

Music Department  
Creatives Faculty  
Curriculum Year Plans  
2018-2019

<b>YEAR PLAN</b>	<b>Year 7 Music</b> In year 7 students study Music as part of a carousel of 6 subjects. This means that students study each subject for a block of lessons before moving on to another subject (the carousel rotates twice during the year).		
<b>TERM</b>	<b>UNIT</b>	<b>ASSESSMENT TYPE</b>	<b>HOMEWORK OPPORTUNITIES</b>
Carousel 1	<p><b>Introduction to Music and the development of vocal skills</b></p> <p>This first series of lessons will start with a baseline assessment, focusing on each students' starting point in performing, listening and composing.</p> <p>The unit of learning is designed to develop students' creative, practical and performance skills with a particular emphasis on using the singing voice confidently in a variety of styles. They will follow the Musical Futures 'Find Your Voice' approach to singing, using the voice individually, together as a large group and in parts. They will compose backing tracks for songs using Garage Band.</p> <p>Utilising the skills from the first part of this topic, students will work in small groups and compose their own jingles. They will follow a structured rehearsal plan and perform their compositions to the class.</p> <p>Students will be introduced to basic music notation skills.</p>	<p>Baseline assessment.</p> <p>Practical work will be recorded on Showbie. There will be individual and group feedback, throughout the topic.</p> <p>Short theory tasks.</p>	<p>Learning of key words and their definitions.</p> <p>Completion of theory and listening based exercises.</p> <p>Reflecting on practical skills.</p>
Carousel 2	<p><b>Development of keyboard skills</b></p> <p>Students will follow a structured course focussing on developing their keyboard skills and will perform a range of pieces</p> <p><b>The development of rhythmic skills</b></p> <p>Working with percussion instruments, students will compose rhythmic pieces and learn to improvise short passages.</p> <p><b>Improvisation and the pentatonic scale</b></p> <p>Students will play a piece of jazz music and learn how to improvise sections of the piece, utilising the pentatonic scale. They will be encouraged to work individually and in small groups to perform their pieces.</p> <p>Music notation skills will be developed alongside the practical activities.</p>	<p>Practical work will be recorded on Showbie. There will be individual and group feedback, throughout the topic.</p> <p>Short theory tasks.</p>	<p>Learning of key words and their definitions.</p> <p>Completion of theory and listening based exercises.</p> <p>Reflecting on practical skills.</p>

<b>YEAR PLAN</b>	<b>Year 8 Music</b> In year 8 students study Music as part of a carousel of 6 subjects. This means that students study each subject for a block of lessons before moving on to another subject (the carousel rotates twice during the year).		
<b>TERM</b>	<b>UNIT</b>	<b>ASSESSMENT TYPE</b>	<b>HOMEWORK OPPORTUNITIES</b>
Carousel 1	<p><b>Chords and Riffs</b></p> <p>Students begin by learning about chords using a variety of stimuli. They will learn to construct chords and perform and compose using a wide range of major, minor and dominant 7<sup>th</sup> chords on the keyboard. Once basic skills have been established, students will then work through a series of performance pieces in the popular music and music theatre genres. Individual and group performances to the class will be encouraged, utilising the voice and instrumental skills. They will learn how to notate a range of major and minor chords and study song structure through listening tasks.</p> <p>Developing listening, composing and instrumental skills, students will learn about the importance of riffs in popular music. They will look at how they are constructed and, using either the guitar or keyboard, perform a series of riffs. Individual and group performances to the class will be encouraged.</p>	<p>Practical work will be recorded on Showbie. There will be individual and group feedback, throughout the topic.</p> <p>Short theory tasks.</p>	<p>Learning of key words and their definitions.</p> <p>Completion of theory and listening based exercises.</p> <p>Reflecting on practical skills.</p>
Carousel 2	<p><b>Musical Futures – Band Skills</b></p> <p>Initially students are given the opportunity to develop their individual skills on the drums, keyboard, guitar, bass guitar and voice. They learn about pop song structure and the roles of instruments and the voice in pop songs. They then form their own pop bands, perform a set piece and are taught to develop the appropriate rehearsal and ensemble techniques and skills.</p> <p>The second part of this topic, involves students creating their own bands, choosing what they play or sing and creating their own arrangements of a piece of popular music. The emphasis is upon allowing students to fully explore their creative thoughts and to present their own distinct, confident, well thought out final performances.</p>	<p>Practical work will be recorded on Showbie. There will be individual and group feedback, throughout the topic.</p> <p>Short theory tasks.</p>	<p>Learning of key words and their definitions.</p> <p>Completion of theory and listening based exercises.</p> <p>Reflecting on practical skills.</p>

