

Long Term Curriculum Plan 2024/25

Throughout our curriculum planning we remain focused on delivering a 21st century curriculum designed to ensure pupils are well prepared for the future.

Subject Music		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Implementation	Topic Heading						
	EYFS Content (skills and knowledge) EYFS Year _____ PA Stage _____						
	Enrichment Opportunities						
	Topic Heading	Music Games and Following the Beat	Halloween/ Christmas	Charanga: Zootime	Environmental Music	Charanga: I Wanna Play In A Band	Charanga: Reflect, Replay, Rewind
	Year 2 Content (skills and knowledge) NC Year KS1 PA Stage _____	- Across this term pupils will explore the beat and respond to sounds through a variety of games and musical activities. NC - experiment with, create, select and combine sounds using the inter-related dimensions of music. play tuned and untuned instruments musically.	- Pupils will create soundscapes to mimic the sounds of a haunted house. They will help create and follow graphic scores. Pupils will be learning and rehearsing Christmas songs in preparation for their performance. NC - use their voices expressively and creatively by singing songs and speaking chants and Rhymes. Experiment with, create, select and combine sounds using the inter-related dimensions of music. play tuned and untuned instruments musically.	- A Reggae Song for Children by Joanna Mangona. All the learning is focused around one song: Zootime. Pupils will continue to develop the necessary skills needed to progress through the rest of the curriculum through play, singing and listening. NC - play tuned and untuned instruments musically. use their voices expressively and creatively by singing songs and speaking chants and Rhymes. listen with concentration and understanding to a range	- Pupils will explore the sounds of their surroundings and begin to recreate them using musical instruments. Exploring sound is a prerequisite for Composing. In the composing strand, children are asked to select sounds from a variety of sources for a range of musical purposes. Children who have experienced lots of activities in exploring sound will find it much easier to use a variety of sounds in their compositions. NC - experiment with, create, select and	- I Wanna Play in a Band is a rock song written especially for children. In the song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs. NC - play tuned and untuned instruments musically. use their voices expressively and creatively by singing songs and speaking chants and	- This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. NC - play tuned and untuned instruments musically. use their voices expressively and creatively by singing songs and Rhymes. listen with concentration and understanding to a

				of high-quality live and recorded music.	combine sounds using the inter-related dimensions of music. play tuned and untuned instruments musically.	Rhymes. listen with concentration and understanding to a range of high-quality live and recorded Music.	range of high-quality live and recorded music
Enrichment Opportunities							
Topic Heading	African Drumming	Ocarinas/Seasonal Focus	BoomWhackers	Dragon Scales	The Jungle	Body Percussion	
Year 3 Content (skills and knowledge) NC Year KS2 PA Stage _____	<p>- In this unit pupils will explore the cultural significance behind djembe drumming and how it is used in many African countries. Pupils will learn about the different striking techniques as well as the methods that are used to create rhythms (call and response, improvisation and combining ostinatos). Pupils will have the opportunity to create their own rhythmic ostinatos and will get to lead the group in call and response and rhythmic games.</p> <p>NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>- Throughout time at Bower Grove pupils will experience playing and experimenting with a range of instruments. For this unit pupils will start to learn how to play the ocarina. Pupils will learn about breath control, and finger technique. At the end of the unit pupils will learn a Christmas song on the Ocarina</p> <p>NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations</p>	<p>- Pupils will explore various different musical tools like melody, harmony, chords and accompaniment through using tuned pipes called boom whackers.</p> <p>NC - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations</p>	<p>- This unit will be focussed around learning and experimenting with the pentatonic scale. Pupils will experience composing, improvisation, instrumental performing/singing and song writing. There will also be opportunities for pupils to develop their listening skills. Pupils will learn songs that use the pentatonic scale and will be contributing towards a whole class song based around dragons. Pupils will be writing melodic phrases using the pentatonic scale that will provide the melody for the song.</p> <p>NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>- In these sessions will be looking at the jungle book. We will learn how to sing and play along to 'the Bare Necessities' and make our own jungle sound story combining jungle noises and jungle style music. We explore timbre, pitch, dynamics and texture and how we can use these to represent animals/the weather/jungle noises etc. Pupils will be exposed to listening, composing and performing tasks throughout the unit.</p> <p>NC - Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>- This unit focusses on getting pupils to use their bodies to make sounds and rhythms. They will follow games which involve combining different actions and timbres to represent a drum kit. Pupils will develop their score reading skills whilst playing along with popular pieces of music using body percussion.</p> <p>NC - use and understand staff and other musical notations. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	
Enrichment Opportunities							

