

Music Department Curriculum Overview



Curriculum Overview

Students will have the opportunity to gain knowledge of musical culture and repertoire, which is part of a broad education and a joy in and of itself.

Whilst developing their knowledge and understanding of music students will also develop their musical skills and ability to perform, compose and understand music.

We aim to inspire students to develop a love for music whilst performing, composing and understanding music and use the discipline as an opportunity to unleash their creative talents and build knowledge and understanding vital for success in music at GCSE and beyond.

Students will have regular performance assessments which will be uploaded onto teams.

In year 7 students will learn:

- To sing with accuracy of pitch, rhythm and tempo whilst understanding the need for expression and dynamics.
- How to read music at an appropriate level and apply those skills through performance on the piano.
- The history and context of West Africa, Samba, Baroque and The Blues along with the great composers and musicians.
- How to perform, compose and improvise in the genres that are studied through the use of musical elements.
- Introduction to music ICT through composition.
- Have opportunities to share performances on their own instruments.

In year 8 students will use their prior learning and develop this further while expanding their knowledge of musical genres and styles to inform their underlying knowledge of music. They will learn:

- How to perform on a variety of instruments with accuracy of pitch, rhythm and tempo whilst applying expression and dynamics.
- Students will extend knowledge of performing as an ensemble.
- Develop musical notation reading skills and apply those skills to the piano.
- The history and context of Popular, Classical, Romantic, Film and Indian music.
- How to perform, compose and improvise in the genres that are studied through the use of musical elements.
- Refine skills on music ICT through composition.

In year 9 students will develop their performances skills to higher levels using prior learning and also learn key elements required to prepare for entry to GCSE music

In year 10 students will focus on exam related content, performing, composing and a deeper understanding of music and gain in depth knowledge of set works.

In year 11 students will refine all prior knowledge in both theory and practical work and complete the 3 component examinations.

This will mean that the students will:

Enjoy music, contribute positively to lessons and embrace learning

Behave sensibly and responsibly and take into account the needs and views of others

Make progress in music which is in line with their target

Have the capacity to move on to the next stage of education or employment with training in their chosen fields

