

MUSIC

Key Stage 3 Curriculum Overview

Year 7					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE: Building Bricks and Keyboard Skills		TOPIC TITLE: I've Got Rhythm/Form and Structure		TOPIC TITLE: Sonority City and Folk	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Bassline Test, Brass, Woodwind, Percussion and String, Conducting and Performance Skills.	Learn about the symphony orchestra – its layout and structure. Develop understanding of musical instruments and how they are played, the families or sections, construction, different sound production methods and characteristic timbres. Perform on orchestral instruments as part of a class orchestra (where possible) with awareness of the experience of performing together as a large group and the roles of different instrumental parts and textural layers on the music as a whole.	Keyboard skills, Dynamics, pitch, tempo and duration, types of voice.	Develop Keyboard skills in graphic notation as a way to record musical ideas using musical elements. Develop vocal skills including the importance of warming up the voice before singing and singing in tune and in time with others in a variety of roles and contexts. Perform a wide variety of different types and styles of songs from different times and different places with awareness of parts. Explore how the voice can be used in different ways	Rhythm Exploration, Ostinato, Note Values and Rhythm Grid Notation.	Understand that pulse is a fundamental upon which music is built and performed. Develop a feeling for and an awareness of a regular pulse in music from different times and places. Distinguish between pulse/beat and rhythm. Develop and understanding of note values in terms of duration, bars and simple time signatures.

Year 8					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE: Hooks and Riffs/Offbeat		TOPIC TITLE: Variations and Jazz		TOPIC TITLE: Bass and Saharan Sound	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
History of song Voices (alto, soprano, tenor and bass) Hook, Rhythm, timing, melody and structure.	Learn about the history and development of the modern day stage musical with its origins in opera. Learn about different types of songs used in operas and Musicals. Learn about the importance of the “opening number” in a musical. Explore a range of songs from musicals in class ensemble performances. Learn about the importance of occasion, style and context when composing and/or performing songs and scenes from a musical.	Motif Introduction, Structure, timing and rhythm Exploring sequence Improvisation.	Learn about the importance of ostinato, rhythm and form and structure in a music for “junk” percussion. Explore how “junk” objects can be used to create a number of different timbres. Learn about rhythmic and melodic ostinato patterns.	Timing, Texture and Timbre, Polyrhythms and Improvisation 1-4-5.	How improvisation is used in Jazz and Blues Music. What makes an “effective” improvisation. Triads, the 12-bar blues, the blues scale, swing rhythms and seventh chords. Textural layers in Jazz and Blues Music. Different types of Jazz – Blues and Ragtime.

Year 9					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE: Dance Music/Soundtracks		TOPIC TITLE: Computer/Video Game Music and New Directions		TOPIC TITLE: Samba/ What Makes a Good Song?	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
The Elements of Music, Leitmotif, Attack and Decay and how to incorporate ‘silence’ for effect.	How music can enhance the visual images and dramatic impact of film, and can reflect the emotional and narrative messages of the drama. How film soundtrack composers use sound effects, leitmotifs, themes and instrumentation together with tools such as cue sheets and storyboard to assist their planning of a film soundtrack. How film music can change the viewer’s interpretation of a scene. How to create an effective musical narrative for a film scene, using appropriate techniques and structures to create an intended effect.	Genre and Tradition, Rehearsal skills, Adaptation to difficulty levels and Phrasing with musical elements.	How popular songs have been performed in different arrangements by different groups and artists and interpret own performances from this. About the importance of structure in popular songs to interpret for solo and ensemble performance. To create own popular song that uses structure, instrumentation, lyrics, chords, melody as well as hooks and riffs and how these have been used in popular songs.	Polyrhythms and repetition, Phase shift, Melodic transformation, Textures and layers within structure.	Develop knowledge and understanding of the elements of music and how these can be manipulated to provide musical variation Explore how other musical devices such as tonality and rhythm can be used to provide musical variation. Explore how Theme and Variations and Ground Bass give Form and Structure to a musical composition.

