

Curriculum Overview - Music

Y7	
Autumn Term 1	<p style="text-align: center;">Elements of music Learning to understand what music is and how it is made. Understanding of what elements are Identify elements in listening activities: Tempo, Dynamics, Articulation, Pitch, Timbre, Texture, Silence, Duration, Keyboard skills, Notation, Staff Notation, Stave</p> <p style="text-align: center;">Listening tasks time periods – Medieval Renaissance</p> <p style="text-align: center;">Links to GCSE Music Provides and underpins musical vocabulary covering the Elements of Music which can be extended at GCSE level.</p>
Autumn Term 2	<p style="text-align: center;">Elements -finish topic Beethoven – Ode to joy</p> <p style="text-align: center;">sometimes demonstrate simple keyboard technique. play short musical phrases play mostly fluently with one hand sometimes demonstrate simple keyboard technique. play short musical phrases play mostly fluently with one hand</p> <p style="text-align: center;">Listening tasks time periods – Baroque Classical</p> <p style="text-align: center;">Links to GCSE music Provides and underpins musical vocabulary covering the Elements of Music which can be extended at GCSE level. Classical Music and composers Performance</p>
Spring Term 1	<p style="text-align: center;">Instruments of the orchestra</p> <p style="text-align: center;">Learn about the layout and structure of the symphony orchestra. Developing an understanding of musical instruments and how they are played, the families/sections, construction, different sound production methods & characteristic timbres/sonorities. Theory based assessment Practical performance on own instrument</p> <p style="text-align: center;">Links to GCSE music</p>

	Western Classical Tradition 1650-1910; Instrumental Music 1700-1820; The Concerto through time; My Music; Musical Forms and Devices (Western Classical Tradition 1650-1910); Music for Ensemble.
Spring Term 2	<p style="text-align: center;">Folk music</p> <p>Use different forms of Musical Accompaniments to accompany traditional Folk Songs, showing an awareness of intervals and the Harmony created. Understand the different textural layers and form and structure of Folk Songs and know some of the different instruments, timbres and sonorities often used. Create an effective Musical Arrangement of a Folk Song.</p> <p>Links to GCSE music</p> <p style="text-align: center;">Traditional Music</p>
Summer Term 1	<p style="text-align: center;">Keyboard skills</p> <p style="text-align: center;">Understand how the classroom keyboard is used and played Practicing keyboard music to build skills & understanding of reading music and playing an instrument using correct posture, fingering and accuracy of pitch and rhythm Understand the importance of “warming-up” before playing a keyboard and the concept of piano fingering (1-5) Explore different keyboard instruments from different times and places.</p> <p style="text-align: center;">Links to GCSE music</p> <p style="text-align: center;">My Music</p>
Summer Term 2	<p style="text-align: center;">Rhythm</p> <p>Understand that pulse is a fundamental upon which music is built & performed, developing a feeling for & an awareness of this in music from different times & places. Distinguish between pulse/beat and rhythm. Develop an understanding of note values in terms of duration, bars and simple time signatures.</p> <p>Links to GCSE music</p> <p style="text-align: center;">Rhythms of the World, Music for Ensemble.</p>

Y8	
Autumn Term 1	<p style="text-align: center;">Cartoon / Film music composition</p> <p>To understand the meaning of pitch, rhythm, tempo, dynamics & timbre To be able to read and notate the notes of the treble clef To be able to read and notate a range of note values & rests To learn the notes on the keyboard To understand the purpose of music in cartoons & film To be able to identify the use of the elements of music in cartoon & film music To compose music for a cartoon using the elements of music effectively</p> <p style="text-align: center;">Listening tasks time periods – Medieval Renaissance</p> <p>Links to GCSE Music Elements of music Composition</p>
Autumn Term 2	<p style="text-align: center;">Cartoon / Film music composition – continued</p> <p>To understand the meaning of pitch, rhythm, tempo, dynamics & timbre To be able to read and notate the notes of the treble clef To be able to read and notate a range of note values & rests To learn the notes on the keyboard To understand the purpose of music in cartoons & film To be able to identify the use of the elements of music in cartoon & film music To compose music for a cartoon using the elements of music effectively</p> <p style="text-align: center;">Listening tasks time periods – Baroque Classical</p> <p>Links to GCSE Music Elements of music Composition</p>
Spring Term 1	<p style="text-align: center;">Song Writing</p> <p>To learn how to compose a diatonic chord pattern To understand how to compose a contrasting chord pattern To learn how to compose a diatonic melody To learn how to develop a melody using a range of musical devices (phrasing, question and answer, repetition, addition, subtraction, chromaticism, sequence) To compose a verse & chorus to be performed</p> <p style="text-align: center;">Links to GCSE music</p> <p>Popular Music Vocal Music</p>

	Conventions of Pop
Spring Term 2	<p style="text-align: center;">Jazz and Blues</p> <p>Know how Chords and Triads are performed, notated, and used in Jazz and Blues Know, recognise, and perform Chords I, I7, IV, IV7, V & V7 in different ways Understand and demonstrate what makes an “effective” Jazz improvisation Know and recognise different types & styles of Jazz and instruments, timbres & sonorities within Jazz & Blues music.</p> <p>Links to GCSE Music Popular Music Vocal Music</p>
	Conventions of Pop
Summer Term 1	<p style="text-align: center;">Variations</p> <p>To develop a knowledge & understanding of how the Elements of Music can be used & manipulated as a basic form of musical variation to an existing theme or melody. Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody. Understand Variation Form as a type of musical Form and Structure.</p> <p style="text-align: center;">Links to GCSE Music</p> <p>Western Classical Tradition 1650-1910 Instrumental Music 1700-1820</p> <p style="text-align: center;">Musical Forms and Devices</p>
Summer Term 2	<p style="text-align: center;">African drumming</p> <p>To understand the key features of African Drumming through listening and correctly identifying keywords To understand the context of African Drumming and the Djembe To compose a piece using the key features of African Drumming To develop performing in an ensemble using the key features of African Drumming</p> <p style="text-align: center;">Links to GCSE Music Rhythms of the World World music</p>

