

## CURRICULUM SUMMARY - Music

YEAR 7

TERM 1	TERM 2	TERM 3 /REPEAT – drama/music share
<p><b>CONTENT</b>            Elements of Music – extended listening examples to illustrate textures  <b>Elements illustrated through creating an Elements Orchestra with student conductors</b>            Graphic Scores            Composition – Story in 3 parts , applying the Elements of music . Students create a storyline that is illustrated and supported by a musical counterpart concentrating on the Elements of Music  <b>Students plan out each section in groups and perform</b></p>	<p><b>CONTENT</b>            Keyboard skills  <b>Learning note positions on the piano</b>            Learning how to read music from the stave  <b>Written tasks on note reading in the treble clef</b>            Learning basic rhythmic units  <b>Creating rhythmic performances using musical textures such as call and response, polyphony, imitation, canon and layered textures</b>            Independent learning of 3 pieces showing increase and challenge in Level of Difficulty</p>	<p><b>CONTENT</b>            Elements of Music – extended listening examples to illustrate textures  <b>Elements illustrated through creating an Elements Orchestra with student conductors</b>            Graphic Scores            Composition – Story in 3 parts , applying the Elements of music . Students create a storyline that is illustrated and supported by a musical counterpart concentrating on the Elements of Music  <b>Students plan out each section in groups and perform</b></p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline test in line with CATS to assess prior knowledge and to aid with group formations that mix abilities</b></li> <li>• <b>Group composition and performance of Bumps and Crashes Piece focusing on knowledge and application of Elements of Music</b></li> <li>• <b>Vocabulary test on Elements of Music and basic music terminology used for assessment</b></li> </ul>	<p><b>ASSESSMENT</b>            Test on position of notes on the keyboard            Test on reading skills            Extension – both clefs for G+T students            Performing 3 pieces from the keyboard booklet, demonstrating student ability to assess and increase the level of Difficulty            Assessment based on ABRSM criteria  <b>Group performance assessment on Rhythm and Textures</b></p>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• <b>Baseline test</b></li> <li>• <b>Group composition and performance of Bumps and Crashes Piece focusing on knowledge and application of Elements of Music</b></li> </ul> <p><b>Test on position of notes on the keyboard</b>  <b>Test on reading skills</b>            Extension – both clefs for G+T students  <b>Performing 3 pieces from the keyboard booklet, demonstrating student ability to assess and increase the level of Difficulty</b></p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage discussion of musical ideas that student are learning in class and encourage students to take up private instrumental tuition offered by the school, if they are interested.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Support students in learning notes on the keyboard and basic reading skills            Encourage your child to learn a musical instrument in school</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage discussion of musical ideas that student are learning in class and encourage students to take up private instrumental tuition offered by the school, if they are interested.</p>

**YEAR 8**

TERM 1	TERM 2/TERM I	TERM 2/3
<p><b>CONTENT</b>            Variation in music            This unit of work is based on the Frere Jaques theme which acts as a basis for exploring a range of variation techniques            Range of musical examples both played by teacher, CD and YouTube to embed ideas of Variation in music            Extensive classroom discussion and sharing of ideas  <b>Power point presentation in groups</b>  <b>To extend their awareness of the concept of Variation, students in groups, create their own Cover version of a song , demonstrating the principles and application of variation techniques</b></p>	<p><b>CONTENT</b>  <b>Keyboard skills based on Songs from the Musicals</b>  <b>Students are now required to learn how to insert basic chords/harmonies into their pieces/songs</b>  <b>They work in pairs and learn how to interpret chord charts and symbols</b>  <b>Students learn how to extend the chords into moving parts</b></p>	<p><b>CONTENT</b>            Same as Term One/Two</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Group work on variation form based on Frere Jaques</li> <li>• Test on vocabulary associated with Variation techniques</li> <li>• Final group assessment on 4 variations of Frere Jaques</li> <li>• <b>Powepoint presentstion</b></li> <li>• Students perform their cover versions of songs</li> <li>• <b>Reflective essay on variations SOW</b></li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Students work in pairs through the Songs form the Musicals booklet</li> <li>• The booklet comes with a chord chart list and the pieces are scaffolded to ensure that more able students are challenged</li> <li>• Students need to grade themselves in an <b>Increased Level Of Diffuclty ( LOD) scale</b></li> </ul>	<p><b>ASSESSMENTS</b></p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage discussion of musical ideas that student are learning in class to do with variations in music.            Encourage students to take up private music lessons instrumental tuition offered by the school, if they are interested.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Parents can encourage their sons/daughters to practice their pieces at home if they have keyboards/pianos.</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage discussion of musical ideas that student are learning in class and encourage students to take up private instrumental tuition offered by the school, if they are interested.</p>