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>West African Music</p> <p>Students will explore the main rhythmic musical features and devices used in West African music, particularly traditional West African drumming.</p> <p>Students will learn to perform different drum strokes on a drum before composing, performing and improvising rhythms.</p> <p>Students will develop call and response skills through leadership as the master drummer.</p> <p>Students will learn to sing in harmony in a round.</p>	<p>Musical Literacy - Piano Skills 1</p> <p>Students will develop fluency in traditional notation through learning about rhythm and the treble clef whilst expanding their musical theory and knowledge of the musical elements.</p> <p>Students will learn about 4/4 and 3/4 time signature</p> <p>Students will develop their piano skills at an appropriate level and develop fluency in accuracy, expression and interpretation through notation.</p> <p>Introduction to wider Classical Repertoire and the great composers.</p> <p>This may go into the first half of the Spring 1 term</p>	<p>The Baroque Period – Piano Skills 2</p> <p>Students will learn about history and contextual features of Baroque music. Learn about 4/4 time signature.</p> <p>Students will extend musical notation fluency: bass clef Develop performing on the piano with fluency and playing with expression. Learn about Baroque structures and great composers of the period. Develop improvisation and composition skills. Write music staff notation.</p> <p>Introduction to music technology: Arrange Pachelbel's canon on Logic.</p>	<p>The Baroque Period – Piano Skills 2 Continued</p>	<p>Blues Music</p> <p>Students will learn about the history and contextual features of Blues music.</p> <p>Students will learn the different role of musical parts: melody, bass line, rhythm and chords Students will use the knowledge to improvise and compose musical ideas within the genre and structure</p> <p>Write music staff notation</p>	<p>Samba Music</p> <p>Students will learn to sing traditional songs such as 'Mas Que Nada'.</p> <p>Students will learn about contextual knowledge of Samba music</p> <p>Students will learn to perform on different Latin-American percussion and how to compose and improvise for that instrument and timbre.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Compose using the ground bass on Logic.			
Year 8	<p>Popular Music – Instrumental Skills</p> <p>Students will revise music staff notation and develop vocal skills in terms of pitch, rhythm, expression and dynamics.</p> <p>Students will develop fluency on the keyboard and compose using chord structures on the keyboard.</p> <p>Students will be stretched and challenged to understand extended chords.</p> <p>Students will develop ukulele skills and strumming technique.</p> <p>Students will learn about how the primary</p>	<p>Popular Music – Instrumental Skills</p> <p>Students will revise music staff notation and develop vocal skills in terms of pitch, rhythm, expression and dynamics.</p> <p>Students will develop fluency on the keyboard and compose using chord structures on the keyboard.</p> <p>Students will be stretched and challenged to understand extended chords.</p> <p>Students will develop ukulele skills and strumming technique.</p> <p>Students will learn about how the primary chords relate to each</p>	<p>Popular Music – Playing as an Ensemble</p> <p>Extend knowledge of chords learning E minor and G4.</p> <p>Students will develop skills of playing in time and their correct part within the ensemble.</p> <p>Students will learn to compose a riff.</p> <p>Students will perform ‘Say Something’ as an ensemble. – combining skills learnt in the previous unit.</p>	<p>The Classical/Romantic Period – Piano Skills 3</p> <p>Students will learn about history and contextual features of The Romantic Period.</p> <p>Students will extend and revise musical notation and reading fluency.</p> <p>Students will develop and extend performing on the piano with fluency and playing with expression and dynamics.</p> <p>Students will learn about great composers of the period.</p>	<p>The Classical/Romantic Period – Piano Skills 3</p> <p>Continued</p>	<p>Film Music</p> <p>Students will learn about great composers and musicians in film music and identify different genres of film music.</p> <p>Students will compose and improvise in different genres of film music on the keyboard and through the use of music technology.</p> <p>Students will perform a variety of film music on the piano or their own instrument.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>chords relate to each other and the 4 chords I, V, vi, iv and their importance in popular music.</p> <p>Students will compose and improvise rhythms, bass lines, harmony and extended chords.</p> <p>Students will be able to mash songs together through the joint use of harmony and development of vocal harmony skills.</p> <p>Students will learn about great composers and musicians</p>	<p>other and the 4 chords I, V, vi, iv and their importance in popular music.</p> <p>Students will compose and improvise rhythms, bass lines, harmony and extended chords.</p> <p>Students will be able to mash songs together through the joint use of harmony and development of vocal harmony skills.</p> <p>Students will learn about great composers and musicians</p>		<p>Students will develop improvisation and composition skills and write music staff notation.</p> <p>Students will develop and extend performing on the piano with fluency and playing with expression and dynamics.</p> <p>Students will learn about great composers of the period.</p> <p>Students will develop improvisation and composition skills and write music staff notation.</p>		
