

Trust on which schools/students have delivered the LMT Primary Curriculum and or LMT Wider Opportunities & Continuation Programmes is shared.

- Students successfully admitted to Sandbach School on Music Aptitude are shared across the department.
- Peripatetic teachers who work in feeder primary schools and here at Sandbach School share student names of engagement and standard.

Year 7 Transition & Induction Phase Music Curriculum Sequence



Intent:

- Develop knowledge and skills from KS2 through performing, composing and listening to build their knowledge of key musical features and notations in different styles of musical genres.
- Develop their vocal/ and instrumental fluency, accuracy and expressiveness and use self-reflection to inform their own practice.
- Develop their understanding of and skills in music technology through a variety of technology platforms.



HT1 Our School (Blended Project)	HT2 The Snowman	HT3 Whole Class Brass Project	HT4 The Beatles	HT5 Graphic Scores	HT6 Instruments of the Orchestra
<ul style="list-style-type: none">Understand tempo and the basics of reading musical notation Covering note names, note values (rhythm), reading pitch and clefsUnderstand melody through reading pitch.Performances on Glockenspiels and or Boomwhackers using their notation reading skillsStudents listen to and perform Mozart's 'Twinkle Twinkle Little Star' and Beethoven's 'Ode to Joy'If students are using Boomwhackers then performing more challenging pieces e.g. Eine Kleine Nachtmusik by Mozart, Peer Gynt Suit by Grieg and Africa by Toto further musical variety, exposure and development. <p><i>* Students are prepared for the school's Commemoration Day in the first two weeks of October. Students learn two hymns: Jerusalem by Parry and Our Father By Who's Servants (Sandbach School Hymn)</i></p> <p>Students complete a Baseline Listening Assessment which covers pitch and rhythm recognition aurally and visually, prior learning of the Elements of Music, Reading notation both traditional and graphic, general listening appraising skills through identifying different cultures of music traditions and instrument recognition both aurally and visually. Students also complete a survey on their musical background and current engagement. As such the results from these tests will shape their musical journey at Sandbach School. Adaptations of the following SOW will be made in response to these findings.</p>	<ul style="list-style-type: none">Develop vocal skills in a whole class and year group performance at the school Christmas Concert.Students learn and perform 2 songs in the school Christmas Concert developing their performance and vocal skillsStudents develop their understanding and performance skills through the song 'Walking in the Air' from the Snowman by Howard Blake on glockenspiels which is recorded as soloStudents discuss use of different instruments, pitches and volume in the pieces to engage with Elements of MusicCreate the opportunity to continue through extra-curricular continuation choir and/or peripatetic group vocal lessons	<ul style="list-style-type: none">Whole Class learning of an instrument (Brass)Taught In partnership with the Love Music Trust as a 'First Access' Scheme (Music Hub)Learning a new musical instrument for 6/7 weeksDevelop notation skills of treble clef and simple rhythm patternsEnd of term/unit performance which is videoed and students engage with evaluating their performance.Gifted & Talented students to be selected for a Primary Transition day and play alongside Concert OrchestraCreate the opportunity to continue through extra-curricular continuation band and/or peripatetic group lessons (funded by both department and parent where appropriate)Encouragement of PP students to learn a musical instrument for free through PP funding streams (CAP)	<ul style="list-style-type: none">Recap notation on 3 notes and develop to 6 notes (Yellow Submarine)Develop keyboard skills – learning correct fingers and hand position for melody – yellow submarineDevelop listening skillsDevelop the understanding of harmony through learning what a chord and chord sequence areLearn how to use ukuleles to perform a 2 chord and 4 chord song by The BeatlesCreate a song of their own using a chord sequence	<ul style="list-style-type: none">Understand what a traditional musical score isUnderstand other forms of notationFollow a graphic score listening to 'Can Can' by Offenbach, 'Dawn Interlude' by Benjamin BrittenPerform part of a Graphic Score using voice / body percussion onlyDevelop understanding of texture and dynamics in graphic score performanceExtension Composing expressively using graphic score - Students listen to and appraise 'Night on a Bare Mountain' by MussorgskyComposition TaskOde to Joy. Developing notation skills from 6 notes and beyond (ledger lines)	<ul style="list-style-type: none">Learn the 4 families of the OrchestraStudy the instruments of each familyStrings: Students listen to 'Pizzicato Polka' by J Strauss, 'City of Lovers' by David ArnoldBrass: Students listen to 'William Tell's Overture' by Rossini, 'Indiana Jones' by John Williams, 'Fanfare for Common Man' by Aaron Copland and 'Imperial March' by John WilliamsWoodwind: Students listen to 'Rhapsody in Blue' by Gershwin, 'The Face of Pan' by John Williams and 'New World Symphony' by DvorakPercussion: Students listen to 'Lord of the Rings' by Howard ShoreUnderstand the qualities of each family and its instruments in the context of compositionStudents listen to and appraise 'Young Person's Guide to the Orchestra' by Benjamin BrittenUnderstand the concept of Programme Music by composing a piece using keyboardsStudents will develop their composing skills by selecting appropriate instrumental timbres for the given storyline which draws upon their learning of the instruments of the orchestra. They will create melodies and different textures within the piece.Students will develop their notationStudents will be encouraged to use their knowledge of the elements of music within the composition. For example, using dynamics to add excitement to the piece.
Teaching 'Our School' supports: <ul style="list-style-type: none">Engagement in musicEngagement in extra-curricular uptake HT2 Yr7 Wider OpportunitiesPerforming, listening and ensemble skills (Yr 7-13)Vocal skills (Yr7-13)	Teaching 'The Snowman' supports: <ul style="list-style-type: none">Engagement in musicEngagement in extra-curricular uptake Performing, listening & appraising, staff notation and ensemble skills (Yr7-13)Vocal skills (Yr7-13)	Teaching 'Whole Brass Project' supports: <ul style="list-style-type: none">Engagement in musicAOS 1-4 (GCSE)AOS 1-7 (A Level)Performing, listening & appraising, staff notation and ensemble skills (Yr7-13)	Teaching 'The Beatles' supports: <ul style="list-style-type: none">Engagement in musicAOS 1-4 (GCSE)AOS 1-7 (A Level)Performing, listening & appraising, staff notation and ensemble skills (Yr7-13)	Teaching 'Graphic Scores' supports: <ul style="list-style-type: none">Engagement in musicAOS 1-4 (GCSE)Unit 3 Composing (GCSE)AOS 1-7 (A Level)Performing, listening & appraising, staff & other appropriate notation and ensemble skills (Yr7-13)Vocal skills (Yr7-13)	Teaching 'Instrument of Orchestra' supports: <ul style="list-style-type: none">Engagement in musicInstrumental uptakeAOS 1-4 (GCSE)Unit 3 Composing (GCSE)AOS 1-7 (A Level)Performing, listening & appraising, staff & other appropriate notation and ensemble skills (Yr7-13)
'Our School' feeds from: KS2 curriculum: Performing, Listening, Composing, Vocal skills	The Snowman' feeds from: KS2 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation	'Whole Brass Project' feeds from: KS2 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation	'The Beatles' feeds from: KS2 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff notation	'Graphic Scores' feeds from: KS2 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff & other appropriate notation	'Instruments of the Orchestra' feeds from: KS2 curriculum: Performing, Listening, Composing, Vocal skills, understanding staff & other appropriate notation, understanding history of music
Yes	Yes	Yes	Yes	Yes	Yes