YEAR 9 - GCSE AQA 8271

TERM 1	TERM 2	TERM 3
<p><b>CONTENT GCSE music</b>  <b>ESTABLISHING THE FOUNDATIONS OF THEORY</b>  <b>Year 9 is the Foundation Year in GCSE music where basic principles and all theory is consolidated</b>  <u>Composition</u> Students are introduced to the basic tools of composition, working in groups  <b>They learn how to use Musescore as a compositional tool</b>  <u>Theory</u> Students work through theory tasks in order to support their compositions  <b>scales/chords/cadences/ intervals/melodic dictation</b>            All theory knowledge is supported and consolidated by practical compositional activities  <u>Unseen listening</u> Students begin to apply their knowledge of basic theory to answering simple listening exercises            Students start to learn how to recognize/identify instruments            Students do research on Orchestra project</p>	<p><b>CONTENT</b>  <u>Composition</u> Students now work independently on composition and work on an ABA structure, with the theme of Water as their starting point, using ostinatos as a starting point <u>Theory</u> Ongoing theory tasks/exercises related to composition and listening skills  <u>Set works</u> students begin on the first of the Beatles set works_    <b>AOS BROAD INTRODUCTION</b> Students are given a broad stylistic introduction in to the 4 main genres of music covered by AQA GCSE  <b>Students begin learning AOS2 –POPULAR MUSIC</b>            Students create their own PP and independent research    <u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice. <b>Students from the outset, understand the assessment criteria for performance</b></p>	<p><b>CONTENT</b>  <u>Composition</u> Students now work independently on their first composition ABA structure and learn how to use <b>the Musescore computer program to write their compositions</b>  <u>Set works</u> students begin the second of the Beatles songs    <b>AOS2 – students continue to complete this 4 part AOS through listening, performance and composition tasks related to the AOS</b>              Students create their own PP and independent research    <u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular <b>practice and in class peer assessment according to AQA criteria .</b></p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Theory tests</li> <li>• Vocabulary tests</li> <li>• Essay writing</li> <li>• Listening exercises</li> <li>• <b>Short composing tasks – melody/harmony/rhythm</b></li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Composition – ongoing development of ideas and exploration of different genres.</li> <li>• Theory tests</li> <li>• Vocabulary tests</li> <li>• <b>Listening tests -general and AOS2 POPULAR MUSIC</b></li> <li>• Listening and appraising set works</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• <b>Composition – ongoing development of ideas and exploration of different genres.</b></li> <li>• Theory tests</li> <li>• Vocabulary tests</li> <li>• Listening tests</li> <li>• Listening and appraising set works</li> <li>• <b>Performance Assessment -</b></li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>

