

Music at Cottenham Village College is a powerful and distinctive multi-sensory form of communication and expression, which is essential in a well-rounded curriculum. The creative thought processes involved can lead to powerful outcomes that move us to tears or create goose bumps, an aspect in industry that also creates serious cash for economies world-wide. Through an exposure to a broad range of styles, students can engage with cultural identity, define themselves and truly bring their own music alive. Knowledge is applied, embedded, and nurtured predominantly through direct contact with sound. Through modelling and scaffolding students experience music as a musician. It is our aim to empower students to react, express, problem solve and articulate ideas with increasing resilience and independence. Our role is to encourage an interest in music that will continue both in and beyond the classroom'

At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress. In music these strategies include: teacher, peer and individual observations of performance; critical feedback is shaped on what is happening in the moment, recognising the main weaknesses, understanding why they are happening and formulating the next steps to improving outcomes. This may require further instruction, demonstration, and modelling. Thinking points, exercises and quizzes are integrated regularly to support the retention of musicianship and terminology.

Autumn Term	How is power conveyed through music?	How has Ground bass developed through time?
Key subject knowledge question:	To explore how music is used to convey power in different cultural contexts and to understand the musical features which contribute to this.	To learn how Ground bass has been used across different centuries and styles and to understand how melodies are layered above.
Key disciplinary knowledge:	To experience the impact of different devices such as ostinato, pulse, drones, polyrhythm and dissonance in ritualistic music.	To perform layers a ground bass using both treble and bass notation and associated chords within a popular style, incorporating further counter melodies of their own.
Summative Assessment Strategies	In addition to mid and end of year musicianship tests, students are assessed on their ability to create a powerful piece of music.	In addition to mid and end of year musicianship tests, students are assessed on their composition and performance of a piece containing a Ground bass and variations.
How does this unit prepare students for future study?	Students analyse African polyrhythm in the set work at GCSE.	Students are aware of the full range of diatonic chords in a major key which will support the Brit pop project that shows how song writer's break the rules and use other chords. This topic also prepares for composition and the set work in KS4.

Spring Term	How can a leitmotif be varied to convey different moods and situations?	What is Brit pop?
Key subject knowledge:	To learn how to describe melodic features in a leitmotif and to understand that they are heard through the film in varied ways, depending on the situation.	To learn about the growing popularity of synthesised and electronic sounds in popular music trends and understand how and why britpop bands such as Oasis created a 60's renaissance.
Key disciplinary knowledge:	To improve performing skills by playing different leitmotifs and exploring a variety of composition tools to transform the melody and accompaniment. They experience extended chords 'the spy chord' and specific film devices that at suspense.	Through a performance of 'Don't look back in anger', students recognise how the same riff is taken from John Lennon. They learn to play slash chords and pinpoint the use of chords that do not belong to the key whilst exploring other areas which break with typical song conventions such as structure.
Summative Assessment Strategies	In addition to mid and end of year musicianship tests, students are assessed on their ability to manipulate a leitmotif successfully for a chosen scene.	In addition to mid and end year knowledge tests, students are assessed on their ability to perform in an ensemble.
How does this unit prepare students for future study?	This will support composing and listening for film in KS4.	This creates a good foundation for the pop set work in KS4.

Summer Term	How can I improve my band skills?	What is world fusion music and bhangra?
Key subject knowledge:	To apply knowledge accumulated throughout the key stage to a group performance of their own choice. A team of year 9 students will create a leadership group to organise a staged performance.	To know that bhangra originated as a harvest folk song/dance in the Punjab district of India and Pakistan. To understand how migration led to it being associated with a fusion of western popular music.
Key disciplinary knowledge:	To improve ensemble skills, making good song choices, problem solving parts for the band, producing and refining through effective rehearsals.	To explore characteristics used in Bhangra, such as the dhol rhythm, by sequencing an electronic piece that includes typical features of music technology.
Summative Assessment Strategies	Groups perform in a staged performance.	In addition to mid and end of year tests focusing on the recognition of dance styles, students are assessed on how they consolidate their use of techniques to create a structurally sound arrangement.
How does this unit prepare students for future study?	This prepares students for ensemble playing at KS4.	Bhangra and other pop fusion styles form part of the GCSE course in KS4.