

Curriculum Information for the School Website

Subject: Music

List of TLR Holders and their responsibilities:

Mrs Nicola Hills Head of Music

Department aims:

The music department aims to give students a broad range of musical experiences, to participate in musical performances both singing and playing a variety of instruments and to help students develop a love of music that will go with them into adult life.

Approaches to teaching and learning: Students will be taught music through three main strands:

Performance, Composition and listening skills.

Why the department has adopted this curriculum plan: (Curriculum Intent):

The curriculum has been designed to inspire students to want to learn. All lessons will be practical based and engaging for all.

Principles of sequencing learning in this subject:

The music curriculum is taught on a rotation system and so students will not necessarily follow the curriculum in the order stated below therefore it has been important to design topics that can stand alone but still build on previous knowledge. All KS3 lessons are planned around the skills required for GCSE - performing, composing and listening skills.

Curriculum Outline:

Year 7	Unit 1	Unit 2	Unit 3	Unit 4
Knowledge taught	Just Play - Building musical skills through playing instruments Students will learn to play simple chords and	Rhythm and Melody Learning to play the keyboard using traditional notation	Songwriting Learning the musical building blocks that are needed to create a	Musicals Understanding the concept of musicals and creating a performance

	basslines on keyboard, guitar, bass guitar and ukulele.		song.	from a musical
Skills taught	Instrumental skills, Ensemble skills, Learning to learn aurally, Finding and maintaining a pulse, Working together, Understanding how music works, Building confidence Listening and analysis	Understanding rhythm and pitch notation Correct techniques of playing the keyboard Playing in time with other students.	How to compose a chord pattern and bass line How to write lyrics How to compose a suitable vocal melody Recording using Garageband on ipads. Listening and analysis	Working together to produce a performance Vocal skills Choreograph appropriate to the song Listening and analysis
Assessments	Group performance on chosen instrument	Solo Performance on the keyboard	Song Composition	Group Performance

Year 8	Unit 1	Unit 2	Unit 3	Unit 4
Knowledge taught	Just Play Developing instrumental skills learnt in Year 7	Blues and Rock 'n' Roll Developing an understanding of these 2 styles of music, how they are linked, what are the specific musical features and their culture history	Electronic Dance Music Learn the key musical features of this style and how to use garageband	Classical Composition Developing students' understanding of classical music in a fun and engaging way.
Skills taught	Instrumental skills - learning more challenging chords Ensemble skills - working in small groups	Instrumental skills - 12 bar blues chords and walking bass line. Improvisation using the blues scale and scat singing Ensemble	Composition - motifs, texture, harmony, structure Using garageband to compose Listening and	Composition - tonality, chords, drones, melodic ostinatos and sonority Listening and analysis

	Learning to learn aurally, Understanding how music works, Building confidence	performance Listening and analysis	analysis	
Assessments	Group performance on chosen instrument	Group performance on chosen instrument	Composition of an EDM style piece of music	Composition of a classical style piece of music

Year 9	Unit 1	Unit 2	Unit 3
Knowledge taught	Film Music Composition Looking at how music is used in film to support the action and help create atmosphere, tension and strengthen characters	Cover songs and songwriting Looking at how many songwriters simply do remixes of other musicians' work. Start to craft our own remixes or 'arrangements'. This will lead to students writing their own songs	Classical Music Performance Develop understanding of classical music
Skills taught	Composition using garageband and musescore. Listening and analysis	Arrangement Performance Composition Listening and analysis	Performance of famous pieces of music
Assessments	Composition of a film soundtrack	Performance of a cover song Composition of a song	Solo Performance Group Performance

GCSE Syllabus Information:

Year 10	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	Introduction to Area of Study 1 (Musical	Introduction to Area of Study 2 (Music for	Introduction to Area of Study 3 (Film Music)