Topic Heading	Charanga: Lean on Me	Peter and the Wolf	Charanga: Three Little Birds	BBC 10 Pieces	Charanga: Glockenspiel Level 1	Music Plus Digital: Ukuleles (Bug Club)
<p>Year 4 Content (skills and knowledge)</p> <p>NC Year KS2 PA Stage _____</p>	<p>- This whole unit is focussed around the song Lean on Me by Bill Withers. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>- Throughout this unit pupils will be introduced to the instruments of the orchestra and how they are used to represent characters in a story. Pupils will experiments using these instruments to recreate the story in their own musical way. Pupils will then rehearse and perform their piece in a whole class ensemble.</p> <p>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>- All the learning is focused around one song: Three Little Birds. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs to explore genre specific characteristics.</p> <p>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. use and understand staff and other musical notations.</p>	<p>- Each year the BBC releases 10 pieces of classical music and resources to allow pupils to access them. The material is always really engaging and there are opportunities to go and see a live orchestra. The specific piece will be chosen when they are released.</p> <p>NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>- This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel primarily however pupils will be able to experience following scores and playing the same pieces of music on the instruments of their choice.</p> <p>NC - use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>- The ukulele is a fantastic instrument to facilitate good music making at Key Stage 2. It is small, versatile, cheap to purchase, and offers a brilliant starting point for students' musical development. Above all, it is fun and easy to play, allowing all students to be involved in an ensemble regardless of any barriers to learning. MusicPlus Digital (MPD) allows children to learn the ukulele in a fun exciting way, allowing more children to learn, whilst addressing and complementing all aspects of the national curriculum Key Stage 2 programme of study.</p> <p>NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
Enrichment Opportunities				- BBC 10 pieces – orchestra trip	- YUMU charanga profiles can help embed learning	- YUMU charanga profiles can help embed learning

