



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 9 - CORE		
RATIONAL / NARRATIVE	In Year 9 Music students will continue to build up their skills they are learning in Year 7 & 8. During the topics students will continue to build their confidence in appraising, composing and performing music. Students will continue to enrich their musical education throughout topics that foster their musical skills and curiosity.		
TERM KNOWLEDGE SKILLS ASSESSMENT HOME LEARNING READING, WRITING, TALK, NUMERACY TIER 2 VOCABULARY	TERM 1	TERM 2	TERM 3
	The Magic of Chords! <ul style="list-style-type: none"> Develop our understanding of how to build different types of chords Development of music theory knowledge around chords, scales, intervals Develop our knowledge of how chord progressions are created and performed in different genres Continue to develop our ability to read and perform musical notation Continue to develop performance, composition and appraisal skills 	What the Hook?! <ul style="list-style-type: none"> Develop knowledge of hooks and riffs in music Explore the use of hooks and riffs in different styles of music Continue to develop our ability to read and perform musical notation Develop our performance, composition, and appraisal skills 	Protest Music <ul style="list-style-type: none"> Study examples of Protest Music from different eras, looking at the different social and political issues that influenced it Develop our knowledge of chord structures and riffs Develop our understanding of different genres of music Explore lyrical expression to help us discover our own voice Further enhance our keyboard skills
	Listening skills Analysis / appraising skills Composing skills Performance skills	Listening skills Analysis / appraising skills Composing skills Performance skills	Listening skills Analysis / appraising skills Composing skills Performance skills
	SMP: Composition Assessment	SMP: Key Word Test SMP: Performance Assessment	SMP: Progress Test
	Completion of Teams Knowledge and recall quiz based on the topics.	Completion of Teams Knowledge and recall quiz based on the topics.	Completion of Teams Knowledge and recall quiz based on the topics.
	Reading and Writing: Students will be expected to read and write about the key knowledge of unit. Writing chord progressions. Talking: Students will talk about key knowledge and vocab and use of chords.	Reading and Writing: Students will be expected to read and write about the use of hooks and riffs in music. Students will read other mediums, such as pictures. Talking: Students will be analysing pieces of music, talking about how they use hooks and riffs. Students will describe their own use of hooks and riffs.	Reading and Writing: Understanding the key words often associated with Protest Music and the context of each genre. Talking: Learning how to communicate ideas about a Protest and articulate own feelings of protest.
Describe Analyse Compare	Describe Analyse Compare	Annotate Approach Process	



TIER 3 VOCABULARY PSPSMC, BRITISH VALUES AND DIVERSITY

Composition, chord progression, interval, scale, Pop, harmony	Tonality, major, minor, chords, melody, orchestration, hook, riff	Activism, folk, reggae, punk, rap, triad, root
PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of chord progressions/pop songs CULTURAL: Exploring different types of pop music and artists from a variety of genres and eras. BRITISH VALUES: Cooperation, mutual respect when composing and performing pieces back	PERSONAL AND SOCIAL: Developing personal & social skills in class & through composition appraisal of use of hooks and riffs. Resilience, motivation and optimism when composing and performing. CULTURAL: Exploring different types of pop music and artists from a variety of genres and eras. BRITISH VALUES: Cooperation, mutual respect when composing and performing pieces back	PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of protest music. Resilience, motivation and optimism when composing protest song. CULTURAL: Exploring activism throughout the 20 th Century and beyond and how music can be a vehicle for change. BRITISH VALUES: Cooperation, mutual respect when composing and performing pieces back



YEAR GROUP

YEAR 9 – MUSIC ELECTIVE

RATIONAL / NARRATIVE

In Year 9 Music Elective, students will continue to build up their skills they learn in Year 7 & 8. During the topics, students will continue to build their confidence in listening, performing and composing music. Students will continue to enrich their musical education throughout topics to prepare them for using Music in the future.

