



CHS South Curriculum Intent

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

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

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

## CHS South Curriculum Area Framework for Learning – Years 7-11

<b>SUBJECT</b>	<b>Music</b>
<b>INTENT</b>	<p>"Music can change the world because it can change people." - Bono</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 well-being and we harness this as a department to support students on their creative, happy and successful journey through school.</p> <p>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.</p>



# CHS SOUTH: CURRICULUM

Year Group	<b>7</b>					
Rationale/ Narrative	<p>We aim to instill 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 and understanding of a breadth of different styles and genres and inspire a lifelong love of music.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><b>Cosmic / Elements of Music</b></p> <ul style="list-style-type: none"> <li>- Classroom rules</li> <li>- Elements of music</li> <li>- Learning how to perform notes on the treble clef on keyboards</li> <li>- Performing on keyboards with the correct fingers</li> <li>- Reading notes of the treble clef</li> <li>- Reading basic notation</li> </ul>	<p><b>Music of the North</b></p> <ul style="list-style-type: none"> <li>- Our musical community (brass bands, modern indie, Brit pop, 70s northern soul, Madchester).</li> <li>- Singing (The Beatles)</li> <li>- Performing chords (in the treble clef)</li> <li>- Textures</li> <li>- Learning how to compose for different instruments</li> <li>- Songwriting</li> </ul>	<p><b>Classical through the Ages</b></p> <ul style="list-style-type: none"> <li>- Instruments of the Orchestra</li> <li>- Composition knowledge on keyboards or instruments based on instrument families</li> <li>- Playing Techniques</li> <li>- Looking at famous composers from the past (Bach, Mozart, Chopin, Debussy) and looking at modern day Classical music.</li> </ul>	<p><b>Musical Theatre</b></p> <ul style="list-style-type: none"> <li>- Music in the Theatre</li> <li>- Key features / types of musicals</li> <li>- Different types of songs in musicals</li> <li>- Singing musical theatre songs as a class</li> <li>- Writing lyrics for a musical</li> <li>- Learning how to play a piece from a musical on the keyboard</li> </ul>	<p><b>Music Around the World</b></p> <ul style="list-style-type: none"> <li>- Being introduced to music from various cultures.</li> <li>- Using instruments from different cultures.</li> <li>- Creating pieces of music influenced by the music of different cultures</li> </ul>	<p><b>Blues and Beyond</b></p> <ul style="list-style-type: none"> <li>- 12 Bar Blues</li> <li>- History of Blues Music</li> <li>- Walking Bass Line</li> <li>- Improvising melodies</li> <li>- The Blues Scale</li> <li>- Sharps and Flat</li> <li>- Being introduced to the genres that developed from Blues (Jazz, Rock n Roll, Soul, Funk, RnB)</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>- Singing to introduce dynamics, pitch, tempo, texture, and timbre.</li> <li>- Listening skills based on the elements of music</li> <li>- Group composing skills based on the elements of music</li> <li>- Keyboard performance skills</li> <li>- Performing music from notation on keyboards</li> <li>- Performing whilst reading basic music notation on the treble clef (extension –</li> </ul>	<ul style="list-style-type: none"> <li>- Performance skills: singing in unison and in harmony</li> <li>- Composition skills: creating music inspired by the North West</li> <li>- Performance of compositions on instruments</li> <li>- Listening and Appraising skills based on The Beatles</li> </ul>	<ul style="list-style-type: none"> <li>- Performing well-known classical piece on keyboards</li> <li>- Composition skills in Logic</li> <li>- Composing with a variety of instrument sounds</li> <li>- Listening and Appraising Western Classical Music</li> </ul>	<ul style="list-style-type: none"> <li>- Composing skills on Logic</li> <li>- Keyboard skills</li> <li>- Song and lyric-writing skills</li> <li>- Singing skills linked to Musical Theatre</li> <li>- Listening and Appraising Musical Theatre</li> </ul>	<ul style="list-style-type: none"> <li>- Performance skills on African drums</li> <li>- Listening and Appraising the key characteristics of music from around the world</li> <li>- Understanding how to compose a piece of music influenced by another culture.</li> </ul>	<ul style="list-style-type: none"> <li>- Singing Blues music to understand the key elements that create its unique sound</li> <li>- Composition skills in Sibelius: chords, bass line and melodies</li> <li>- Compositional development techniques</li> <li>- Listening and Appraising Blues Music and music whose roots began with the blues.</li> <li>- Performance based on the 12-bar blues</li> </ul>



