

MUSIC

Key Stage 3 Curriculum Overview

Year 7	
Term 1, 2 or 3	
TOPIC TITLE: Graphic Scores/Notation and Instruments of the Orchestra	
Topics	Domains (Core knowledge and skills)
Bassline Test, Graphic Scores, Notation, Brass, Woodwind, Percussion and String, Conducting and Performance Skills.	Learn about the symphony orchestra – its layout and structure. Learn about graphic scores and how to compose using them. Learn music notation and how to read this for performance. 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.

Year 8	
Term 1, 2 or 3 Autumn Term	
TOPIC TITLE: Hooks and Riffs in Dance Music and the Blues	
Topics	Domains (Core knowledge and skills)
History of dance music Hook, Rhythm, timing, melody and structure. Blues History 12 Bar Blues	Learn about the history and development of the dance music and Blues music. Explore a range of songs from the dance music genre in class ensemble performances. Learn about the importance of occasion, style and context when composing and/or performing Blues songs.

Year 9	
Term 1, 2 or 3 Autumn Term	
TOPIC TITLE: Hooks and Riffs in Dance Music and the Blues	
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

Performance and rehearsal skills for solo or ensemble.	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.
--	---

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's)	
Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)	Topics	Domains (Core knowledge and skills)
Working as part of an Ensemble. Musician skills in performance. Music knowledge task Component 1	<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>	Working as part of an Ensemble. Musician skills in performance. Music knowledge task 2- Component 1. Ensemble development-choosing appropriate material for performance with an exploration of different genres	<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</p>	Skills for Instrument Maintenance e. Health and Safety in the Music industry, Instrumental skills, organisation skills, analytical skills	<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 selfassessment. 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>

	<ul style="list-style-type: none"> a. The factors that influenced its inception b. Significant artists/bands/producers c. Important recordings/performances/events d. Imagery and fashion associated with the style 		<p>four of the following musical elements:</p> <ul style="list-style-type: none"> a. Tonality b. Tempo c. Instrumentation d. Lyrical content (where applicable) e. Production Techniques 		<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> <ul style="list-style-type: none"> a. A practice plan, agreed with the tutor b. Identification of specific aims for ongoing development c. Timescales for achieving the aims
--	---	--	---	--	--

Year 11			
Autum Term		Spring & Summer Term	
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,	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	Skills for rehearsal, skills for performance, vocal and instrumental skills, health and safety, communication skills,	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

organisation skills, analytical skills	<p>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>3.1 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: a. Technical ability b. Dexterity c. Stamina d. Control of the instrument</p> <p>3.2 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>	analytical skills and organisation skills	<p>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>
---	---	--	--