

Our whole school curriculum aims to give our students the knowledge and skills to succeed in the world as it is, and the wisdom, empathy and courage to fashion the world as it should be.



Curriculum Overview for Music 2021-2022

Key Stage 3 in Music

We have implemented a covid recovery plan for KS3 music. We were unable to deliver many of the units during the 2019-2020 and 2020-2021 academic years so we have a 2 year adjustment period to get back on track. Some of the units are being delivered to multiple year groups as they missed out on these during the lockdowns.

Curriculum intent: In Music, we aim to develop musical appreciation, talent and skills in order to increase pupils' self-confidence, creativity and sense of achievement. Through critical engagement with a diverse range of local and global musical styles and genres, pupils will be enabled to collaborate and express themselves via musical means, and to develop a deeper understanding of their own and other's cultures.

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 7	<p>Music for the Screen Exploring Musical Elements</p> <p>Students will explore the elements of dynamics, rhythm, texture, melody, instrumentation and tonality through film music. Students will perform a piece of music on the keyboards and ukuleles using 3 chords and use LogicPro to create a music technology performance.</p>	<p>Pop Songs Exploring Chords, Melody and Bass</p> <p>Students will explore chords and bass riffs to create their own pop song. Students will perform on the keyboards and create a composition using LogicPro.</p> <p>Assessment: Creating - pop song composition using</p>	<p>Haunted House Exploring instruments of the orchestra</p> <p>Students will respond to a number of spooky orchestral pieces, analysing the musical elements. They will create their own 'Haunted House' composition on LogicPro incorporating different compositional techniques (such as chromatic sections, drones, changes in dynamics etc) and make suitable use of</p>

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	<p>Assessment: Creating - music technology performance of 'The Lion Sleeps Tonight' Performing - keyboard/ukulele performance of 'The Lion Sleeps Tonight' Responding - listening quiz on the musical elements</p>	<p>LogicPro Performing - keyboard performance of bass riff and chords</p>	<p>orchestral instruments.</p> <p>Assessment: Creating - haunted house composition using LogicPro Responding - listening quiz analysing orchestral pieces</p>
Year 8	<p>Pop Songs Exploring Chords, Melody and Bass</p> <p>Students will explore chords and bass riffs to create their own pop song. Students will perform on the keyboards and create a composition using LogicPro.</p> <p>Assessment: Creating - pop song composition using LogicPro Performing - keyboard performance of bass riff and chords</p>	<p>Haunted House Exploring instruments of the orchestra</p> <p>Students will respond to a number of spooky orchestral pieces, analysing the musical elements. They will create their own 'Haunted House' composition on LogicPro incorporating different compositional techniques (such as chromatic sections, drones, changes in dynamics etc) and make suitable use of orchestral instruments.</p> <p>Assessment: Creating - haunted house composition using LogicPro Responding - listening quiz analysing orchestral pieces</p>	<p>12 Bar Blues and Rock & Roll Exploring the roots of modern day music</p> <p>Students will learn the history of the 12 bar blues and perform the 12 bar blues chord patterns on keyboards and ukuleles. Students will explore walking bass lines and improvisation. They will create a music technology performance on LogicPro.</p> <p>Assessment: Creating - music technology performance of 'Rock Around the Clock' Performing - keyboard/ukulele performance of the 12 bar blues Responding - listening quiz analysing 12 bar blues music</p>