	<p>Forms and Devices)</p> <p>Rhythmic and melodic notation, including dotted rhythms Binary and ternary form Rondo form Repetition Sequence Ostinato Conjunct and disjunct movement Broken chords Melodic and rhythmic motifs Simple chord progressions</p>	<p>Ensemble)</p> <ol style="list-style-type: none"> 1. Sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues. 2. Learners will study texture, including how composers combine musical lines in the following textures: monophonic homophonic polyphonic unison chordal layered melody and accompaniment round canon countermelody. 3. Learners will also consider how texture is used in the following instrumental and vocal groupings: vocal ensembles (including solos, duets, trios, use of backing vocals) jazz/blues trio rhythm section string quartet basso continuo sonatas. 	<p>Students will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect. Through listening to and/or performing examples of film music learners will study how: composers use musical elements appropriately to respond to a specific commission composers use leitmotifs and thematic transformation to develop thematic material to respond to a given stimulus or commission such as words or pictures musical features are adopted by composers to create a mood in descriptive music performers interpret a composition the audience and/or venue affect the performance and/or composition instrumental and/or vocal timbres are used to create colour/mood dynamics and contrast are used for the creation of special effects music technology may be used to further enhance sonority minimalistic techniques are used in film music.</p>
Skills taught	<p>Improvisation Composition Performance Listening and Analysis</p>	<p>Composition Performance Listening and Analysis</p>	<p>Composition Performance Listening and Analysis</p>

Assessments	Group African composition Musescore melody composition	performing in smaller ensembles; (e.g.chamber music, jazz, musical theatre etc.) as suited to learner interests Composing using texture and sonority (chords and melody) including:	Film Music Composition
Year 10	Autumn Term 2	Spring Term 2	Summer Term 2
Knowledge taught	Introduction to Area of Study 4 (Popular Music) Rock and pop styles Strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, Primary and secondary chords Cadences Standard chord progressions Power chords Relationship between melody and chords How to describe a piece of music using the elements of musical language Introduction to	Group and Solo Performance Choosing the right piece of music for you. Learning the music on your chosen instrument - fluent performance and dynamic contrast Working as a group - balance and accuracy	Fusion Introduction to Bhangra, Indian instruments and chaal rhythms

	prepared extract - Since You've Been Gone		
Skills taught	Composition Performance Listening and Analysis	Performance Listening and Analysis	Composition Performance Listening and Analysis
Assessments	Group Performance	Group and Solo Performance	Group arrangement

Year 11	Autumn Term 1	Spring Term 1	Summer Term 1
Knowledge taught	Revisit area of study 1: Forms and Devices (with more advanced topics and practical content) <ol style="list-style-type: none"> 1. Variation form and strophic form in classical music 2. Recognition of features of baroque, classical and romantic periods 3. Revisit: imitation, pedal, canon, alberti bass and all harmonic features 	Main focus to complete all performance work. Revisit area of study 4: Popular Music (with more advanced topic/class/practical content) <ol style="list-style-type: none"> 1. Bhangra and fusion 2. Loops, samples, panning, phasing, melismatic/syllabic 3. Revisit <i>Since You've Been Gone</i> 4. Exam techniques: hints and tips 5. Building a vocabulary revision list 6. Clarifying all relevant theoretical points 	Main focus listening work in preparation for final exam.
Skills taught	Composition Performance Listening and Analysis	Composition Performance Listening and Analysis	Exam preparation
Assessments	Mock Exam	Performance Exam	Listening Exam

Year 11	Autumn Term 2	Spring Term 2	Summer Term 2
Knowledge taught	Revisit and revision: <i>Eine Kleine Nachtmusik</i> <ol style="list-style-type: none"> Exam techniques: hints and tips Building a vocabulary revision list Clarifying theoretical points Work on final compositions	Revisit Music for Ensemble (with more advanced topic/class/practical content): <ol style="list-style-type: none"> Polyphonic, layered, round, canon and countermelody Cover all styles not completed in year 10 	
Skills taught	Composition Performance Listening and Analysis	Composition Performance Listening and Analysis	
Assessments	Two final compositions		

How students will receive feedback to enhance their knowledge and skills: Students will be given verbal feedback in every lesson regarding ongoing work. Each assessment piece will formally be marked using a specific criteria which will be shared with students before the assessment

Reading List (Key Stage 3):

Reading List (GCSE):

Useful weblinks:

<https://rmays.musicfirst.co.uk/app/>

<https://musescore.org/en>

Extracurricular and enrichment:

School Production, Chamber Choir, Acapella Groups, Musical Theatre Group, Jazz Band, String Group, String Quartets, Rock Bands, Music Theory, Boy's Choir, Folk Group, Wind Ensemble

Spiritual, Moral, Social and Cultural opportunities:

All music styles and genres that we teach are set into context and given a cultural and historical background. This helps the students to understand the music better and therefore perform with a stronger understanding.

Character development and British Values opportunities: Music is a fantastic subject for students to feel a sense of togetherness. A huge amount of lesson time is spent working as a group and therefore developing social skills and independent learning.