TERM KNOWLEDGE

AUTUMN 1

Western Classical Tradition 1650-1910
 - Notes in standard notation
 - Basic Rhythms and metre
 - Melodic Devices
 - Dynamics
 - Articulation
 - Playing Techniques
 - Technological effects

AUTUMN 2

Western Classical Tradition 1650-1910
 - Textures
 - Classical Structures
 - Timbres used in Western Classical Tradition
 - Tempo
 - Time Signatures
 - Use of MADTSHIRT to appraise music

SPRING 1

Popular Music
 - Identifying and writing rhythms
 - Reading staff notation of up to 12 bars of unfamiliar music
 - Chords (including extended chords)
 - Music Vocabulary relevant to Pop Music
 - Contextual information about the History of Rock and Pop

SPRING 2

Film Music
 - Identifying feature of film music
 - History of film music
 - Stylistic features of film genres and purpose
 - Using MADTSHIRT TO appraise music

SUMMER 1

Samba Music
 - Understanding rhythmic devices linked to Samba music
 - Structuring a Samba performance
 - Historical context of music from South America
 - Contextual information about the Beatles: Lucy in the Sky with Diamonds

SUMMER 2

Band Skills
 - Developing self-management and discipline
 - Deepening knowledge of Popular music and formation of bands
 - Development of music technology in Pop
 - Develop skills on how to improve performance through rehearsal logs

SKILLS

- Performance Skills:
 Performing as an ensemble
 - Listening and peer-peer feedback
 Developing performance and instrumental skills and practice habits
- Composition skills linked to the musical elements of melody and rhythm

- Performance Skills:
 Performing as an ensemble
 - Listening and peer-peer feedback
 Developing performance and instrumental skills and practice habits
- Composition skills linked to the musical elements of structure, texture, tempo, metre and rhythm

- Performance Skills:
 Performing as an ensemble
 - Understanding key musical elements of harmony and tonality linked to Pop Music
- Composition skills
 Composing a rap or pop song in groups using stylistic features
 - Using Bandlab/Noteflight to compose

- Performance Skills:
 Performing as an ensemble and solo
 - Understanding key musical elements of harmony and tonality linked to Film Music by performing famous scores
- Composition skills linked to film music styles and genres

- Performance Skills:
 Developing performance and ensemble skills
 - Develop instrumental techniques
- Composition skills linked to the musical elements of Structure, Tempo metre and rhythm
Listening skills:
 Understanding key terminology linked to the musical elements of Structure, Tempo metre and rhythm found in Samba and Fusion Music

- Performance:
 - Be able to form a band
 - Develop skills on how to rehearse effectively and how to improve performance as an ensemble
- Composition skills linked to the musical elements of dynamics and articulation melody and sonority (timbre)
- Composition
 - Create a new song within the band or create a new cover of an existing song

ASSESSMENT

MP1: Baseline Theory Test

MP2: Performance Assessment (Feedback Sheet)
MP3: Listening Tests excerpts

MP1: Composition Assessment
MP2: Progress Test

MP3: Listening Tests excerpts

MP1: Listening past paper 2019

MP2: Performance assessment
MP3: Progress Test



<p>HOME LEARNING</p> <p>READING, WRITING, TALK, NUMERACY</p> <p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p> <p>PSPSMC, BRITISH VALUES AND DIVERSITY</p>	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz
	<ul style="list-style-type: none"> - Reading and Writing Acquisition of music key vocabulary, theory and knowledge - Talk Being able to communicate ideas effectively during the composition process Reading – research into content for Areas of Study and Strands 	<ul style="list-style-type: none"> - Reading and Writing Acquisition of music key vocabulary, theory and knowledge and being able to use this information to develop listening and appraising skills during listening exercises - Reading music - Talk: Communication throughout the performance process 	<ul style="list-style-type: none"> Research into content for Areas of Study and strands Writing – Use of musical language in the listening paper Talk – being able to communicate effectively as part of an ensemble 	<ul style="list-style-type: none"> Research into content for Areas of Study and strands Writing – Use of musical language in the listening paper Talk – being able to communicate effectively as part of an ensemble 	<ul style="list-style-type: none"> Reading music Reading for revision for the listening paper Writing – subject knowledge and content using accurate key terminology in preparation for the listening paper 	<ul style="list-style-type: none"> Talk - being able to communicate using correct key vocabulary in the listening paper Reading and Writing skills needed for revision for and the completion of the listening paper
	Describe Analyse Compare	Describe Analyse Compare	Describe Analyse Compare	Describe Analyse Compare	Describe Analyse Compare	Describe Analyse Compare
	Notation Clefs Compositional techniques	Articulation Tonality Cadences	Ensemble Structure Historical contexts	Diegetic Soundtracks Leitmotif	Syncopation Polyrhythm Ostinato	Cover Rehearsal Balance
	<p>SPIRITUAL AND CULTURAL: Understanding the context of different genres</p> <p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition</p> <p>PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition Areas of Study</p> <p>BRITISH VALUES Cooperation and mutual respect during rehearsal process</p>	<p>SPIRITUAL AND CULTURAL: Understanding the context of different genres</p> <p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition</p> <p>PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition Areas of Study</p> <p>BRITISH VALUES Cooperation and mutual respect during rehearsal process</p>	<p>SPIRITUAL AND CULTURAL: Understanding the context of different genres</p> <p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition</p> <p>PHYSICAL: Learning how to music on individual instruments linked the Pop Music Areas of Study</p>	<p>SPIRITUAL AND CULTURAL: Understanding the context of different genres</p> <p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition</p> <p>PHYSICAL: Learning how to music on individual instruments linked to Film Music</p>	<p>PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition</p> <p>SPIRITUAL AND CULTURAL: Understanding the context of the set works</p> <p>PHYSICAL: Learning how to music on individual instruments linked to Samba</p>	<p>PERSONAL and SOCIAL: Developing social skills and understanding of the context of the genre. Self-motivation and organisation</p> <p>MORAL – Doing what’s right in lesson and outside of lesson to be successful</p> <p>CULTURAL: Understanding the cultural development of other genres</p>



