

# Elm Court School

## Music Curriculum Overview



**Our music programme provides students with the foundational skills needed for them to make and perform the music they are passionate about. As well as introducing the students to new genres and broadening their knowledge, the programme provides progression routes to further their instrumental and vocal skills, and regular showcase opportunities to grow their performance abilities.**

**The Access course underpins the essential skills needed to create and direct their music-making. It covers the elements of music making (e.g. speed, volume, etc.) as well as how instruments around the world work, and underpins this learning through practical application and playing music as a band.**

**The Key Stage 3 modules introduce students to working as a band, communicating rhythm and melodies, playing a range of instruments, and useful techniques for creating music. Y7 and Y8 focus on acoustic and electronic instruments and the students broaden their knowledge by exploring the related musical traditions of African folk, Samba and Jamaican Nyabinghi music. In Year 9, students apply their rhythmic, melodic and song writing skills to music technology and production. By the end of Y9, students will have a broad range of experiences to draw on and, if continuing, will have a strong foundation from which to choose their music specialism.**

**The Years 10-11 pathway follows on from the KS3 programmes, with students working towards their Trinity College of London Bronze Arts Award qualification. As well as giving the students the opportunity to deep dive and progress their chosen music specialism (e.g. music production, guitar or singing) the Award also provides students with transferable creative skills: researching, reviewing, working independently to create music, building a portfolio of evidence, planning, and teaching a skill to others.**

**The Years 12-14 pathway offers students the opportunity to gain further experience that will help them across a range of careers but also support them to pursue music further through training, learning or as a lifelong passion. The Trinity College of London Silver Arts Award encourages students to develop independent work skills such as project and time management, responding to feedback, collaborative and leadership skills. It also supports students as they further their chosen music specialism and researches the steps musicians in the field have taken to get there and what steps they may need to undertake to achieve their ambitions.**

<p><b>Year 7:</b></p> <p><b>Introduction to Musical Skills</b></p> <p>Pupils will work as an ensemble using their voices and instruments to experience and perform:</p> <ul style="list-style-type: none"> <li>• Rhythm/beat patterns through African folk, graphic notation, pop &amp; rock songs, words &amp; numbers</li> <li>• Pitch (high-low sounds) by playing music on tuned</li> </ul>	<p><b>Year 8:</b></p> <p><b>Extending Your Musical Skills</b></p> <p>Through repertoire, pupils will develop their ensemble skills including:</p> <ul style="list-style-type: none"> <li>• Rhythm/beat patterns through Samba, pop &amp; rock songs, words &amp; numbers and syncopation (offbeat rhythms)</li> <li>• Pitch (high-low sounds) by creating harmony through</li> </ul>	<p><b>Year 9:</b></p> <p><b>Using Technology in Music and Music Production</b></p> <p>Pupils will develop their music technology and production skills by:</p> <ul style="list-style-type: none"> <li>• Exploring a range of music software</li> <li>• Editing, composing and remixing pre-made loops/samples</li> <li>• Exploring song structure</li> </ul>	<p><b>Access course:</b></p> <p><b>Fundamentals of Music</b></p> <p>Pupils will work as a band to explore the essential elements in music making, experience a range of musical cultures and deepen their knowledge of instruments:</p> <ul style="list-style-type: none"> <li>• Speed and volume through learning African folk music and manipulating these elements to create a musical arrangement.</li> <li>• Pitch (high-low sounds) and rhythm by experiencing music through drawing and movement, and pitched instruments (e.g. piano, glockenspiel, iPad music apps)</li> <li>• Exploring how instruments make sounds, how they similar and different in their function by exploring instruments from different band traditions including: western classical orchestras, marching bands and Indonesian Gamelan orchestras</li> </ul>
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<p>instruments (e.g. piano, glockenspiel, guitar, voice) using colour &amp; shapes/symbols to create and play pentatonic melodies</p> <ul style="list-style-type: none"> <li>• Composition skills drawing on their rhythm and pitch knowledge plus beatboxing, words and sounds and body percussion</li> </ul>	<p>drones, riffs, basslines and the blues scale</p> <ul style="list-style-type: none"> <li>• Develop new instrumental skills (which may include piano, percussion, guitar, and drum kit)</li> <li>• Perform and compose with chords (clusters of notes together)</li> <li>• Arrange existing/ original compositions</li> </ul>	<ul style="list-style-type: none"> <li>• Using midi instruments to create original loops /samples</li> <li>• Recording audio and operating the studio &amp; vocal booth</li> <li>• Manipulating sound through effects</li> </ul>	<p><b>Years 10 – 11 (KS4):</b></p> <p><b>Pathway Options</b></p> <p>Pupils will have the opportunity to achieve a Bronze Arts Award. Arts Awards are regulated by Ofqual, and Bronze provides a Level 1 qualification on the Regulated Qualifications Framework (RQF). This qualification is working at the same standard as GCSE grades 3–1.</p> <p>Students will have up to two years to develop a portfolio of creative work (e.g. recordings, posters, photographs and film documenting events, blogs, audio interviews, a learning diary), covering the following mandatory modules:</p> <ul style="list-style-type: none"> <li>• Develop their own creative practice (e.g. music production or instrumental skills)</li> <li>• Review a music event</li> <li>• Research their musical inspiration</li> <li>• Share their creative skills with others</li> </ul> <p>Through these modules, and to meet the qualification criteria, students will develop their:</p> <ul style="list-style-type: none"> <li>• Art form knowledge and understanding</li> <li>• Creativity</li> <li>• Planning and sequencing skills</li> <li>• Communication, research, and reflection capabilities</li> </ul> <p><b>Years 12 – 14 (KS5):</b></p> <p>Pupils will have the opportunity to achieve a Silver Arts Award. Arts Awards are regulated by Ofqual, and Silver provides a Level 2 qualification on the Regulated Qualifications Framework (RQF). This qualification is working at the same standard as GCSE grades 4-9.</p> <p>Students will have up to two years to develop a portfolio of creative work (e.g. recordings, posters, photographs and film</p>
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documenting events, blogs, audio interviews, a learning diary), covering the following mandatory modules:

