

A SPIRALLING POP & ROCK BAND CURRICULUM

From first beat to full set.

Band Works develops musicianship, creative voice and ensemble independence through a clearly sequenced pathway from Primary to Secondary.

CURRICULUM, NOT JUST SONGS.

Every piece of repertoire is selected to deliver the next musical skill, ensemble habit or creative responsibility.

LISTEN & RESPOND

CREATE

PERFORM

BAND WORKS

Play with purpose.

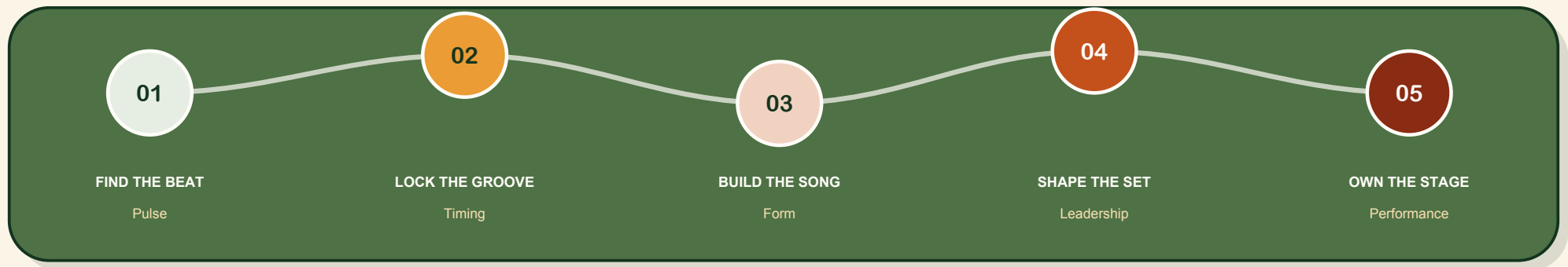


A progressive ensemble pathway for guitars, bass, drums, keyboards and vocals.

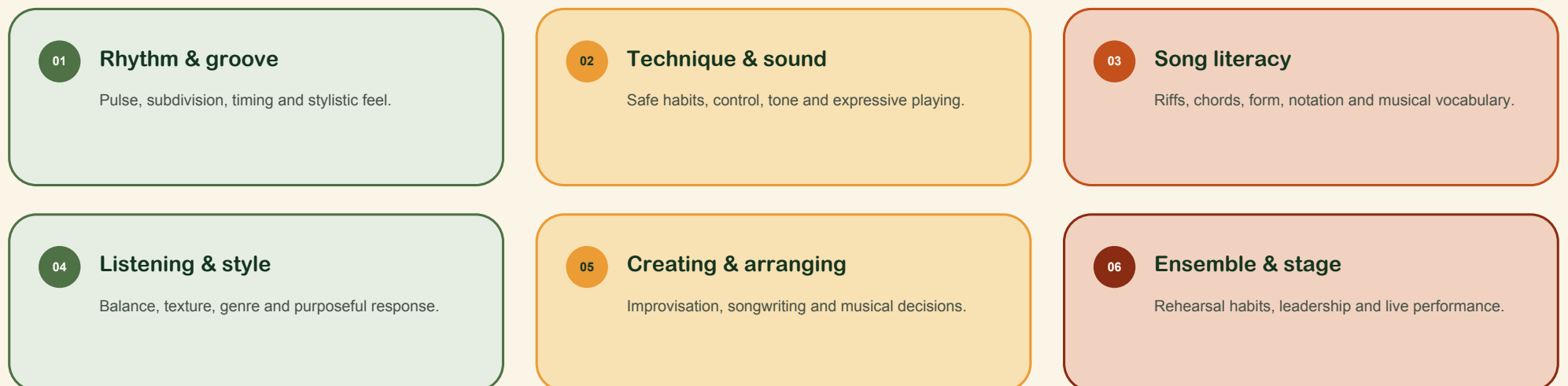
ONE CURRICULUM, REVISITED WITH GREATER DEPTH

Students grow through a learning spiral.

The same musical strands return at every level. The challenge increases, the parts become more sophisticated and students take greater ownership of the rehearsal process.



SIX STRANDS STUDENTS KEEP DEVELOPING



EACH SONG IS A VEHICLE FOR THE NEXT LEARNING OUTCOME.

READINESS-LED PATHWAYS

The musical challenge grows with the learner.

The levels below are indicative rather than rigid age bands. A short starting-point activity helps TAF place parts, repertoire and creative responsibility at the right level for each cohort.

01 Find the Beat

LOWER PRIMARY OR COMPLETE BEGINNERS

Steady pulse, start and stop cues, one or two-chord parts, simple riffs and verse-chorus form.

Outcome: Perform one complete song as an ensemble.

02 Lock the Groove

UPPER PRIMARY OR RETURNING BEGINNERS

Two to four-chord songs, rhythmic patterns, basic chord charts, fills, balance and shared transitions.

Outcome: Present a coordinated two-song mini-set.

03 Build the Song

UPPER PRIMARY TO LOWER SECONDARY

Syncopation, major and minor harmony, texture, dynamics, short improvisations and arrangement choices.

Outcome: Re-arrange a familiar song and explain the choices.

04 Shape the Set

LOWER SECONDARY

Contrasting genre grooves, transposition, rehearsal leadership, microphone practice, transitions and stage planning.

Outcome: Curate and perform a themed set with a simple production plan.

05 Own the Stage

UPPER SECONDARY AND HIGH SCHOOL

Original material, independent arranging, recording or production tools, peer coaching and performance evaluation.

Outcome: Produce a polished set containing an original or substantially reworked song.

LEARNING BEYOND THE REHEARSAL ROOM

Listen. Observe. Apply.

Selected cohorts can connect classroom learning with live performance, venue practice and production thinking through an Esplanade learning journey.

A THREE-PART FIELD-TRIP CYCLE

01

Before the visit

Frame an inquiry question, study the venue context and assign listening or observation roles.

02

At Esplanade

Observe performers, audience experience, acoustics, technical roles and how the venue supports the event.

03

Back in school

Apply one observation in rehearsal, improve the arrangement or create a stage plot and run sheet.

VISIBLE EVIDENCE OF LEARNING

Schools can see the progress.

- 1 Band readiness snapshot
- 2 Song maps and chord charts
- 3 Rehearsal recordings
- 4 Student arrangement decisions
- 5 Mid-programme checkpoint
- 6 Final rubric and reflection

WHAT STUDENTS LEAVE ABLE TO DO

Hold an authentic band role | Listen and adjust | Explain musical choices | Create together | Rehearse with independence | Perform with purpose

Esplanade visit format and access are subject to programme and venue availability.

A PRACTICAL CURRICULUM SHAPED AROUND YOUR LEARNERS, TIMETABLE AND PERFORMANCE GOAL.