	Bass line Assessment,	Traditional Music - African Music	Conventions of Popular Music –	Conventions of Popular	Film and Game Music	Film and Game Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>the musical elements and the Orchestra</p> <p>Students will develop solo and ensemble performance skills using the OCR GCSE criteria</p> <p>Students will learn and apply key musical terminology and complete listening tests</p> <p>An introduction to instruments of the orchestra</p>	<p>Students will submit an assessed solo performance</p> <p>Students will extend knowledge of African instruments and how to use them effectively in composition using logic and live instruments</p> <p>Students will learn about the conventions and key features of the genre and study and understand how different genres of music are used in a musical: Lion King</p> <p>Students will learn to apply key terminology knowledge to listening tests</p>	<p>The blues, Rock'n'roll, Pop Music, Rock Music</p> <p>Students will submit an assessed solo performance</p> <p>Students will revise key features of the Blues including its conventions and traditions</p> <p>Students will learn about the development of popular music from the Blues, through rock'n'roll, rock to popular musical styles.</p> <p>Students will learn and extend knowledge of key signatures and chords</p> <p>Students will study and understand how different genres of music are used in a musical: Grease Students will learn key</p>	<p>Music – The blues, Rock'n'roll, Pop Music, Rock Music</p> <p>Students will revise key features of the Blues including its conventions and traditions Students will learn about the development of popular music from the Blues, through rock'n'roll, rock to popular musical styles. Students will develop composition skills in the style of Pop and Rock music using logic, live instruments and the voice</p> <p>Rock 'n' Roll of the 1950s and 1960s: The Beatles: <i>Saw Her Standing There</i> (1963) The Beach Boys: <i>Surfin' USA</i> (1963) Rock Anthems of the 1970s and 1980s: Bon Jovi: <i>Livin' On A Prayer</i> (1986)</p>	<p>Students will submit an assessed solo performance</p> <p>Students will extend knowledge of film and game music including specific techniques, a variety of genres and styles</p> <p>Students will investigate how to compose music to a brief and apply the key terminology learnt to a listening test</p> <p><i>Star Wars; Harry Potter Gladiator; Pirates of the Caribbean; The Dark Knight John Barry: Out of Africa, Somewhere in Time</i></p> <ul style="list-style-type: none"> • Hans Zimmer: <i>Pirates of the Caribbean, Gladiator</i> • Emmanuel Fratianni: <i>Avatar</i> • John Williams: <i>Jaws, Star Wars</i> • Tommy Tallerico & Emmanuel Fratianni: 	<p>– Students will extend knowledge of film and game music including specific techniques, a variety of genres and styles</p> <p>Students will investigate how to compose music to a brief and apply the key terminology learnt to a listening test</p> <p>Students will continue with their free composition</p> <p>Final solo performance of the year</p> <p>Year 9 exam Recall and revision of topics covered over the year</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			terminology and complete a listening test	Guns and Roses: <i>Sweet Child O' Mine</i> (1987) Pop Ballads of the 1970s, 1980s and 1990s:	<i>Advent Rising</i> • <i>Halo</i> • <i>Assassins Creed</i>	
Year 10	<p>Classical Music: The Concerto Through Time: Baroque period</p> <p>Recall popular</p> <p>Solo assessment</p> <p>Free composition</p> <p>The orchestra</p> <p>Vocal music</p> <p>Key features</p> <p>Key/time signature recall</p> <p>Key features – instruments, melody, harmony, dynamics, texture</p> <p>Suite</p> <p>Concerto</p> <p>Symphony/sonata</p> <p>Rondo form</p> <p>Free composition</p> <p>Listening assessment</p> <p>Mad tshirt</p> <p>Vivaldi: <i>The Four Seasons</i></p>	<p>Classical Music: The Concerto Through Time: Classical period</p> <p>Free composition</p> <p>Ensemble Assessment</p> <p>Listening assessment</p> <p>Mad tshirt</p> <p>Recall pop</p> <p>The concerto through time:</p> <p>Classical solo Concerto</p> <p>Mozart: <i>Flute Concerto in D Major</i> • Haydn: <i>Trumpet Concerto in Eb Major</i> • Beethoven: <i>Piano Concerto No 1 in C Major</i></p>	<p>Classical Music: The Concerto Through Time: Romantic period</p> <p>Free composition</p> <p>Ensemble Assessment</p> <p>Listening assessment</p> <p>Piano music</p> <p>Requiem</p> <p>Programme music</p> <p>Waltz</p> <p>(left over from classical)</p> <p>Grease</p> <p>Mad tshirt</p> <p>Beethoven</p> <p>Mussorgsky</p> <p>Strauss</p> <p>The concerto through time:</p> <ul style="list-style-type: none"> Romantic solo <p>Brahms: <i>Violin Concerto in D Major</i> • Rachmaninov: <i>Piano Concerto No 2 in C Minor</i> • Corelli: <i>Concerto Grosso Op 6</i></p>	<p>Free composition/Traditional music – Latin America</p> <p>Listening skills</p> <p>Recall rock music/pop</p> <p>Choosing free comp wisely</p> <p>Ensemble assessment</p> <p>Tricks for my exam</p> <p>Caribbean/samba - Key features</p> <p>Mad tshirt</p>	<p>Traditional music: India and Punjab Eastern Mediterranean and Middle East:</p> <p>Raga</p> <p>Alap</p> <p>Jor</p> <p>Instruments</p> <p>Indian Classical Music and traditional Punjabi Bhangra</p>	<p>Composition recording: Traditional music: India and Punjab Eastern Mediterranean and Middle East:</p> <p>Raga</p> <p>Alap</p> <p>Jor</p> <p>Instruments</p> <p>Indian Classical Music and traditional Punjabi Bhangra</p> <p>Record Free composition and complete forms</p> <p>Exam technique</p> <p>Assessed ensemble performance</p> <p>Students will recall of all units covered in year 9 and 10</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> • Bach: <i>Brandenburg No 4</i> <p>The concerto through time: Baroque solo Baroque grosso</p>					<p>Students will refine free composition And develop essay writing techniques Year 10 solo exam Year 10 understanding music exam</p>
Year 11	<p>Free composition:</p> <p>Mediterranean and Middle East:</p> <p>Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music</p> <p>Final solo Performance</p> <p>Composition 1 hand in</p> <p>Recall Classical and Romantic music</p>	<p>Brief Composition:</p> <p>Mediterranean and Middle East:</p> <p>Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music</p> <p>OCR 2018</p> <p>Music for film and game</p> <p>Recall music for film.</p> <p>music that has been composed specifically for a film</p> <p>music from the Western Classical tradition that has been used within a film</p>	<p>Brief Composition:</p> <p><u>Recall Conventions of Pop, Traditional music, Concerto Through Time</u></p> <p>Focus on developing the brief composition</p> <p>Complete an understanding music paper</p> <p>Final Ensemble performance</p>	<p>Brief Composition:</p> <p><u>Recall Conventions of Pop, Traditional music, Concerto Through Time</u></p> <p>Completion of NEA coursework paperwork</p> <p>Students to refine score and programme note</p> <p>Students to apply and extend knowledge of the set works: Mozart and LSOH</p> <p>Revise and recall popular</p>	<p>Revision skills</p> <p><u>Recall Conventions of Pop, Traditional music, Concerto Through Time</u></p> <p>Music exam.</p>	<ul style="list-style-type: none"> •

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12		music that has been composed as a soundtrack for a video game.		music through listening activities <u>Completion of Brief Composition</u>		
Year 13						