Topic Heading	Pulse & Rhythm in Popular Music	Space	Charanga: Glockenspiel Level 2	Hip Hop	Stomp	Keyboard Skills & Notation
<p>Year 5 Content (skills and knowledge)</p> <p>NC Year KS2 PA Stage _____</p>	<p>- In this unit pupils will revisit the varying concepts of pulse and rhythm. Distinguishing between these two musical features often proves tricky for pupils so we explore them a little deeper and engage the pupils by using popular music and the music they love. Pupils will explore how pulse and rhythm are intertwined and will work on creating their own rhythms to accompany a popular song of their choice.</p> <p>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>- Focussing on The Planets – Holst pupils will create the sound world of space as they perceive it. Pupils will use the inter-related dimensions of music to represent the qualities and characteristics (size, distance from the sun etc.) of the planets. Pupils will also have the opportunity to learn Christmas music ready for a school performance.</p> <p>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>- This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1 in Year 4. Pupils will continue to practice and develop their score reading and performance but will have more independence when composing and working in small ensembles.</p> <p>NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>- This term we will be studying hip hop culture and how it revolved around music. We will be exploring the 4 elements of Hip-Hop Culture and pupils will have an opportunity to experience each element in one way or another. The 4 elements are: MCing; Turntablism; Graffiti and Breakdancing. Pupils will also learn how to play old-school hip-hop songs and learn about sampling.</p> <p>NC - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p>- This unit of work looks to develop pupils time keeping, knowledge and application of rhythmic notation, compositional skills and both ensemble and leadership skills. Throughout the unit pupils will be learning how note lengths can be combined to make up interesting rhythms. They will be exploring timbres of household items and using them as instruments in their own compositional performances.</p> <p>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>- Although pupils may well have played keyboards before, this unit introduces pupils into using correct hand and finger technique as well as a stave notation. There are opportunities for pupils to score out well-known tunes and learn and perform them within the classroom.</p> <p>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p>
Enrichment Opportunities			<p>- YUMU charanga profiles can help embed learning</p>	<p>- Pupils experience different elements of Hip Hop culture to support understanding. - Linked with Art for graffiti lesson.</p>		<p>- YUMU charanga profiles can help embed learning</p>
Topic Heading	Programme Music: Tortoise and the Hair	Performance Skills - Songs from Popular Culture	Australia	Carnival of the Animals	BBC 10 Pieces: Carmina Burana	Transition Music
Year 6 Content (skills and knowledge)	<p>- This unit builds on students' melody writing skills and gets them to think about how to create their desired sounds through music. It will</p>	<p>- In this unit pupils will work in small groups to learn and play popular songs. The unit is all based around performance skills and ensemble playing skills.</p>	<p>- Linking in with the Year 6 English topic this unit will be exploring the music of indigenous Australia and the cultural significance it has. Pupils</p>	<p>- For this unit pupils will be listening to classical music and interpreting musical representations within the music. They will be moving to music</p>	<p>- This term pupils will be taking a focussed look at a piece of classical music provided by the BBC's 10 pieces, Carl Orff's</p>	<p>- As this term is usually interrupted by many transitional activities pupils have the opportunity to experience some of</p>

<p>NC Year: KS2 PA Stage _____</p>	<p>develop their knowledge of the orchestra and the instrumental families, their qualities and sounds. They will learn how to compose music for a specific mood and how to compose contrasting melodic ideas.</p> <p>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Pupils have the opportunity to choose their instruments and assign different roles in the group. It is a good opportunity for pupils to practice their leadership skills. Pupils will get the opportunity to perform their pieces in front of both their classes and a wider school audience should they choose to do so.</p> <p>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>will be creating compositions that reflect nature and wildlife in Australia and will be creating scores using aboriginal art and symbols. Pupils will be story telling through music and will have opportunities to develop their leadership and group work skills.</p> <p>NC - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>to demonstrate understanding and internalisation of musical elements. They will be creating their own carnival of the animals and will use the musical elements to represent different animals in their carnival. This unit will allow pupils to explore the elements and be creative. They will also be looking at melody writing.</p> <p>NC - improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>‘Carmina Burana’. They will be exploring both the music and the images they portray. Pupils will ultimately be working towards a full class ensemble performance of ‘Carmina Burana’ and this will be achieved by studying ostinato, drones, melody, instruments of the orchestra and more.</p> <p>NC - use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>the many different units they will be doing in KS3. The lessons will recap many of the skills learnt in KS1 & 2 but allow pupils experience them at a more sophisticated level.</p> <p>NC - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Develop an understanding of the history of music.</p>
<p>Enrichment Opportunities</p>					<p>- BBC 10 pieces – orchestra trip</p>	
<p>Topic Heading</p> <p>Year 7 Content (skills and knowledge)</p> <p>NC Year KS3 PA Stage S1-S3</p>	<p>Musical Futures: Classroom Groove</p> <p>- Contemporary</p> <p>- This unit is based around resources obtained from the Musical Futures ideology. Pupils will build grooves around contemporary pieces of music which will eventually lead to them applying the skills learned into their own composition/ improvised</p>	<p>British Folk Tradition/ Seasonal Focus</p> <p>- World Music</p> <p>- Pupils will explore the folk traditions of Great Britain from storytelling and murder ballads to community tune sessions. Pupils will learn songs and instrumentals from across the regions. Towards the end of the unit we will look at traditional, secular</p>	<p>Film Music</p> <p>- Music Tech</p> <p>- This unit on Film Music allows pupils to use music technology to create music to fit a film clip. Pupils will explore how the inter-related dimensions of music can be used to reflect movement, mood and emotion. They will learn about the work of foley artists and apply that</p>	<p>Music from the Indian Subcontinent</p> <p>- World Music</p> <p>- This unit allows pupils the opportunity to experience an often-unfamiliar sound world through listening, performance, improvisation and composition. Pupils will sing chants and songs from Indian</p>	<p>Theme and Variation</p> <p>- Classical</p> <p>- This unit is focussed around the development and extension of musical ideas using the inter-related dimensions of music. Pupils will learn and perform well-known contemporary melodies and variations upon these</p>	<p>Ukulele</p> <p>- World Music</p> <p>- Pupils will develop understanding of origins of the ukulele and how they work, (including broader understanding of fretted stringed instruments.) They will listen and chose a song for a whole class and group practice and performance. Pupils will</p>

