

Curriculum overview: Music

Key skills/content requirements at GCSE					
<u>Listening & appraising</u> Students will be expected to: • Analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. • Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music (i.e. individual pieces of music that are not stipulated within the specification). • Make critical judgements about music, using appropriate musical vocabulary. • Formulate critical judgements by attentive listening (rather than just hearing) and aural perception.		<u>Composition</u> Students will be expected to: • Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses and responding to a brief or commission supplied by others. • Compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources.		<u>Performance</u> Students will be expected to: • Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. • Perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music.	
Curriculum Overview					
	Autumn	Spring	Summer	Portable knowledge	Key terms
Year 7	<u>Rhythm of life</u> Students will develop an understanding of musical elements and working as part of an ensemble. They will start develop their performance skills as they will perform ‘Rhythm of Life’ as a group. Students will also learn how to keep a pulse and clap in time. <u>Ode to Joy</u> <u>Keyboard skills</u> Students will develop their ability to perform harmony while singing Ode to Joy. They will develop their knowledge of orchestral instruments and will apply this to	<u>Scales & Rondo</u> <u>Composition</u> In this unit, students will learn to master the ability to play a range of scales including major, minor, chromatic and pentatonic. Students will understand how melodic development is built upon scales and why they are an important part of developing instrumental performance. Through this unit students will also develop an understanding of the structural aspects of music and learn to compose a piece of music in rondo	<u>Four Chord Song</u> Students will develop an understanding of how a popular song is constructed and will develop their knowledge of the four-chord progression used by many songwriters. Students will develop their ability to play simple chords on a keyboard (2 handed), guitar or ukulele and create a pattern based on a set of given chords. Students will also develop their performance skills further by performing a popular song or a medley of songs that is based on the four-chord progression. This	Knowledge of ensemble awareness, ability to keep in time and perform. The knowledge of the key musical elements will be transferable throughout students’ musical education. Knowledge from Ode to Joy will help with keyboard skills and the knowledge of orchestral instruments which	<u>Autumn</u> Dynamics, rhythm, tempo, timbre/sonority, pitch, texture, beat, pulse, ostinato, rest, semibreve, minim, crotchet, quaver, semiquaver, metre, staves, chords, accuracy, fluency <u>Spring</u> Major, Minor, Chromatic, Pentatonic, Theme, Episode, Binary, Ternary, Rondo, Chords, Harmony <u>Summer</u> Chord, broken chord, block chord, arpeggiated chord, bass, harmony, chord progression, strumming

	listening tasks. They will also develop their keyboard skills and learn to read and perform from musical staves.	form using this knowledge. Students will use their knowledge of using scales and apply this to a performance of a minimalist piece 'Tubular Bells'.	extended unit will look at performing, composing and listening/appraising across the popular genre of music.	is needed for musical analysis. Knowledge of the 4 chord songs is transferable to GCSE pop throughout time.	pattern, verse, chorus, bridge, outro, middle 8.
Year 8	<u>Instruments of the Orchestra</u> In this unit students explore the instruments of the orchestra and develop their abilities in recognising instruments from the orchestra by sight and by ear. Students will learn to perform a famous piece of music by the composer Grieg and learn to arrange their own ensemble performance of the piece developing their teamwork and timing through their performances. <u>Happy Birthday</u> This unit of work allows students to develop their aural skills through working out how to play easily recognisable pieces of music by ear. Students will also understand how certain elements of music work including melody writing techniques (inversion, retrograde) as well as understanding the difference between melodies in major and minor keys. Students will be assessed on their performance and listening skills.	<u>Film music</u> Through listening students learn to suggest ways in which the music portrays and action and enhances the atmosphere of a particular scene. Students further develop their performance skills by performing character pieces (leitmotifs) and are encouraged to use two hands – one each for independent parts (melody and chords). Prior knowledge of composition skills, particularly those learnt in the programme and theme and variations units of work, are extended with students composing music to fit with a given film clip or storyboard using expressive musical features and appropriate musical clichés.	<u>Theme and variations</u> In this unit, students will understand some of the typical conventions from the classical period (1750 – 1810) and be able to identify these through listening tasks. Students will learn to compose a set of variations based on a famous theme by the classical composer, Mozart. Students will use their prior knowledge of key musical features to develop their theme and variations further and evaluate their compositions and identify how the changes made affect the piece. <u>Rap</u> Students develop an understanding of the origins of Rap music including its links to reggae music and its links to urban culture. Students develop their confidence in using their voices through performing raps and creating their own spoken word compositions. Students apply their performance skills to accompany their pieces using their ability to use chords and perform riffs developed in earlier units.	Knowledge of keyboard and guitar skills, ability to read and perform from staff notation and knowledge of the key musical elements will be transferable throughout students' musical education. Knowledge from the Film music unit is directly transferable to AOS4 – Film music – at GCSE level. Theme and Variations units is transferable to AOS2&4 – Concerto Through Time & Film music – at GCSE level. Knowledge from the Four chord song and Rap units of work is directly transferable to AOS5 – Conventions of Pop – at GCSE level.	<u>Autumn</u> Melodic dictation, ascending, descending, conjunct, disjunct, sequences, scales, key/tonality, major/minor, melodic devices, inversion, retrograde, Orchestral instruments and families, conductor, baton, tempo terms – accelerando, articulation terms – staccato, legato, accents. <u>Spring</u> Leitmotif, ostinato, crescendo, diminuendo, accellerando, ritardando, cluster chord, dissonant, transisiton, pedal note, drone, mickey mousing, underscore, digetic music. <u>Summer</u> Theme, variation, scale, key, major, minor, articulation, staccato, legato, drone, flat, texture, dynamics, tempo, pitch, rap, verse, chorus, bridge, hook, riff, beat boxing, synthesizer, drum machine, equality, ethnicity, sexual orientation, neurodivergence.

