitar/ukeles - how chords are formed and playing techniques.</i> ● <i>Spring 1 - The birth of jazz. The compositional and performative elements of jazz music.</i> ● <i>Spring 2 - What it means to perform music. A guide to performance and live music.</i> ● <i>Summer 1 - Electronic music. How electronic music and production techniques evolved.</i> ● <i>Summer 2 - Electronic music composition</i>

Subject Curriculum Intent: ‘Excellence in Music’

Music is a universal language that embodies one of the highest forms of creativity. The SIH music curriculum has been designed to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to their own and others’ work.

KS3 students will build on the previous knowledge and skills they attained in KS2 through examining in greater detail the four elements of music: reading, composing, performing and listening. They will develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and techniques associated with different traditions, identifying the expressive use of musical dimensions.

A spiral curriculum explained:

A spiral curriculum is a way of teaching that repeats and adds more to what students have already learned. Instead of learning things just once and moving on, a spiral curriculum brings back important ideas at different times while students are learning. This helps students understand things better because they get to learn about them in more detail as they grow. It's like building a puzzle, where each time you add a piece, the picture becomes clearer. The spiral curriculum understands that students learn better when they see things more than once, as it helps them remember and understand more deeply. This way of teaching helps students build a strong foundation of knowledge and get better at things little by little.

SIH Music students learn to:

- Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- To understand the compositional, technical and cultural elements to a number of genres.
- Gather a knowledge on the ways in which rhythm, harmony, chords and melody can be expressed with notation and signage.
- Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- It is incredibly important that students develop their own opinion on various genres of music and are able to confidently establish and develop their own music tastes over time.
- To understand what it means to perform, and the various techniques and characteristics that make a performance compelling.
- Compose two contrasting compositions, notated and recorded on Sibelius computer software.