	<p>performance. This unit introduces pupils to using scales and modes in a very accessible form.</p> <p>NC - play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. improvise and compose; and extend and develop musical ideas.</p>	<p>Christmas Carols with a view to perform.</p> <p>NC - develop a deepening understanding of the music that they perform and to which they listen, and its history. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>	<p>knowledge to a final piece where they will combine sound effects and music to accompany a film clip using the iPads.</p> <p>NC – learn to use technology appropriately to have the opportunity to progress to the next level of musical excellence. Identify and use the inter-related dimensions of music expressively and with increasing sophistication</p>	<p>Culture, start utilising and understanding terminology synonymous with the genre. Pupils will utilise different modes and scales to help them produce their own authentic sounding improvisations and compositions.</p> <p>NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 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.</p>	<p>melodies before composing their own variations of these themes. In groups pupils will work towards composing variations to suit the different scenes in a video game.</p> <p>NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</p>	<p>develop performance skills by working towards an ensemble performance.</p> <p>NC – play and perform confidently in ensemble contexts. Develop a deepening understanding of the music that they perform and its history.</p>
Enrichment Opportunities		- CC link with history/geography (UK)	- A range of accessible technology used to help compose and perform electronic music.	- Use of genuine instruments used in this style of music. - CC link with geography (India/Asia)		- Performance at BGStival - Use of genuine instruments used in this style of music.
Topic Heading	4 Chord Songs	Musicals/ Seasonal Focus	Introduction Into Sequencing	Music from the Caribbean	Gamelan	Pachelbel's Canon
Year 8 Content (skills and knowledge) NC Year KS3 PA Stage S2-S5	<p>- <i>Contemporary</i></p> <p>- For this unit pupils will be exploring the infamous 4 chord trick. They will learn medleys of songs that are based around this chord progression. Pupils will then begin to look at lyric</p>	<p>- <i>Classical & Contemporary</i></p> <p>- The aim of this unit is to introduce pupils to musical theatre, the skills needed to be part of a production and to develop our singing and performance skills. Pupils will be learning and</p>	<p>- <i>Music Technology</i></p> <p>- Music technology is a huge part of the modern music industry and giving pupils access to some of the skills used by top producers around the world opens up new</p>	<p>- <i>World Music</i></p> <p>- Pupils will listen to and appraise a range of music from the Caribbean including Calypso, Soca and Reggae. They will learn and perform</p>	<p>- <i>World Music</i></p> <p>- In this unit pupils will be immersed in the sound world of the music from the Indonesian islands of Java and Bali. They will perform and compose</p>	<p>- <i>Classical</i></p> <p>- This famous piece of classical music has inspired composers since it's composition from punk rock to gangsta rap and even French spoken word. Pupils will learn</p>