Key Stage 4 Curriculum Overview

Year 10					
Autumn Term		Spring Term		Summer Term	
TOPIC TITLE: BTEC Component 1 (Knowledge Development) and Performance.		TOPIC TITLE: BTEC Component 1 (Knowledge Development) and Performance.		TOPIC TITLE: BTEC Component 2 (Rehearsal Skills)	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
<p>Working as part of an Ensemble. Musician skills in performance.</p> <p>Music knowledge task Component 1</p>	<p>The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry & theoretical language whilst drawing upon knowledge learned within this unit. Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This knowledge will be demonstrated through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.</p> <p>1.1 Comprehensively describe the contributing traits of two contrasting contemporary musical styles through consideration of:</p> <ol style="list-style-type: none"> The factors that influenced its inception Significant artists/bands/producers Important recordings/performances/events Imagery and fashion associated with the style 	<p>Working as part of an Ensemble. Musician skills in performance. Music knowledge task 2-Component 1.</p> <p>Ensemble development- choosing appropriate material for performance with an exploration of different genres.</p>	<p>The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry & theoretical language whilst drawing upon knowledge learned within this unit. Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This knowledge will be demonstrated through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.</p> <p>2.1 Display the ability to accurately recognise and discuss insightfully at least four of the following musical elements:</p> <ol style="list-style-type: none"> Tonality Tempo Instrumentation Lyrical content (where applicable) Production Techniques 	<p>Skills for Instrument Maintenance. Health and Safety in the Music industry, Instrumental skills, organisation skills, analytical skills,</p>	<p>To enhance the learner's capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment. The purpose of this unit is to facilitate the learner's ongoing development as an instrumentalist, based around their own goals and objectives using structured planning and reflection of personal development.</p> <p>1.1 Comprehensively assess the day-to-day maintenance requirements of their instrument and identify those which may be undertaken personally</p> <p>1.2 Comprehensively describe personal Health & Safety issues in relation to their instrument and playing style and review personal approach to the issues associated with playing their instrument</p> <p>2.1 Comprehensively and insightfully review personal goals in relation to playing an instrument and identify a plan of action in negotiation with a tutor. This will include:</p> <ol style="list-style-type: none"> A practice plan, agreed with the tutor Identification of specific aims for ongoing development Timescales for achieving the aims

Year 11			
Autumn Term		Spring & Summer	
TOPIC TITLE: BTEC Component 2 (Rehearsal Skills)		TOPIC TITLE: BTEC Component 3 Internal Core- External Assessment.	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Skills for Instrument Maintenance. Health and Safety in the Music industry, Instrumental skills, organisation skills, analytical skills.	<p>Continue enhance the learner's capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment. The purpose of this unit is to facilitate the learner's ongoing development as an instrumentalist, based around their own goals and objectives using structured planning and reflection of personal development.</p> <p>31 Over an agreed study period, demonstrate profound and comprehensive developmental progression as an instrumentalist through consistent and rigorous engagement with the practice plan agreed with an instrumental tutor. To include improvement in:</p> <ul style="list-style-type: none"> a Technical ability b Dexterity c Stamina d Control of the instrument <p>32 Rigorously clarify achievements in relation to the personal goals identified in 1.2, perceptively highlighting strengths and areas for development and plan for ongoing development as an instrumentalist</p>	Skills for rehearsal, skills for performance, vocal and instrumental skills, health and safety, communication skills, analytical skills and organisation skills.	<p>Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry. The rehearsal elements of the unit are designed to develop the learner's ability to rehearse effectively. Learners will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process. The purpose of the unit is to prepare learners for the undertaking of a live musical performance in front of an audience.</p> <p>1.1 Describe comprehensive personal aims in relation to the live performance including ideas for own image, repertoire and audience expectation</p> <p>1.2 Produce a rigorous production plan to meet the needs of an agreed brief</p> <p>1.3 Produce a comprehensive rehearsal plan</p> <p>1.4 Describe Health & Safety issues comprehensively in the context of a live performance</p> <p>2.1 Undertake a highly effective rehearsal process</p> <p>2.2 Make original and progressive modifications to the musical set during the rehearsal process</p> <p>3.1 Present an engaging performance to a target audience</p> <p>4.1 Produce an astute, wide and encompassing review of their performance in the light of feedback Suggest a range of perceptive ways to improve future performances</p>