

## The Music Curriculum at Henlow Academy – Our Intent, Implementation and Impact

	<b>Year 7 Autumn 1 and 2</b>	<b>Year 8 Autumn 1</b>	<b>Year 9 Autumn 1</b>
<b><i>Intent</i></b>	Playing an instrument and following notation.	Playing the Ukulele Playing a chordal instrument Performing in a large ensemble	Music for Ensemble – String Music
<b><i>Implementation</i></b>	Basic 5 finger playing. Changing the voice and style. Using Automatic accompaniment  Assessment point performance of Blue Skies or Jingle Bells in pairs.	Learning basic Ukulele Chords Following a chord pattern Strumming techniques Maintaining your own part	Identifying the characteristics of the Baroque Period The importance of the String Family Using a chord pattern to compose
<b><i>Impact</i></b>	Development of confidence playing the keyboard. Using the functions to support their playing. Follow simple notation and perform alongside others. SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs	Improved ensemble skills Instrumental technique Consolidation of chords  SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs	Compositional skills Musical History Consolidation of Major and Minor Chords  SMSC Western Classical Music  SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs

	<b>Year 7 Autumn 2 see above</b>	<b>Year 8 Autumn 2</b>	<b>Year 9 Autumn 2</b>
<b>Intent</b>		Music for Ensemble - Blues	Celebratory Music
<b>Implementation</b>		Primary I, IV, V Chords 12Bar blues chord pattern Improvisation using the Blues scale History of the Blues	Primary I, IV, V chords Composing a fanfare The characteristics of the Brass Family Identify the characteristics of a Fanfare
<b>Impact</b>		Playing Primary chords Following a chord sequence Improvising stylistically. SMSC – music from another culture  SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs	Compositional skills Musical History Consolidation of Major and Minor Chords SMSC Western Classical Music  SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs

<b>Scheme 3</b>	<b>Spring term 1 and 2</b>	<b>Spring term 1 and 2</b>	<b>Spring Term 1 and 2</b>
<b>Intent</b>	Samba Drumming	Creating a set of Variations using western classical tradition techniques.	The Beatles
<b>Implementation</b>	Playing Samba rhythms Playing and creating polyrhythms. Maintaining an even tempo Maintaining a part	Play a simple melody Add a chordal accompaniment Use retrograde, inversion diminution and augmentation Listen to music from the Western Classical Music tradition. Identify simple techniques used in music aurally	Play a Beatles song as an ensemble Explore the cultural influences on The Beatles Compose a pop song including lyric writing
<b>Impact</b>	Understanding the role of carnival in Brazilian culture Performing music from another culture SEND and Disadvantaged pupils perform in line with their peers. Increase in uptake of instrumental lessons. Christian Character and British Values – Worship songs Mardi Gras and Lent	Understanding of the techniques used in Western classical music. SEND and Disadvantaged pupils perform in line with their peers. Increase in uptake of instrumental lessons. Christian Character and British Values – Worship songs	Understanding the influences of The Beatles on pop music SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values -

	<b>Year 7 Summer 1</b>	<b>Year 8 Summer 1</b>	<b>Year 9 Summer 1</b>
<b>Intent</b>	Western Classical Music – Ground Bass	Compose music suitable for Horror Music and suspense.	Film Music
<b>Implementation</b>	Identifying and performing a Ground Bass, Ostinato Maintaining your part in a large ensemble following notation. Listening – a range of western classical music using a ground bass and ostinatos	Performing in a large ensemble Composing using a range of different techniques Relating action to Music	Perform a piece of Film music in an ensemble Explore the compositional techniques used in film music
<b>Impact</b>	Cohesive performance where pupils maintain their own part. Extend performing notation reading skills. Identify the use of Ground Bass and Ostinato SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs	Playing in a large ensemble  SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs	Perform in an ensemble  SMSC – explore the different cultural influences on film music.  Christian Character and British Values

	<b>Year 7 Summer 2</b>	<b>Year 8 Summer 2</b>	<b>Year 9 Summer 2</b>
<b>Intent</b>	Playing a brass instrument and following notation.	Indian Music Perform stylistically	GCSE Preparation
<b>Implementation</b>	Basic instrumental techniques. Breath control Mouth shape Controlling pitches	Use traditional Ragas Follow the structure Alap, Jor, Gat and Jhalla, Listen to a range of Indian Music Improvise creating a stylistically correct performance	Complete Step up to GCSE Perform a solo and an ensemble piece Compose to a given brief Listening exam
<b>Impact</b>	Development of basic brass playing technique inc. Instrumental control Playing in a large ensemble.  SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs	Perform music from another culture Explore other musical traditions  SMSC – music from another culture Dispel myths about the culture Discuss Sikhism  SEND and Disadvantaged pupils perform in line with their peers. Christian Character and British Values – Worship Songs	SMSC – music from a range of cultures  SEND and Disadvantaged pupils perform in line with their peers.