



## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world’s communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 8

<b>SUBJECT</b>	<b>Music</b>
<b>INTENT</b>	<p>“Every musician remembers their first lesson. That moment when you feel the spark of inspiration ignite, and your entire world catches fire. The rush of revelation. The earth-rattling epiphany that music is no longer just a sound, its every breath you’ll ever take again. A puzzle that you’ll never solve, though you hold all the pieces. That moment when you’re handed the key to an alternate universe where everything is beautiful, everything is free, and nothing will ever be quite the same again. For some, the first day of the rest of their lives.”</p> <p>- Dave Grohl</p> <p>Our subject intends to inspire, provide motivation and nurture passion for all students to help them develop their musicianship and transferrable skills further. Studying music shows a real drive and determination to improve ourselves, not only as musicians but also humans. It has been scientifically proven that playing an instrument or singing releases endorphins which promotes wellbeing and we harness this as a department to support students on their creative, happy and successful journey through school.</p> <p>Students are expected to take music lessons if they opt for GCSE, whether in school or outside, as performance makes up 30% of the final grade. They learn appraisal skills in relation to set study pieces and there are many opportunities to compose as well as develop skills as a performer.</p>



# CHORLTON HIGH SCHOOL: CURRICULUM

Students opting for Music Technology need to have a basic understanding of composing using a Digital Audio Workstation (DAW). Music Technology students learn about knowledge of the music industry, how to produce and promote a musical product, they get a hands on knowledge of recording and working within a studio and also learn how to compose music.

Studying music enables students to develop highly desirable skills in areas such as self-management, creativity, data analysis, performance, teamwork, problem-solving, and communication, all of which makes them an attractive prospect for potential employers. There are numerous careers that anyone studying Music or Music Technology could go into, such as session musician, sound engineer, tour manager, musical director, music or instrumental teacher or a job at a studio or record label.



# CHORLTON HIGH SCHOOL: CURRICULUM

Year Group	8					
Rationale/ Narrative	In Year 8 students will continue on their journey through music from different genres and cultures and develop their love of music. During the topics students will continue to build their confidence in performing, listening and composing music and build upon their musical knowledge learnt in Year 7. Students will be making the important decision of what options to take in Year 9, so students will continue to enrich their musical education.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>Film Music</b> - Compositional techniques used in film music - Ornamentation (Trill, Mordent, Turn, Acciaccatura, Appoggiatura) - Playing Techniques	<b>Cover Songs</b> - Notes of the treble clef - Notes of the bass clef - How to perform chords and melodies - Different genres of music - How to create an arrangement	<b>Hip Hop</b> - International impact of Hip Hop - Composition skills when using Logic - Sequencing and MIDI - Composing using Music Technology - Composing using chords, melodies, ostinatos, rhythms	<b>Traditional Music</b> - Cultural aspect of Folk Music & Latin American - Variations on a Theme - How to use MIDI in order to input notes into Logic and then using composition development techniques to create variations on a theme	<b>Game On!</b> - Understanding how to compose a fanfare - Notes of the treble clef - Notes of the bass clef - Textures in Music - Tempo markings - Composing to a stimulus - Tonality	<b>World Music – Reggae</b> - Understanding characteristics of Reggae/Caribbean music - Composing in Sibelius - Notes of the treble clef - Notes of the bass clef - Composing using chord sequences, bass lines and melodies
SKILLS	- Understanding how to compose to a set stimulus - Learning how to develop a composition - Aurally identifying ornamentation and playing techniques within a piece of music	- Performance skills on Ukulele - Reading chords - Listening and Analysing music (based on the 8 mark GCSE Questions) - Arranging skills - Singing performance skills	- Understanding the international impact of Hip Hop - Composing using MIDI and sequencing in Logic - Composing using step-by-step input in order to create a piece based on chords, melodies, ostinatos and rhythms - Listening & Appraising Hip Hop music	- Sequencing MIDI - Step by Step Input - Learning how to create a variation on a theme - Using Automation data in Logic - Listening and Appraising skills based on variations on a theme (Western Classical Tradition) and Traditional music	- Listening & appraising game music (Popular Music) - How to sequence MIDI - Composing using a variety of melodic development techniques	- Composition skills in Sibelius: chords, bass line and melodies - Dynamics - Compositional development techniques - Listening and Appraising Reggae Music - Improvisation using scales
ASSESSMENTS	<b>MP1:</b> Playing Techniques Listening Test (Feedback Sheet)	<b>MP2:</b> Cover Song Performance Assessment (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Hip Hop Listening Test (Feedback Sheet)	<b>MP2:</b> Latin American Listening Test (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Gaming Music Test (Feedback Sheet)	<b>MP2:</b> Reggae Performance Assessment (Feedback Sheet) <b>MP3:</b> Progress Test