	<p>writing with the ultimate goal of writing a 4 chord song. To achieve this pupils will also be learning about strophic structure.</p> <p>NC – improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression</p>	<p>analysing songs from musicals and will take a closer look at the ‘The Lion King the Musical’ as well as the more modern ‘The Greatest Showman’ and ‘Hamilton’.</p> <p>NC – listen with increasing discrimination to a wide range of music from great composers and musicians. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>	<p>opportunities for composition and experimentation. Throughout the unit pupils will be looking at how to sequence music using GarageBand on the iPads. Some of the skills pupils will learn include drawing notes, quantisation, adding effects and more.</p> <p>NC – learn to use technology appropriately to have the opportunity to progress to the next level of musical excellence.</p>	<p>well-known pieces of music inspired by the music of the Caribbean before they work on composing their own Caribbean inspired music to accompany an advert. Throughout the unit pupils will be demonstrating how the inter-related dimensions of music give this music it’s distinctive sound.</p> <p>NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p>	<p>along to a traditional Indonesian puppet show utilising scales and techniques commonly found in Gamelan music. Listening opportunities will highlight some of the nuances found within the genres which will inform their final pieces.</p> <p>NC – improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 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</p>	<p>different parts of Pachelbel’s Canon before experimenting with improvisation over a ground bass. The ideas generated through improvisation will then inform their compositions as they work towards their final piece in small groups. Pupils will explore how effective use of texture and structure can enhance a piece of music.</p> <p>NC –extend and develop musical ideas. listen with increasing discrimination to a wide range of music from great composers and musicians.</p>
Enrichment Opportunities			- A range of accessible technology used to help compose and perform electronic music.	- CC link with geography (Caribbean/N&S Americas)	- CC link with geography (Indonesia/Asia)	
Topic Heading	Minimalism	Club Dance Music /Seasonal Focus	Samba Music Cont’d	The Blues	Live Lounge Part 1	Film Music
Year 9 Content (skills and knowledge)	- <i>Classical</i> - Minimalism is an experimental subgenre of classical music. Pupils will experience and appraise music from famous minimalist composers	- <i>Music Technology</i> - There are many links between modern dance/electronic music and minimalist music and these will be explored thoroughly throughout the unit. Pupils	- <i>World Music</i> - Carrying on from the Samba music pupils will have experienced in Year 7 this unit allows pupils to demonstrate the	- <i>Jazz/Blues</i> - Students will learn about the origins and history of Blues music and its links to slavery and African and	- <i>Contemporary</i> - This unit is based solely around performance and ensemble playing. Pupils have the	- <i>Programme Music</i> - Throughout the unit pupils will listen and appraise various pieces of music from films and will discuss how they suit the
NC Year KS3						

