

## CURRICULUM SUMMARY - Music

YEAR 7

TERM 1 BUILDING BRICKS OF MUSIC	TERM 2 KEYBOARD SKILLS LEVEL ONE	TERM 3 INSTRUMENTS OF THE ORCHESTRA
<p><b>CONTENT</b>  <b>THE BUILDING BRICKS OF MUSC</b> Elements of Music – Students learn and understand the Elements of Music and their application in both listening assessing and composing tasks which build up and extend their knowledge of the Elements. They learn how to write responses to music, using the Elements of music terminology            Composition – Students begin with short compositions highlighting individual Elements. Later they develop their skills by composing a longer story/piece in 3 parts, applying the Elements of music . Students create a storyline that is illustrated and supported by a musical counterpart            Students learn about GRAPHIC SCORES and how to interpret them. The learning is supported by a range of STARTER activities that support and enhance their understanding .Examples used through MUSICAL CONTEXT starters ad plenaries</p>	<p><b>CONTENT</b>            Keyboard skills and basic rhythmic divisions to support keyboard studies/skills            Learning note positions on the piano            Learning how to read music from the treble stave            Written tasks on note reading in the treble clef            Learning basic rhythmic units/divisions            Students work from a booklet that offers a range of pieces that are scaffolded and that are accessible to both SEN and G and T students. Most pieces have the notes embedded whilst other pieces do not to encourage stretch and challenge            Independent learning of 3 pieces showing increase and challenge in Level of Difficulty, fluency and accuracy of notes and rhythm</p>	<p><b>CONTENT</b>  <b>TIMBRE AND TEXTURE AS ILLUSTRATED THROUGH THE EXPLORATION OF THE ORCHESTRA</b>            Students explore and deepen their knowledge of the orchestra by creating an extended research project on the Orchestra            Students learn about FAMILIES of instruments and choose ONE instrument per family to research            Students learn how to RECOGNISE the SOUND of each instrument and listen to a range of Classical pieces to support their learning and understanding            Students are expected to do independent research            Students learn about the role of the CONDUCTOR            Students then develop the skill to listen and analyze piece of music using their prior knowledge and experience of the Elements of Music and instrument recognition            Students then learn famous orchestral melodies but learn how to notate them using the CHROME MUSIC MAKER PROGRAMME</p>
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Baseline MUSIC test in line with CATS to assess prior knowledge and to aid with group formations that mix abilities</li> <li>• Essay on ME and MUSIC –marked but not graded that gives teacher prior knowledge about student music profile.</li> <li>• Group composition and performance of graphic score composition Piece focusing on knowledge and application of Elements of Music</li> <li>• Vocabulary matching test on Elements of Music</li> </ul>	<p><b>ASSESSMENT</b>            Test on position of notes on the keyboard            Test on reading, treble clef 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 throughout the 3 pieces.            Assessment based on ABRSM criteria</p>	<p><b>ASSESSMENTS</b>            Extended written research and listening project that builds up over the 6-week term time line.            The project includes analysis of DANZON, PETER AND THE WOLF and CARNIVAL OF THE ANIMALS            Assessment of famous melodies from the Classical world transcribed onto CHROME MUSIC MAKER</p>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Encourage discussion of musical ideas that students 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            Encourage your child to listen to a range of music YT covered in the lesson</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>            Support the research project and ensure that their child completes the fortnightly research assignments to a high level            Listen to the musical examples/pieces covered in class with their child to encourage their child to appreciate orchestral music            Encourage your child to learn a musical instrument in school</p>