## YEAR 10 - GCSE AQA 8271

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b>  <u>Composition</u> Students work on their FREE compositions and start to plan out their GCSE compositions according to their plan. Students research their chosen genre and instruments <b>and present a Powerpoint on their individual research</b>            Students made aware of assessment criteria and work on composition according to given criteria  <u>Set works</u> Haydn Clock Symphony            Ongoing listening and advanced theory to support both composition and listening  <b>Students begin on the 4 part AOS1 and concentrate on Instrument recognition</b></p>	<p><b>CONTENT</b>  <u>Composition</u> First composition now halfway through and notated either by hand or preferably, Sibelius score.  <u>Deadline given to students for submission of first composition</u>  <u>Year 10 mocks</u> Revision sessions timetabled  <u>Performance</u> Students now presenting performances to class with an understanding of GCSE levels of assessment.  <b>Their solo performance counts for 15% of their mid-year exam</b>  <u>Theory</u> Ongoing to support listening paper  <u>Set work</u> Clock symphony <b>completed with emphasis in Year 10 in the role and function of the instruments</b></p>	<p><b>CONTENT</b>  <u>Composition</u> Ongoing with regular feedback from teacher.  <b>Hand in and marking of first composition by JULY</b>  <u>Theory</u> Related to either set works or composition techniques. Students should be planning out their second composition.  <u>Set works</u> Song no. 3 of Beatles compilation  <u>Performance</u> Students working on an ongoing basis. Most Student preparing their final performance for recording.            Completion of AOS1 and starting on AOS3 ( traditional music )</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Performance – students present their solo performance/s understanding GCSE levels</li> <li>• Theory tests</li> <li>• Vocabulary tests</li> <li>• Listening and essay writing tests</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Performance – students present their solo performance/s understanding GCSE levels</li> <li>• Theory tests</li> <li>• <b>Understanding how the Elements of Music relate to the longer essay questions</b></li> <li>• Vocabulary tests</li> <li>• Listening and essay writing tests</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Performance – students preparing for final recording of their solo pieces.</li> <li>• Vocabulary and set work/listening tests.</li> <li>• Essay writing exercises/tests.</li> <li>• <b>Understanding how the Elements of Music relate to the longer essay questions</b></li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>

**YEAR 11 – GCSE AQA 8271**

TERM 1	TERM 2	TERM 3
<p><b>CONTENT</b>  <u>Composition</u> Students now working on second composition according to the given brief given on <b>Sept 15<sup>th</sup> by AQA</b>  <u>Set works</u> Revision of set works covered in Yr 9 and 10 – Haydn and Beatles            Detailed exploration of AOS1 and AOS2 genre recognition Refer to genre booklet  <b>AOS4 – 4 PART – students begin this AOS and find links to AOS1</b>  <b>Reinforcement of instrument recognition</b>  <b>Performance: students to select their ensemble performances in conjunction with teacher and myself to assess LOD according to AQA requirements.</b>  <b>All timings carefully checked and written down to comply with the 4 minute minimum requirement</b></p>	<p><b>CONTENT</b>  <u>Composition</u> Students now working on second composition according to the given brief given at end of Sept by AQA            Students notating their composition either by hand or Sibelius  <u>Set works</u> Revision of set works covered in Yr 9 and 10 – Haydn and Beatles            Detailed exploration of AOS3 and AOS4 genre recognition Refer to genre booklet            Listening tests focused on AOS 3 and 4            Reinforcement of instrument recognition –extended to World music and guitar and drum kit techniques            Performance :students to select their ensemble performances in conjunction with teacher and myself to assess LOD</p>	<p><b>CONTENT</b>            Course work deadlines for Ensemble performance and composition no 2            Students need to hand in a written essay on their composition process according to the AQA brief -150 words for each composition  <b>Students given close guidance as to the brief write up and help in choosing their chosen Elements for examination and assessment</b>  <b>Revision and past papers form a large part of this term,</b>  <b>Genre recognition</b>  <b>Vocabulary</b>  <b>Essay writing</b></p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Set work tests and listening</li> <li>• Performance assessments according to GCSE requirements</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Revision of set works – essay writing for the 8 mark question</li> <li>• Listening tests</li> <li>• Vocab tests</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Revision of set works – essay writing</li> <li>• Listening tests from AOS 1-4</li> <li>• Vocab tests</li> <li>• Essay for compositions 1 and 2</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>