Y9	
<p>Autumn Term 1</p>	<p style="text-align: center;"><u>Further Notation</u></p> <p>This unit is to consolidate all previous knowledge and introduce the last elements of notation as the students aim to achieve a greater knowledge of notation as well as their skills on instruments reaching an accomplished level.</p> <p>The further elements are 6/8 Musical Slurs</p> <p>With there being less new information to learn, Year 9 is key for students to express their individuality using all the key elements, musical components and context (composers, instrument knowledge). The focus for term 1 is to allow students to experience a completely new range of music not shown to the previous years. This includes eastern classical music, soviet era music, komische music, post rock, free jazz and experimental/ Avant Garde music. This allows the students to further develop their knowledge of instruments through orchestral elements in these pieces alongside both solo and band instrumentation. The instrument list will include new percussion (Tabla, Dhol, Tanggu), new string instruments (Sitar, Erhu) and a range of other instruments across many genres (Theramin, Moog Synthesizers)</p> <p><u>Listening</u></p> <p>The listening tasks follow the introduction of new genres as listed above. Some artists include for experimentation Frank Zappa and Captain Beefheart, for eastern classical artists like Ravi Shankar, for Komische music artists like CAN, NEU! and Faust, Post Rock like Talk Talk and Slint and Free Jazz such as Ornette Coleman and Eric Dolphy). The previous years listening will also still be prevalent with lots of retention tasks available to make sure all students have a broad knowledge of all popular and underground music.</p> <p style="text-align: center;"><u>Orchestral families</u></p> <p>Again, this unit will reinforce the core elements behind an orchestra and will develop further understanding of both harmony and texture in relation to the more advanced listening tasks. Students will then apply this knowledge into their composition/performances as they will combine multiple instruments to create a more complex ensemble.</p>
<p>Autumn Term 2</p>	<p style="text-align: center;">Notation continuation</p> <p>This unit will reinforce all notation from first year and second year to fully consolidate their understanding of some more notation elements. This will be achieved by their weekly music theory starter as well as more detailed tasks for the more difficult parts of theory. This should reflect in their performance and composition pieces that will take place over the course of the remainder of the school year. Year 9 will be expected to explain and understand their choices</p> <p style="text-align: center;">Genre specific and composition</p> <p>This unit students will recap and improve their development of knowledge of instruments, their properties and the contexts for their use. They will also be able to fully utilise the wide range of</p>

	<p>music elements and applying them to various tasks throughout the lessons. Technology also plays an important role in this unit and invites every student to explore composition through music software (Bandlab, Garageband) This will allow us to recreate a lot of the wide range of genres that Year 9's will be studying over the course of the year. The tasks will revolve around creating an experimental/Avant Garde piece of music alongside rhythm tasks to relate to eastern classical music. There will also be a film scene music creation task in which the Year 9's are expected to create a detailed but fluent piece of music for a range of pre-determined scenes</p> <p><u>Listening</u></p> <p>Students will continue following the genres introduced in term 1 and will continue to develop their understanding of the context behind the genres of music and how each piece of music has experienced hardship and struggle to become a recognisable piece of art that has later been critically acclaimed.</p>
Spring Term 1	<p style="text-align: center;">Blues project</p> <p>Following the national curriculum, this unit will continue to encourage students to investigate different genres of music. Looking at the diversity and racial segregation during the 1960's in the USA. Performance and composition activities are structured to maximise access for every ability level and to be fun. It will challenge students to expand their knowledge of musical genres / styles of music directly through a broad variety of artists. It will stimulate creative thinking and imagination within the boundaries of musical knowledge including costume design and scene analysis.</p>
Spring Term 2	<p style="text-align: center;">Dance Music</p> <p>Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them.</p> <p>Understand how different dance music genres use different time signatures and metres and how these relate to the dance.</p> <p>Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys.</p> <p>Understand how different dances use characteristic dance rhythms within their music.</p> <p>Describe the different accompaniment patterns and textures in dance music from different times and places.</p> <p style="text-align: center;">Links to GCSE Simple and Compound Time Signatures</p>
Summer Term 1	<p style="text-align: center;">Song Music</p> <p>Following the national curriculum, this unit will continue to encourage students to investigate different genres of music. Looking at the diversity and racial segregation during the 1960's in the USA. Performance and composition activities are structured to maximise access for every ability level and to be fun. It will challenge students to expand their knowledge of musical genres / styles of music directly through a broad variety of artists. It will stimulate creative thinking and imagination within the boundaries of musical knowledge including costume design and scene analysis.</p>
Summer Term 2	<p style="text-align: center;">Indian Music</p> <p>To introduce music from India</p> <p>To understand drone, raga and what a sitar is</p> <p>To perform a raga scale</p> <p>To understand the difference between tala and table</p>

	To understand the structure of an Indian piece To improvise and perform using a raga scale
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Links to GCSE Music
Rhythms of the World
World music

Maths connection as reading music is built on maths, as rhythms need to be worked out by reading note durations. Drama connection as students perform their keyboard skills which build on their self-confidence and get them used to performing to a group of people