Year 9	<u>Musicals</u> In this unit students develop further understanding about the genre of musicals. Students have the opportunity to look at traditional musicals, rap musicals, jukebox musicals and disney musicals and learn how this performing art form has developed over the years. Students have the opportunity to perform a range of pieces from each of the musical types above. <u>The Blues</u> Students will develop an understanding of the key characteristics of blues music as well as the context behind it's origins. Students will learn to perform a piece of music in the blues style using improvisation over the 12 bar blues chord pattern and the blues scale. This will then lead into the study of Rock 'n' Roll in the next unit of work.	<u>Pop Music Through Time</u> Students will understand how popular music links together during this unit with the study of a number of different musical styles from 1950s Rock 'n' Roll, Rock Anthems, Brit Pop and popular music of today. Students will learn about each style through a series of listening and performance tasks as soloists and in groups.	<u>Reggae</u> Throughout this unit students will develop an understanding and appreciation a very popular style of music, Reggae. Students will develop a contextual understanding and be able to perform a piece in a reggae style, developing their understanding of syncopation and backbeats. This unit will also develop students listening skills. <u>Performance</u> Students final unit of Year 9 is a performance unit in which students get to take ownership of learning a piece of music on their chosen instrument. This unit is flexible to allow for varying musical interests/preferences and abilities.	Knowledge from the Blues and Popular Music Through Time units of work is directly transferable to AOS5 – Conventions of Pop – at GCSE level. Knowledge of Reggae support with study of Samba, African & Calypso music at GCSE. The final performance unit provides a stepping stone into GCSE AOS1 which includes a solo and ensemble performance.	<u>Autumn</u> 12 bar blues chord pattern, walking bass, improvisation, blues notes, flattened notes, extended chords, 7ths, 9ths, comping, ensemble. <u>Spring</u> Strophic structure, back beat, call and response, fill, distortion, hook/riff, falsetto, middle 8, lead guitar, rhythm guitar, bass guitar, 12 bar blues, walking bass, swung rhythm, chord, broken chord, block chord, arpeggiated chord. <u>Summer</u> Riff, ostinato, hooks, backbeat, guitar chop, syncopation, chord diagram, strumming pattern, tuning peg, sound hole, fret, strummed, plucked, major, minor.
Year 10	<u>Performance</u> Students are introduced to the task for their performance 1 (solo) and expectations are outlined. Students start considering appropriate repertoire that will be perfected by September in Year 11. Students source a copy of the music and accompaniment for their solo piece(s). <u>Composition</u> Students begin by revising composition techniques used to	<u>Performance</u> Students begin practicing their performance 1 pieces and the suitability of their choice is assessed. Students must focus on the particular techniques required within the piece they have chosen. <u>Composition</u> Students then explore the requirements of composition to a brief,	<u>Performance</u> Students understand what makes a successful ensemble performance, select their ensemble piece, and submit the score. <u>Composition</u> Students complete a plan for their free composition including their proposed structure, outline of key signature(s), what style it is going to be in and the key	Performance and composition studies in year 10 are an important preparation for the final recordings and submission of coursework in Y11. All knowledge covered in these areas in year 10 will be relevant depending on the style in which	<u>Concerto through time</u> Concerto grosso, concertino, continuo, ripieno, virtuoso, terraced dynamics, ritornello form, balanced phrases, homophony, diatonic, cadenza, alberti bass, tutti, movement, rubato, chromatic, dissonance. <u>Popular music in context</u> Strophic structure, back beat, call and response, fill, distortion, hook/riff, falsetto, middle 8, lead guitar, rhythm guitar, bass guitar, portamento, 12 bar blues, walking