YEAR GROUP

YEAR 9 – MUSIC TECHNOLOGY ELECTIVE

RATIONAL / NARRATIVE

In Year 9 Music Technology students will continue to build up their skills they are learning in Year 7 & 8. During the topics students will continue to build their confidence in composing music using Music Technology. Students will continue to enrich their musical education throughout topics to prepare them for using Music Technology in the future.

TERM KNOWLEDGE

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>Pop Music</p> <ul style="list-style-type: none"> • Develop our understanding of the Pop genre • Develop our understanding of Pop's key stylistic features • Develop our knowledge of key artists from within the Pop genre • Develop our keyboard skills through learning to play some famous Pop songs • Develop our performance skills through learning and recording a Pop song • Develop skills in using music software, Logic and BandLab • Develop our knowledge of the Pop genre through listening activities • Develop knowledge of studio equipment and functions within a professional music setting 	<p>Hip Hop</p> <ul style="list-style-type: none"> • Develop our understanding of the Pop genre • Develop our understanding of Pop's key stylistic features • Develop our knowledge of key artists from within the Pop genre • Develop our keyboard skills through learning to play some famous Pop songs • Develop our performance skills through learning and recording a Pop song • Develop skills in using music software, Logic and BandLab • Develop our knowledge of the Pop genre through listening activities • Develop knowledge of studio equipment and functions within a professional music setting 	<p>EDM</p> <ul style="list-style-type: none"> • Develop our understanding of the EDM genre • Develop our knowledge of key artists from within the EDM genre • Develop our understanding of the compositional techniques used within EDM • Develop our performance skills using both music software and keyboards • Develop our performance skills through composing our own EDM track • Develop skills in using music software, Logic and BandLab • Develop our knowledge of the EDM genre through listening activities • Develop knowledge of studio equipment and functions within a professional music setting 	<p>Film Music</p> <ul style="list-style-type: none"> • Learn about the importance and function of music in film • Develop our knowledge of how music can support what is happening on screen • Learn about sound effects and how to make them • Compose our own soundtrack to a film clip, using music and sound effects • Develop skills in using music software, Logic 	<p>Studio Skills</p> <ul style="list-style-type: none"> • Learn about specific technical roles within the music industry. • Explore the recording process and develop knowledge and skills in the recording studio • Continue to develop knowledge of studio equipment and their functions • Develop our understanding of how to record for differing briefs, e.g. rock band, podcast, voiceover, choir etc • Record our own session onto Logic, mix and bounce it • Review process and evaluate successes/ improvements 	<p>Personal Project</p> <ul style="list-style-type: none"> • Develop revision strategies • Revisit and consolidate stylistic knowledge gained from the year • Develop self-management through composing in a style of own choosing • Compose piece in a stylistically accurate way