- Progressing their creative practice (e.g. music production or instrumental skills) by planning and delivering an arts challenge which they will later reflect on and evaluate
- Review a music event
- Research local arts organisations and meet with their practitioners to discover routes into the industry and what careers may interest them
- Develop their leadership skills by planning, delivering and evaluating their role within a team producing a project. They will also assess their project management skills, impact on others and teamwork.

Through these modules, and to meet the qualification criteria, students will develop the skills below, providing them with strong creative and transferable skills for employment.

- Art form knowledge and understanding by reflecting on their current skills and where they would like to progress them
- Understanding of career paths available to them, knowledge of local organisations and develop their network of contacts
- Refine and reflect on their project management skills by planning, monitoring progress, assessing risk, promoting their project, reviewing its impact, reflecting on their ability to communicate effectively and collaborate, problem-solving, and practise seeking/accessing support and advice.

## Steel Pan Curriculum Overview

As part of the Elm Court School curriculum, all pupils in Years 7 and 8 have the chance to learn to play the Steel Pan and to explore the history and significance of the instrument. Pupils work in groups to learn to play songs on Steel Pan and other percussion instruments. In Year 9, Pupils are given more freedom and control over their learning. Lessons are largely performance/rehearsal based and pupils work collaboratively to produce 'big band' pieces or individually to learn songs of their choice.

Pupils have the opportunity and are encouraged to perform in weekly assemblies, Christmas concerts and Summer BBQs. All lessons are adapted according to each pupil's needs and designed to build confidence and encourage teamwork.

<p><b>Year 7:</b></p> <p><b>Introduction to Steel Pan</b></p> <p>Pupils begin to explore the history of the Steel Pan and the greater significance of the instrument, learning about:</p> <ul style="list-style-type: none"> <li>• Trinidad and Tobago, and other countries where the instrument is prevalent</li> <li>• Names and roles of each of the instruments in the 'Steel Orchestra', linking their roles to other musical instruments</li> <li>• Giving personal opinions on a piece of music, describing dynamics (loud-quiet), tempo (fast-slow) and likes/dislikes</li> </ul> <p>Pupils will work as an ensemble using the Steel Pan and other instruments to experience and perform:</p> <ul style="list-style-type: none"> <li>• Rhythm and Syncopation through clapping, playing and writing (box notation) traditional calypso and kaiso strumming patterns</li> <li>• Pitch (high-low sounds) and the C Major Scale, using the famous tune of <i>Do Re Mi</i></li> </ul>	<p><b>Year 8:</b></p> <p><b>Extending Your Knowledge and Performance Skills</b></p> <p>Pupils continue to learn about the Steel Pan and other less well-known world instruments:</p> <ul style="list-style-type: none"> <li>• Studying a well-known song in different styles and performing on different instruments</li> <li>• Exploring the process of how the Steel Pan is made</li> <li>• Giving more complex personal opinions on a piece of music, describing dynamics (loud-quiet), tempo (fast-slow) and justifying likes/dislikes</li> </ul> <p>Pupils will work individually and as an ensemble using the Steel Pan and other instruments to experience and perform:</p> <ul style="list-style-type: none"> <li>• Rhythm, chords and basslines, arranging their own version of popular calypso songs</li> </ul>	<p><b>Year 9:</b></p> <p><b>Performing Using Steel Pan and Other Instruments</b></p> <p>Pupils will work individually and as an ensemble using the Steel Pan and other instruments to explore:</p> <ul style="list-style-type: none"> <li>• Incorporating and organising melodies, harmonies, chords and basslines based on the music of their choice</li> <li>• Leading and arranging a band by deciding song structure</li> </ul>
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<ul style="list-style-type: none"> <li>• Simple melodies and chords based on traditional nursery rhymes, pop, Christmas and calypso music</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch (high-low sounds) and the Chromatic Scale, using <i>Flight of the Bumblebee</i> to discover accidentals (sharps and flats)</li> <li>• More complex melodies, harmonies and chords based on film/video game, pop, Christmas and Soca music</li> </ul>	
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### **How you can support your child in Music:**

*You can support your child by encouraging them to experience a wide range of music (live, recorded, online) and to express their opinions about it. You could also encourage them to join a music group outside of school e.g. Kinetika Bloco (Carnival Arts) and Raw Materials (music and creative production) both run free programmes after school and in the holidays and have experience supporting students with SEN. Lambeth Music Service offers instrumental lessons for SEN learners (discounts available for low-income families, and Pupil Premium learners).*

**Please keep in touch with the Music section should you feel your child is struggling or needs more challenge – let us know. Emails can be sent to: [admin@elmcourt.lambeth.sch.uk](mailto:admin@elmcourt.lambeth.sch.uk)**