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<p>Year 9</p>	<p style="text-align: center;">12 Bar Blues and Rock & Roll</p> <p style="text-align: center;">Exploring the roots of modern day music</p> <p>Students will learn the history of the 12 bar blues and perform the 12 bar blues chord patterns on keyboards and ukuleles. Students will explore walking bass lines and improvisation. They will create a music technology performance on LogicPro.</p> <p style="text-align: center;">Assessment:</p> <p style="text-align: center;">Creating - music technology performance of 'Rock Around the Clock'</p> <p style="text-align: center;">Performing - keyboard/ukulele performance of the 12 bar blues</p> <p style="text-align: center;">Responding - listening quiz analysing 12 bar blues music</p>	<p style="text-align: center;">Reggae</p> <p style="text-align: center;">Exploring off-beats</p> <p>Students will listen to a range of reggae music and explore the music of Jamaica. Students will perform off-beat chordal accompaniment using keyboards and ukuleles. They will create their own reggae composition using LogicPro</p> <p style="text-align: center;">Assessment:</p> <p style="text-align: center;">Creating - reggae composition using LogicPro</p> <p style="text-align: center;">Performing - off-beat reggae style chords using keyboards/ukuleles</p> <p style="text-align: center;">Responding - listening quiz analysing reggae music</p>	<p style="text-align: center;">Fusion Music</p> <p style="text-align: center;">Exploring World Music</p> <p>Students will explore music from around the world. They will listen to a range of popular music that incorporates different world music styles. Students will use their knowledge of creating a pop song gained in previous units but this time combine it with features of world music to create a fusion composition.</p> <p style="text-align: center;">Assessment:</p> <p style="text-align: center;">Creating - fusion composition using LogicPro</p> <p style="text-align: center;">Responding - listening quiz analysing different pieces of music from around the world</p>
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Key Stage 4 in Music

In Years 10 and 11, we follow the Edexcel GCSE specification, which consists of coursework modules (Solo and Ensemble Performing - 30%, and Two Compositions - 30%) and Appraising (a written paper in May / June of Year 11 on set works and unfamiliar listening).

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Year 10	<ul style="list-style-type: none"> • Introduction to Performance and Composition techniques. Completion of solo performance and ensemble performance 1. • Introduction to analytical skills, incorporating general theory knowledge, instruments of the orchestra. Also introduction to Musical Dictation. • Specific study of <i>Defying Gravity</i>, <i>Star Wars</i>, and <i>Music for a While</i> set works, drawing out stylistic and generic conventions which can be linked into related unfamiliar listening. 	<ul style="list-style-type: none"> • Completion of solo performance and ensemble performance 2. • Continued work on compositional techniques leading to initial focused work on the free composition (1) submission. • Specific study of <i>Bach Brandenburg Concerto</i>, <i>Samba em Preludio</i>, <i>Afro Celt</i> and <i>Killer Queen</i> set works, with related unfamiliar listening. Regular musical dictation exercises to be incorporated into lessons. 	<ul style="list-style-type: none"> • Main coursework focus on preparation, completion and initial assessment of Free Composition (1) coursework. Pupils may continue to record solo and ensemble performances. • Specific Study of Beethoven set work. • Preparation for mock exam (most likely a complete GCSE past paper) to take place in Term 6.

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<p>Year 11</p>	<ul style="list-style-type: none"> ● Composition (2) Brief released in September. Pupils work on this throughout September and October. First draft of work due mid-November for formative assessment. Revision process on composing coursework commences. ● Further performance coursework to be completed by early December. ● Revision process on <i>Defying Gravity</i>, <i>Star Wars</i>, <i>Music for a While</i>, & <i>Afro-Celt</i> set works, including setting and completion of Question 9-style exercises on each set work. Also regular practice of Musical Dictation and Unfamiliar listening. ● PPE exam (mid-October) will be a complete GCSE paper. 	<ul style="list-style-type: none"> ● Composition to a Brief (2) final version due in early February, followed by final creation and edits to scores. ● Final performances due also in early February. ● Revision process on <i>Brandenburg</i>, <i>Samba</i>, <i>Killer Queen</i> and <i>Beethoven</i> set works, including setting and completion of Question 9-style exercises on each set work. Also regular practice of Musical Dictation and Unfamiliar listening. 	<ul style="list-style-type: none"> ● Submission of Performance and Composition coursework to board for moderation. ● Final examination preparations leading to completion of the GCSE paper in May / June.
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