**YEAR 8**

<p><b>TERM 1 RHYTHM PART 2-AFRICAN MUSIC</b></p>	<p><b>TERM 2 VARIATION IN MUSIC</b></p>	<p><b>TERM 3 CHORDS AND KEYBOARD SKILLS PART 2 SONGS FROM THE MUSICALS, POPULAR SONG AND CHROME MUSIC MAKER TRANSCRIPTIONS</b></p>
<p><b>CONTENT</b>  <b>RHYTHM –EXTENDED LEARNING FROM YEAR 7</b>                      The focus this year is on understanding and applying more complex rhythmic division and using them to create African style compositions with and understanding of genre and culture</p> <p>Students explore the difference between PULSE and RHYTHM and demonstrate this through short 2-minute composition and classroom activities used as starter activities. Students learn how to combine different rhythmic divisions into longer musical phrases and learn about African drumming techniques such as CALL AND RESPONSE, POLYRHYTHMS, IMITATION AND CROSS RHYTHMS.</p> <p>These are combined into an extended groups performance which is assessed according to use of techniques plus fluency and organization</p> <p>Students listen and analyze a variety of rhythmic pieces and performances including STOMP!</p> <p>They do a research assignment on the percussion group STOMP!</p> <p>They do a short summative listening test on rhythm</p>	<p><b>CONTENT</b>  <b>Variation in music</b>                      This unit of work is based on the Frere Jaques theme which acts as a basis for exploring a range of variation techniques that are commonly used in all genres of music</p> <p>Students listen to a range of musical examples both played by teacher, CD and YouTube to embed ideas of Variation in music</p> <p>Students analyze a set of variations in a listening exercise in order to enhance their variation techniques when working on the Frere Jaques variation composition</p> <p>Students are provided with a list of variation techniques which are scaffolded and are suitable for both SEN and G and T students</p> <p>Extensive classroom discussion and sharing of ideas</p> <p><b>EXTENSION WORK</b>                      To extend their awareness of the concept of Variation some students will work in groups to. create their own versions of Cover songs</p> <p>Students write Reflective essays on the proves of cresting the variations and the musical techniques they used</p>	<p><b>CONTENT</b>  <b>KEYBOARD SKILLS TO INLCUDE UNDERSTANDING OF CHORDS AND CHORD SYMBOLS</b></p> <p>Students now build on their prior knowledge of keyboard skills from Year 7 to include the use and application of CHORDS and chord progressions. This unit of work is based around Songs from the Musicals and Popular Song. Students learn how to combine a melody line with chords and they learn how to understand chord symbols and stock chord progressions.</p> <p><b>STRETCH AND CHALLENGE</b></p> <p>Some students then extend their knowledge and application of chord progressions to create their own melodies above the chord progressions, with an understanding of chordal and non- chordal notes. Students also learn how to TRANSCRIBE songs onto CHROME SONG MAKER and create 2/3 part performances that includes bass notes and harmony plus percussion lines.</p> <p>Students then select 2 songs to perform with chordal backing demonstrating and Increase in the Level of plus accuracy of notes and rhythm and fluency of Performance</p>

<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Performances of</li> <li>• 1 Short Pulse and Rhythm illustration</li> <li>• Longer /extensive African style drumming piece and use of techniques</li> <li>• Research assignment on STOMP!</li> <li>• Summative listening/writing test on rhythm</li> <li>• Reflective essay on African rhythm performance</li> </ul>	<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>• Cover version of song as Extension work for Stretch and Challenge</li> <li>• Reflective essay on variations SOW</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Performance of 4 chord sequence</li> <li>• Creating a melody above the 4 chord sequence</li> <li>• Performance of 2 songs illustrating increase in LOD, rhythm and note accuracy and fluency</li> <li>• Chrome Music Maker song transcriptions</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b>  Ensure that written assignments are of an acceptable standard and are presented neatly and with care.  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>  Encourage discussion of musical ideas that students 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>  Encourage discussion of musical ideas that students are learning in class and encourage students to take up private instrumental tuition offered by the school, if they are interested.  Parents can encourage their sons/daughters to practice their pieces at home if they have keyboards/pianos.</p>

## YEAR 9 – OPTIONS YEAR

### TERM 1 AURAL AND THEORY TRAINING

#### CONTENT

Revisiting the Elements of Music ( Year 7) in a more sophisticated way in order to learn how to analyze music

Students present a PP on their favourite piece of music using the Elements of Music to describe the music

Students will build up a list of musical vocabulary/terminology throughout the year

Term One focuses on broadening the students understanding, knowledge and application of theory and aural I training Students will learn about scales, key signatures, time signatures chords, intervals.

They will learn these skills through short focused composition tasks like 2 chord compositions and 4 chord sequences in preparation for TERM 3 Popular song compositions and analysis of musical examples.

Students will also learn how to use the composing programmer called MUESCORE 3 and/or Bandlab to write down their compositions

### TERM 2 FILM AND VIDEO GAME MUSIC

#### CONTENT

Based on MUSICAL CONTEXT –FILM MUSIC Students will brainstorm previous knowledge and experience of Film music and its function. Conversation will extend to include new vocabulary such as LEITMOTIF, TRITONE, OSTINATO ,PEDAL NOTES,CUE

SHEETS,STORYBOARD, Students will learn a short history of film music by doing a research task to include Silent movies, famous film composers

Students will build up a vocabulary Bank to which they will add and refer to throughout this SOW

Students will watch extracts of Film music with and without music and discuss the Elements of Music that composers use to create the desired effect

This exercise will rely on PRIOR learning from YR7 Elements of Music Term One and Year 9 Term One but will now be framed and presented in a more sophisticated way focusing on GENRE recognition

Students will learn about Film writing techniques by following the I CAN COMPOSE SOW called Writing Heroic Music

### TERM 3 WORLD MUSIC

#### CONTENT

- Students will learn and explore World music to include Steel Band Music, Calypso, Salsa and Reggae
- Students will follow the SOW from Musical Context which explore and explain Caribbean Music
- This SOW includes research assignments into genre and traditional instruments plus musical structures and idioms.
- This SOW will include group/class performances using keyboards and percussion instruments plus backing tracks.
- Students will also compose /improvise their own traditional pieces, applying the knowledge acquired through listening and performing

