



FRAMEWORK FOR LEARNING



CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

SUBJECT

Music

INTENT

Our mission is to ignite creativity, uncover potential, and develop transferable skills through the arts, moulding creative, happy, and successful students at CHS South and beyond.

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.

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.

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.



YEAR GROUP

YEAR 7

RATIONAL / NARRATIVE

We aim to instil the love of music into our Key Stage 3 classes from the first lesson. During the topics students will build their confidence in performing, listening and composing music and enhance any skills they already have. Students will enrich their musical education throughout the year and all topics covered will build up their knowledge.

TERM KNOWLEDGE

AUTUMN 1

Finding our Voice

- Classroom rules
- Elements of music
- Singing a variety of genres and styles
- Basic mechanics of singing
- Stylistic features of different music
- Reading basic notation

AUTUMN 2

Elements of Music

- Classroom rules
- Elements of music
- Learning how to perform notes on the treble clef on keyboards
- Performing on keyboards with the correct fingers
- Reading notes of the treble clef
- Reading basic notation

SPRING 1

Classical through the Ages

- Instruments of the Orchestra
- Composition knowledge on keyboards or instruments based on instrument families
- Playing Techniques
- Looking at famous composers from the past (Bach, Mozart, Chopin, Debussy) and looking at modern day Classical music from composers of different ethnicities and genders.

SPRING 2

Musicals

- Music in the Theatre
- Key features / types of musicals
- Different types of songs in musicals
- Singing musical theatre songs as a class
- Writing lyrics for a musical
- Learning how to play a piece from a musical on the keyboard

SUMMER 1

Music Around the World

- Being introduced to music from various cultures.
- Using instruments from different cultures.
- Creating pieces of music influenced by the music of different cultures
- Understanding the pentatonic scale

SUMMER 2

Blues and Beyond

- 12 Bar Blues
- History of Blues Music
- Walking Bass Line
- Improvising melodies
- The Blues Scale
- Sharps and Flat
- Being introduced to the genres that developed from Blues (Jazz, Rock n Roll, Soul, Funk, RnB)

SKILLS

- Singing to introduce dynamics, pitch, tempo, texture, and timbre.
- Listening skills based on the elements of music
- Group composing skills based on the elements of music
- Demonstrate leadership skills when warming up the class or leading the class in singing

- Singing to introduce dynamics, pitch, tempo, texture, and timbre.
- Listening skills based on the elements of music
- Group composing skills based on the elements of music
- Keyboard performance skills
- Performing music from notation on keyboards

- Performing well-known classical piece on keyboards. Singing a classical piece of music.
- Composition skills in Logic
- Composing with a variety of instrument sounds
- Listening and Appraising Western Classical Music

- Composing skills on Logic
- Keyboard skills
- Song and lyric-writing skills
- Singing skills linked to Musical Theatre
- Listening and Appraising Musical Theatre

- Performance skills on African drums, keyboards, singing music from a variety of cultures
- Listening and Appraising the key characteristics of music from around the world
- Understanding how to compose a piece of music influenced by another culture.

- Singing Blues music to understand the key elements that create its unique sound
- Composition skills in Sibelius: chords, bass line and melodies
- Compositional development techniques
- Listening and Appraising Blues Music and music whose roots began with the blues.



ASSESSMENT
HOME LEARNING
READING,
WRITING, TALK,
NUMERACY

	<ul style="list-style-type: none"> Performing whilst reading basic music notation on the treble clef (extension – performing using notes of the bass clef) Performing using basic rhythms 			<ul style="list-style-type: none"> Composing using rhythm 	<ul style="list-style-type: none"> Performance based on the 12-bar blues Improvisation using the blues scale
MP1: Performance assessment	MP2: Performance assessment MP3: Keywords test	MP1: Progress Test	MP2: Performance assessment MP3: Keywords test	MP1: Performance assessment	MP2: Progress Test MP3: Keywords test
Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz
<p>Reading and Writing: Understanding the elements of music and through looking at key words and definitions. Filling in Key word banks. Talk: Discussing the elements of music, comparing different genres and singing styles and developing clear enunciation.</p>	<p>Reading and Writing: Understanding the elements of music and through looking at key words and definitions. Filling in Key word banks. Talk: Discussing the elements of music and analysing our performances as a class.</p>	<p>Reading and Writing: Understanding what an orchestra is, what different families in the orchestra consist of. Filling in Key word banks. Talk: Analysing music composed by Britten and discussing different instruments and ways to remember how they sound to be able to recognize them aurally.</p>	<p>Reading and Writing: Understanding what a musical is, key features of a musical and all of the different types of musicals. Filling in Key word banks. - Talk: Analysing Music from the theatre and discussing key terms relating to types of songs and features of Musical Theatre.</p>	<p>Reading and Writing: Understanding the importance of World Music in today's society along with the influence it has had on all music. Learning about the key characteristics in Music from chosen cultures through reading activities. Filling in Key word banks. Talk: Analysing music from other countries and peer and self-assessing performances and compositions.</p>	<p>Reading and Writing: Understanding the key features of The Blues and how to aurally recognize them in a piece of music for the End of Year test. Learning about the deep history of where The Blues came from and the different types of music it developed out of along with the music it still influences in modern society. Filling in Key word banks. Talk: Learning how to communicate ideas about a piece of music effectively through listening and appraising in the End of Year test. Discussing how to improve performances of the 12 Bar Blues and Walking Bass lines. Cooperating with a partner to ensure the performance of a Blues Piece is as impressive as it can be.</p>



<p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p> <p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	Analyse Compare Context	Analyse Compare Context	Analyse Compare Context	Analyse Compare Context	Analyse Compare Context	Analyse Compare Context	
	<ul style="list-style-type: none"> • Diaphragm • Unison/Harmony • Soprano • Alto • Tenor • Bass 	<ul style="list-style-type: none"> • Pitch • Dynamics • Texture 	<ul style="list-style-type: none"> • Tuba • Oboe • Orchestra 	<ul style="list-style-type: none"> • Syllabic • Melisma • Overture 	<ul style="list-style-type: none"> • Djembe • Gamelan • Call and response 	<ul style="list-style-type: none"> • Improvisation • Flats • Sharps 	
	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of songs as a class Developing leadership and diplomacy skills in class CULTURAL: Exploration of Black composers and performers (Black History Month Focus) BRITISH VALUES Cooperation, mutual respect when composing and performing pieces</p>	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of pieces from different eras. CULTURAL: Exploration of composers from different eras. BRITISH VALUES Cooperation, mutual respect when composing and performing pieces</p>	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through group compositions. CULTURAL: Exploration of composers from different eras. BRITISH VALUES Cooperation, mutual respect when composing and performing pieces</p>	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of Musical Theatre pieces. CULTURAL: Cultural awareness through learning about context of Musicals based in different Historical periods. BRITISH VALUES Cooperation, mutual respect when composing and performing pieces</p>	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of world music. CULTURAL: awareness of different cultures and the music within them. BRITISH VALUES Cooperation, mutual respect when composing and performing pieces</p>	<p>MORAL: The history of the slave trade and how it's linked to Blues music PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of a Blues piece of music CULTURAL: awareness of different cultures BRITISH VALUES Cooperation, mutual respect when composing and performing pieces</p>	