PA Stage – S3-S6	<p>such as Terry Riley, Steve Reich and Philip Glass. Pupils will develop their knowledge and application of melodic ostinatos and how we can extend these ideas to create authentic sounding minimalist pieces of music.</p> <p>NC - play and perform confidently in a range of solo and ensemble contexts. Improvisation and composition to extend and develop musical ideas are skills required to make minimalist music.</p>	<p>will use the knowledge gained in the previous unit to create their own electronic pieces of music using music technology. As well as using the sequencing techniques gained in the year 8-unit (introduction to sequencing) pupils will also be introduced to synthesis and sound manipulation.</p> <p>NC – learn to use technology Appropriately to have the opportunity to progress to the next level of musical excellence.</p>	<p>development of their musical learning. Pupils will be developing leadership skills as well as ensemble playing and compositional skills. In comparison to the year 7 unit this unit is based around pupil led learning giving them the opportunities to take ownership over their learning. This unit will allow pupils to develop their knowledge around cross rhythms and syncopation resulting in a much more sophisticated composition than in the previous unit.</p> <p>NC – play and perform confidently in ensemble contexts. Develop a deepening understanding of the music that they perform and its history.</p>	<p>American culture. Students will develop their performing skills using the keyboards to play chords and melodies and will also work on their composing and arranging skills through improvising and creating their own arrangements of pieces in the blues style.</p> <p>NC – improvise and compose by drawing upon a range of musical structures, styles, genres and traditions. 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</p>	<p>opportunity to spend an extended period of time working on a group piece with the intention to perform in front of a live audience. Pupils have the choice to learn and rehearse a number of contemporary songs in a band style context.</p> <p>NC – play and perform confidently in solo and ensemble contexts. Play instruments musically, fluently and with accuracy and expression.</p>	<p>films they've been written for. Pupils will perform film music from different composers individually, in groups and as a class in order to experience playing the different compositional techniques. Pupils will apply these techniques to compose music for a film clip which reflects different moods/emotions/actions. They will learn about the use of major, minor and modal tonalities, different accompaniments and apply the musical elements to enhance a story/film.</p> <p>NC – use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians</p>
Enrichment Opportunities		- A range of accessible technology used to help compose and perform electronic music.	- Use of genuine instruments used in this style of music. - CC link with geography (Brazil/S.America)	- CC link with American history (slavery)		
Topic Heading	Bronze Arts Award					
Year 10 Trinity College London: Arts Award Content	<p>. The Bronze Arts Award is organised into 4 parts.</p> <p>Part A: Exploring the Arts as a Participant. Pupils will choose their own arts activity (related to music) and document their progress. Activities could include learning a song for a performance, learning a new instrument, composing music for a film or any other ideas pupils may have.</p> <p>Part B is 'exploring the arts as an audience member'. Pupils will experience a least one live performance and will be required to review and reflect upon this/these experience/s.</p>					

<p>(skills and knowledge)</p> <p>NC Year: KS4 PA Stage: N/A – pupils work towards assessment outcomes specific to the accreditation</p>	<p>Part C ‘Arts Inspiration’ is a research project based around someone who inspires them. Pupils will have the opportunity to find out more about their chosen person and will present this information in a method of their choice. This could be a presentation, an assembly, a podcast or any method that the pupil feels comfortable with.</p> <p>The final section, Part D, is focussed around sharing the arts. Pupils will decide on something they want to share or teach to others. They will then plan how they will share their art form before putting it into practice. Pupils can choose to teach younger pupils in the school or they may choose to do some outreach to other areas in the community e.g. retirement homes, other schools.</p> <p>Arts award allows pupils to take ownership over their learning and due to the number of different pathways taken pupils will undertake different sections at different times.</p>
<p>Enrichment Opportunities</p>	<p>- KS4 Arts Trip – Gallery and a Theatre Show in London</p>
<p>Topic Heading</p>	<p>Artrepreneur Enterprise Programme</p>
<p>Year 11 Content Artrepreneur Enterprise Programme (AEP) NC Year KS4 PA Stage: N/A</p>	<p>Year 11 pupils will develop an understanding of what it takes to be an artist. There will be two main units.</p> <ol style="list-style-type: none"> 1. Being an artist – Pupils will be practicing the art form that they have chosen and will make decisions about what skills within that art form they want to develop. A music pupil may want to develop their music technology/production or guitar skills whereas an art pupil may want to experience ceramics or work on their painting. Pupils will work within their chosen artform on producing works within a theme or a number of themes that will be showcased at the end of the year. 2. Artrepreneur Showcase – Pupils will work together to plan an event which showcases work from their AEP year. Pupils will be responsible for organising many aspects of the event and will need to develop their leadership and teamworking skills to put on a successful event.
<p>Enrichment Opportunities</p>	<p>- KS4 Arts Trip – Gallery and a Theatre Show in London</p> <p>- Pupils put on a showcase for staff, other pupils and parents giving them authentic planning and enterprise experience.</p>