<p>SKILLS</p> <p>ASSESSMENT</p> <p>HOME LEARNING</p> <p>READING, WRITING, TALK, NUMERACY</p> <p>TIER 2 VOCABULARY</p> <p>TIER 3 VOCABULARY</p>	<ul style="list-style-type: none"> Composition skills Preparation skills Performance skills Creative skills Investigating hardware and software used in the music industry Use of software Effects Evaluation of compositions Listening and appraising skills 	<ul style="list-style-type: none"> Composition skills Preparation skills Performance skills Creative skills Investigating hardware and software used in the music industry Use of software Effects Evaluation of compositions Listening and appraising skills 	<ul style="list-style-type: none"> Composition skills Preparation skills Performance skills Creative skills Investigating hardware and software used in the music industry Use of software Effects Evaluation of compositions Listening and appraising skills 	<ul style="list-style-type: none"> Composition skills Preparation skills Performance skills Creative skills Investigating hardware and software used in the music industry Use of software Effects Evaluation of compositions Listening and appraising skills 	<ul style="list-style-type: none"> Composition skills Preparation skills Performance skills Creative skills Investigating hardware and software used in the music industry Use of software Effects Evaluation of compositions Listening and appraising skills 	<ul style="list-style-type: none"> Composition skills Preparation skills Performance skills Creative skills Investigating hardware and software used in the music industry Use of software Effects Evaluation of compositions Listening and appraising skills
	MP1: Performance Assessment	MP2: Composition Assessment MP3: Key Words Test	MP1: Progress Test	MP2: Composition Assessment MP3: Key Words test	MP1: Composition Assessment	MP2: Progress Test MP3: Composition Assessment
	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary	Completion of Teams quiz Listening diary
	Reading: Reading and evaluating different sources of information. Reading musical notation. Writing: Summarising information, expressing stylistic research, writing notation. Talk: Discussing genres and composition techniques. Numeracy: Bar numbers, beats within bars	Reading: Reading and evaluating different sources of information. Reading musical notation. Writing: Summarising information, expressing stylistic research, writing notation. Talk: Discussing genres and composition techniques. Numeracy: Bar numbers, beats within bars	Reading: Reading and evaluating different sources of information. Reading musical notation. Writing: Summarising information, expressing stylistic research, writing notation. Talk: Discussing genres and composition techniques. Numeracy: Bar numbers, beats within bars	Reading: Reading and evaluating different sources of information. Reading musical notation. Writing: Summarising information, expressing stylistic research, writing notation. Talk: Discussing genres and composition techniques. Numeracy: Bar numbers, beats within bars	Reading: Reading and evaluating different sources of information. Reading musical notation. Understanding musical hardware and software instruction. Writing: Summarising information, expressing stylistic research, writing notation. Talk: Discussing genres and composition and recording techniques. Numeracy: Bar numbers, beats within bars	Reading: Reading and evaluating different sources of information. Reading musical notation. Understanding musical hardware and software instruction. Writing: Summarising information, expressing stylistic research, writing notation. Talk: Discussing genres and composition and recording techniques. Numeracy: Bar numbers, beats within bars
	Describe Analyse Compare	Describe Analyse Compare	Describe Analyse Compare	Describe Analyse Compare	Describe Analyse Compare	Describe Analyse Compare
	Chord Progression Bassline Chorus	Automation Panning Effects	Harmony Rhythm Instrumentation Structure	Diegetic Non-diegetic Chromaticism	Production Engineer Recording	Compose Genre Production



PSPSMC, BRITISH VALUES AND DIVERSITY

SOCIAL: Developing social skills through planning and undertaking practice sessions
 MORAL: Understanding how well you work as a team affects the grades of others
 CULTURAL: Understanding the cultural development of other genres

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 MORAL: Understanding how well you work as a team affects the grades of others
 CULTURAL: Understanding the cultural development of other genres

PERSONAL and SOCIAL: Developing social skills and understanding of the context of the genre
 MORAL – Doing what’s right in lesson and outside of lesson to be successful
 CULTURAL: Understanding the cultural development of other genres

PERSONAL and SOCIAL: Developing social skills and understanding of how to compose and create.
 MORAL – Doing what’s right in lesson and outside of lesson to be successful.

SOCIAL: Developing social skills through planning and undertaking practice and composition sessions
 MORAL: Understanding how well you work as a team affects the grades of others
 CULTURAL: Understanding the cultural development of genres and music production

PERSONAL and SOCIAL: Developing social skills and understanding of the context of the genre. Self-motivation and organisation
 MORAL – Doing what’s right in lesson and outside of lesson to be successful
 CULTURAL: Understanding the cultural development of other genres