YEAR PLAN	<b>Year 9 Music</b> Students in Year 9 study Music and have 4 lessons a fortnight for the duration of the academic year		
TERM	UNIT	ASSESSMENT TYPE	HOMEWORK OPPORTUNITIES
Autumn 1	<b>Development of ensemble and arranging practical skills</b> Whilst performing a set piece of popular music, students are taught a variety of techniques for arranging music. They are also guided through the necessary approaches to rehearsing when working in an ensemble. They will work small groups to present their arrangements to the class.	Practical and composition work will be recorded on Showbie. There will be individual and group feedback, throughout the topic.	Practise for practical and composition assessments.  Learning for the regular theory tests.
Autumn 2	<b>Focus on the Elements of Music and the development of Music theory skills</b> Students will consolidate the study of the basic music theory skills, taught in Years 7 and 8, through a series of practical activities. They will also develop the necessary vocabulary through a series of practical and listening activities to describe music through a focus on the Elements of Music.  <b>Blues music</b> Students study the history of Blues music and its importance in the development of Jazz. They will improvise and compose short pieces in Blues styles.	Completion of Theory and Listening tasks.	Focus on learning key vocabulary and the completion of theory and listening based tasks.
Spring 1	<b>Film Music</b> A range of film music is explored, and students are given opportunities to compose, arrange and perform their own soundtracks. The topic also focuses on associated vocabulary and listening skills. Students are encouraged to identify key features of film music by listening to a film music from a variety of genres.	Practical and composition work will be recorded on Showbie. There will be individual and group feedback, throughout the topic.	Practise for practical and composition assessments.  Learning for the regular theory tests.
Spring 2	<b>Development of practical ability, listening and appraising skills and associated theory, through study of the Rock song 'Since You've Been Gone'</b> Student's learning will be focused around an in-depth study of the piece 'Since You've Been Gone'. They will perform sections of the piece, to develop an appreciation and understanding of	Completion of Theory and Listening tasks.	Focus on learning key vocabulary and the completion of theory and listening based tasks.

	<p>how the piece is constructed and apply their knowledge of the Elements of Music to their study of the song. They will further develop their understanding of music theory through a series of practical and listening based tasks. This project is delivered as a condensed GCSE unit, to give students a flavour of the KS4 study of a set work.</p>		
<p>Summer 1</p>	<p><b>Composition of an original song in popular music style</b>  Through the study of popular music, students will compose either, an original song or an instrumental piece. They will be able to choose the resources they utilise and will be encouraged to perform their pieces. They will complete a series of tasks to develop their skills in logging their progress (an essential G.C.S.E. Music skill), with a focus on utilising key vocabulary.</p> <p><b>Development of performance skills</b>  Students will be supported to perform a free choice piece. either as a soloist or in a small group, showcasing their practical skills. They will perform and record their work for assessment.</p> <p><b>Development of music theory</b>  Students will complete a series of mini tasks, focusing on re-visiting and the consolidation of previous work and the further development of their music theory skills, in preparation for G.C.S.E. Music study.</p>	<p>Practical and composition work will be recorded on Showbie. There will be individual and group feedback, throughout the topic.</p> <p>Completion of Theory and Listening tasks.</p>	<p>Practise for practical and composition assessments.</p> <p>Completion of composition logs.</p> <p>Focus on learning key vocabulary and the completion of theory and listening based tasks.</p>
<p>Summer 2</p>			