<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Students will present a PowerPoint presentation on their favorite piece of music using the Elements of Music</li> <li>• Short compositions based on aspects of theory</li> <li>• Chord based compositions</li> <li>• Musical analysis/listening tests</li> <li>• Vocabulary test –starter activity</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Listening examples from Musical Context PP on Film music focusing on instruments, genre and texture</li> <li>• Working through the I can Compose SOW based on composing Film/Heroic Theme music</li> <li>• BBC BITESIZE website for composing for a film clip as an extension project for G and T students</li> </ul>	<p><b>ASSESSMENTS</b></p> <ul style="list-style-type: none"> <li>• Research assignments on Calypso/Reggae/Samba and Steel Band music</li> <li>• Group performance assessment</li> <li>• Composition based on Caribbean music</li> <li>• Listening exercises</li> </ul>
<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <ul style="list-style-type: none"> <li>• Supervise homework assignments and ensure they are completed to a high standard with sufficient detail and neat presentation</li> <li>• Ensure that vocabulary is learned</li> </ul>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Encourage students to work on set assignments, homework iteming tasks and composition tasks based on I Can Compose</p>	<p><b>HOW PARENTS CAN SUPPORT LEARNING</b></p> <p>Ensure that written assignments are of an acceptable standard and are presented neatly and with care. Ensure that students work consistently on composition tasks</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 and present a PowerPoint on their individual research Students made aware of assessment criteria and work on composition according to given criteria  <u>Set works</u> Mozart Clarinet Concerto and Harry Janos Suite by Kodaly            Ongoing listening and advanced theory to support both composition and listening            Students begin on AOS1 and concentrate on Instrument recognition            Students now apply their knowledge and experience of theory to this listening /written GCSE component</p> <p><u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.</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.            Their solo performance counts for 15% of their mid-year exam  <u>Theory</u> Ongoing to support listening paper  <u>Set work</u> Mozart Clarinet Concerto completed_ with emphasis in Year 10 in the role and function of the instruments_</p> <p>Students continue learning about VOCAL music in the Baroque and Late Romantic ERA            The AOS is completed by Romantic Piano music and an understanding of the development of the piano and the Romantic Era</p>	<p><b>CONTENT</b>  <u>Composition</u> Ongoing with regular feedback from teacher.  <u>Hand in and marking of first composition by JULY</u>  <u>Theory</u> Related to either set works or composition techniques.  <u>Set works</u>  <u>Start INTERMEZZO</u> Harry Janos with score  <u>Performance</u> Students working on an ongoing basis.            Most            Student preparing their final performance for recording.            Completion of AOS1 AOS2 AOS3 music            Recap of genre recognition with all 3 AOS plus revision/revisiting and securing the 3 AOS            Recap of all relevant vocabulary done in a BINGO game to secure understanding ad knowledge of vocabulary</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 and techniques</li> <li>• Application of DR&gt;SMITH Elements of Music</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>• Understanding how the Elements of Music relate to the longer essay questions</li> </ul>	<p><b>ASSESEMNTS</b></p> <ul style="list-style-type: none"> <li>• Performance – students preparing for final recording of their solo pieces.</li> <li>• Performances must align to mark scheme</li> <li>• Vocabulary and set work/listening tests.</li> <li>• Essay writing exercises/tests.</li> <li>• Understanding how the Elements of Music relate to the longer essay questions</li> </ul>

**HOW PARENTS CAN SUPPORT LEARNING**

Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts

Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!

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YEAR 11 – GCSE AQA 8271

TERM 1	TERM 2	TERM 3 EXAM TECHNIQUES
<p><b>CONTENT</b>  <u>Composition</u>            Students now should be refining their compositions and inserting phrasing and dynamics            Set Works            Students now start on second Kodaly piece and revise /revisit the Mozart Clarinet Concerto            AOS4 “0<sup>th</sup> century music beginning with MINIMALISM and then Traditional Hungarian music which is aligned to KODALY set work pieces            Student then learn about Orchestral music of Aaron Copland            Reinforcement of instrument recognition in connection with 20 century Orchestral Music            Recording of solo performances begins and continues into Term Two depending on student ability and preparation            Students and teacher prepare for Yr 11 DEC mocks with focused revision</p>	<p><b>CONTENT</b>            Composition</p> <ul style="list-style-type: none"> <li>Students now start writing their 150 word composition brief with reference to the chosen Elements of Music</li> </ul> <p>-  <u>Set works</u>  <u>Completion of both setworks with focused work on 6 mark short questions and the longer 8 mark essay Q</u>            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            Students who did not record their performances in Term One, complete their recordings</p>	<p><b>CONTENT</b></p> <ul style="list-style-type: none"> <li>15<sup>th</sup> MAY deadline for composition hand in</li> <li>Students now work through past papers with concentrated focus on mark scheme requirements</li> <li>Students together with teacher create a targeted revision plan with close reference to DEC MOCK exam and in class assessments</li> </ul>
<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> <li>Exam preparation and revision assignments</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> <li>150 word programmed notes for composition</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 composition.</li> <li>Understanding the mark scheme requirements</li> <li>Focusing on areas of weakness</li> </ul>



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