	compose an effective melody. They then develop their technique in combining melody and chords, including developing accompaniment patterns. Students then complete the composition for their own in Listening Students build on their learning from Year 9 (Rock and Roll and Pop Ballads, Programme music and Video Game music) to study AOS 5 and 4 Pop Music over time and Film music There is a focus in this term on questions that use a score and paragraph answers	undertaking a supported mock composition Listening Students build on their learning from Year 9 (Classical Concerto and the Baroque style) to study AOS 2 Concerto over time There is a focus on questions that use notation and a score and comparison answers	features intended to be used from that style. Students will complete their free composition under controlled conditions within the classroom. Listening Students build on their learning from Year 9 (Samba Greek music and Calypso) to study AOS 3 Rhythms of the world There is a focus on score and notation questions	students compose their two compositions. Students will cover all areas of study required for the listening exam at the end of year 11. It is therefore imperative that students retain as much knowledge as possible covered in year 10 to enable more in-depth revision to take place in year 11.	bass, shuffle rhythms. Chord, broken chord, block chord, arpeggiated chord, medley, countermelody, bass line, harmony, harmonic progression, major, minor Film music & Games music Leitmotif, ostinato, crescendo, diminuendo, accelerando, ritardando, pedal note, drone, mickey mousing, underscore, digetic music Rhythms of the world Djembe, talking drums, dun duns, call and response, surdo, caixa, repinique, tambourim, agogo, shakers, strophic, bouzouki, oud, rebab, doumbek, modal, trills, glissandi, raga, tala, tabla, sitar, tanpura, cross rhythms, polyrhythms, alap, ghat, jhala, dhol, tumbi, chaal.
Year 11	Performance Students record their solo performance in the 6 weeks of Year 11. Students will then spend time rehearsing and perfecting their ensemble performance which will also be recorded by the end of January. Composition Students will then be issued with the brief for their composition 2. Students will then construct a plan for their composition identifying what they intend to do and how the plan is to be met. Students will then complete the composition and submit their final version by February half term Listening/Theory	Performance Students will perfecting their ensemble performance which will be recorded by the end of January. Composition Students will complete the composition to a brief and submit their final version by February half term Listening/Theory Students will focus on revising all areas of study with a focus on student misconceptions. This will be consolidated with exam style questions and past papers which will be completed.	Listening/Theory Further revision of all areas of study with a focus on student misconceptions. This will be consolidated with exam style questions and past papers which will be completed.	Knowledge from Y11 is portable to future studies should students wish to study A Level music or another equivalent. The cultural understanding that students will have is still transferable if students do not study music further.	As for Y10

	Students will revisit material covered in all AoS Students will focus on the techniques used to answer specific question types: Extended paragraphs Comparing extracts Notation questions Describing accompaniments. Recognising melodic shapes/rhythms/metres				
--	--	--	--	--	--

GCSE external assessment:

- Two performances will be internally assessed/externally moderated (30% of the qualification)
- Two compositions (based on different areas of study) will be internally assessed/externally moderated (30% of the qualification)
- One written examination which is externally assessed (40% of the qualification)

SMSC

In music we focus on ensuring that the academic work students engage in facilitates their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. For example, during our studies of blues, reggae rap at KS3 and in KS4 we encourage students to explore how different people feel within a variety of situations. E.g. persecution (African slave trade), bullying, etc. Much of the work in the department focuses on the personal development of students, looking at how they can develop as mature, young adults being confident within themselves (self-discipline, resilience as learners, creativity, aesthetic sensitivity and fulfilment).

This can take the form of lessons or extra-curricular activities within lessons, or can involve projects outside of the classroom including outside workshops.

Spiritual development in music

Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. Pupils are encouraged to share their responses to a range of genres, instruments, lyrics and rhythm. Pupils develop their spiritual awareness of music through their enjoyment of listening to and making music either alone or with others.

Moral development in music

Moral education in music, involves pupils expressing their own response to moral dilemmas and emotions. Encouraging critical discussion in response to challenging music is an integral process in learning and development. Students are required to express their own views of a range of musical styles and comment fairly on peers work.

Social development in music

Social education in music provides an individual and collective experience that contributes to a student's social development. Through group collaboration pupils develop social skills as they realise the necessity of pooling ideas, then selecting and developing them with a large degree of co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is as the soloist or a supportive role. Music provides the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

Cultural development in music

Cultural education in music involves students developing appreciation of music drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils

have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate, differences in music from different times and places. They can also begin to make connections between different cultures.