<b>YEAR PLAN</b>	<b>Year 10 MUSIC</b>		
	Throughout this first year of the course, students study two set works, set by the exam board and complete one piece of Composition coursework (worth 15% of the G.C.S.E.). They will develop their practical skills in preparation for the necessary recordings in Year 11 and also complete a general Listening and Appraising course.		
<b>TERM</b>	<b>UNIT</b>	<b>ASSESSMENT TYPE</b>	<b>HOMEWORK OPPORTUNITIES</b>
Autumn 1      Autumn 2	Basic Music Theory Elements of Music Recognition of Instruments Key signatures – an intro Dynamics Italian Terms Form in Music – binary ternary, minuet and trio, rondo and variations Composition Task starting points Performance task In depth study and analysis of the set work ‘Since You’ve Been Gone’	Performances - marked in line with the exam board specification  Short tests on basic music theory knowledge and on understanding of the set work  Past paper questions	Completion of theory worksheets  Individual practise on instrument/voice  Learning of theory and facts about the set work, for regular tests
Spring 1      Spring 2	Key signatures – extension of previous work History of Western Classical Music Pop music Elements of Music - extension of previous work Composition – brief tasks and also the introduction of the free choice composition In depth study of the set work ‘Eine Kleine Nachtmusik’ Melody and rhythmic dictation Cadences Metre – simple and compound time Ornamentation Performance task	Performances - marked in line with the exam board specification  Short tests on basic music theory knowledge and on understanding of the set work  Past paper questions  Composition feedback	Completion of theory worksheets  Individual practise on instrument/voice  Learning of theory and facts about the set work, for regular tests  Completion of composition tasks
Summer 1      Summer 2	Completion and recording of free choice composition. Film Music Fusion Extended questions Key signatures – extension of previous work Music for ensembles – Jazz and Blues	Performances - marked in line with the exam board specification  Short tests on basic music theory knowledge	Completion of theory worksheets  Individual practise on instrument/voice  Learning of theory

	<p>Exam type questions Recognition of instruments and voice types Key signatures – revision Performance task – performance of one piece ready for assessment in Year 11</p>	<p>Past paper questions Composition feedback</p>	<p>Completion of composition tasks</p>
--	---	--	--

<b>YEAR PLAN</b>	<b>Year 11 Music</b> In Year 11 students have to complete one further Composition (to a set brief by the exam board) and also record their Performance coursework submission (worth 45% of the final mark). Both compositions have to have detailed logs and suitable annotations/notations. They continue to study Listening and Appraising.		
<b>TERM</b>	<b>UNIT</b>	<b>ASSESSMENT TYPE</b>	<b>HOMEWORK OPPORTUNITIES</b>
Autumn 1    Autumn 2	Finalising free composition Research for composition 2 – set to a brief by Eduqas. Working on composition 2 Recording of one performance and preparation for second performance Practise of exam type questions Revisit both set works	Composition 1 handed in and marked  Performance 1 recorded and marked  Short tests on Listening and Appraising tasks	Completion of Log for composition 1  Performance practise  Research for composition 2  Completion of Log for composition 2  Learning for theory and Listening tasks
Spring 1   Spring 2	Recording of second performance Completion and recording of composition 2 Completion of all paperwork for composition coursework – a log and annotation/notation for each composition Melodic and rhythmic dictation Cadences Practise of exam type questions General revision for the Appraising paper	Composition 2 handed in and marked  Performance 2 recorded and marked	Completion of annotation/notation for composition 1  Completion of annotation/notation for composition 2  Performance practise  Learning for theory and listening and appraising tasks
Summer 1	Exam techniques in preparation for the Appraising examination	Class and homework sample exam questions	Sample exam questions  Learning of essential facts for Listening and Appraising examination paper
Summer 2	Course completed		