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	performing using notes of the bass clef) - Performing using basic rhythms					- Improvisation using the blues scale
<b>ASSESSMENTS</b>	<b>MP1:</b> Baseline Test (Feedback Sheet)	<b>MP2:</b> With A Little Help from My Friends Written Test (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Listening Test (Feedback Sheet)	<b>MP2:</b> Musical Theatre Listening Test (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Listening Test (Feedback Sheet)	<b>MP2:</b> Blues Test (Feedback Sheet) <b>MP3:</b> Progress Test
<b>HOME LEARNING</b>	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz
<b>READING, WRITING, TALK</b>	- <b>Reading and Writing:</b> Understanding the elements of music and through looking at key words and definitions. - <b>Talk:</b> Discussing the elements of music through Cosmic music and TV Themes, analyzing our compositions and giving feedback to peers about their Cosmic compositions.	- <b>Reading and Writing:</b> Understanding key concepts within the Music of the North of England, such as melody and accompaniment, tonality and revisiting the elements of music. Reading about the context of this music and doing a word treasure hunt on key background information about The Beatles. - <b>Talk:</b> Analysing music from the North and discussing best performance techniques.	- <b>Reading and Writing:</b> Understanding what an orchestra is, what different families in the orchestra consist of and filling out our instrument bank in work booklets. - <b>Talk:</b> Analysing music composed by Britten and discussing different instruments and ways to remember how they sound to be able to recognize them aurally.	- <b>Reading and Writing:</b> Understanding what a musical is, key features of a musical and all of the different types of musicals. Ensuring all keywords are understood and written down in booklet for future reference. - <b>Talk:</b> Analysing Music from the theatre and discussing key terms relating to types of songs and features of Musical Theatre	- <b>Reading and Writing:</b> 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. - <b>Talk:</b> Analysing music from other countries and peer and self-assessing performances and compositions	- <b>Reading and Writing:</b> 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. - <b>Talk:</b> 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.
<b>TIER 3 VOCAB</b>	Dynamics Texture Timbre	Chords Syncopated Triplets	Tuba Oboe Orchestra	Syllabic Melisma Overture	Djembe Gamelan Call and response	Improvisation Flats Sharps



# CHS SOUTH: CURRICULUM

<p><b>PSPSMC, BRITISH VALUES</b></p>	<p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through performance of TV Themes Developing personal &amp; social skills in class &amp; through performance of Cosmic BRITISH VALUES: Cooperation CULTURAL: Exploration of Black composers and performers (Black History Month Focus)</p>	<p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through performance of Northern Music CULTURAL: Cultural expressions in Northern Music</p>	<p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through group compositions</p>	<p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through performance of Musical Theatre CULTURAL: Cultural awareness through learning about context of 1960s America and composing own lyrics to a song from Hairspray</p>	<p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through performance of Ode to Joy</p>	<p>MORAL: The history of the slave trade and how it's linked to Blues music PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through performance of a Blues piece of music CULTURAL: awareness of different cultures</p>
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# CHS SOUTH: CURRICULUM

Year Group	<b>8</b>					
Rationale/ Narrative	<b>In Year 8 students will continue their journey through music from different genres and cultures and develop their love of music. During the topic's students will continue to build their confidence in performing, listening and composing music and build upon their musical knowledge learnt in Year 7.</b>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>Music for Media</b> - Compositional techniques used in film music - Ornamentation (Trill, Mordent, Turn, Acciaccatura, Appoggiatura) - Playing Techniques - Notes of the treble clef - Notes of the bass clef - Textures in Music - Tempo markings - Composing to a stimulus - Tonality	<b>Music Icons</b> - Being introduced to some icons from the past through to present day - Focus on songs of protest / revolution - How to sing these types of songs. - How to compose songs of protest	<b>Hip Hop and Beyond</b> - International impact of Hip Hop - Composition skills - Mixing technology and acoustic skills. - Composing using chords, melodies, ostinatos, rhythms - Being introduced to music that came from Hip Hop (Funk, Motown, Disco, Modern rap) - Creating own raps based on this knowledge.	<b>The Power of Rock</b> - Becoming aware of power ballads from artists such as Whitney Houston - Finding out about different types of rock (Punk Rock, Glam Rock, Classical Rock Metal)	<b>Music Around the World</b> - Being introduced to music from various cultures. - Using instruments from different cultures. - Creating pieces of music influenced by the music of different cultures	<b>Music of the Caribbean</b> - Understanding characteristics of Reggae/Caribbean music - Composing - 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 and compose for a set mood - Aurally identifying ornamentation and playing techniques within a piece of music - Listening to well-known music that has been created for films / games - Improving Logic composition skills	- Performance skills on Ukulele and keyboards - Reading chords for ukuleles and keyboards - Listening and Analysing music - 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 to create a piece based on chords, melodies, ostinatos, samples and rhythms - Listening & Appraising Hip Hop music - Creating raps	- Listening to subgenres within a genre and appraising and comparing them - Singing songs from these genres - Learning how to perform in the styles of these genres.	- Performance skills on samba drums - Listening and Appraising the key characteristics of music from around the world with a focus on folk music - Understanding how to compose a piece of music influenced by another culture - Singing and looking closely at Sea Shanties	- Composition skills: chords, bass line and melodies - Singing performance (of Reggae song/lyrics created for composition) - Dynamics - Compositional development techniques - Listening and Appraising Reggae Music - Improvisation using scales



# CHS SOUTH: CURRICULUM

	- Using / creating sound effects.					
<b>ASSESSMENTS</b>	<b>MP1:</b> Playing Techniques Test (Feedback Sheet)	<b>MP2:</b> Performance Assessment (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Listening Test (Feedback Sheet)	<b>MP2:</b> Performance Assessment (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Listening Test (Feedback Sheet)	<b>MP2:</b> Reggae Test (Feedback Sheet) <b>MP3:</b> Progress Test
<b>HOME LEARNING</b>	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz
<b>READING, WRITING, TALK</b>	<b>Reading and Writing:</b> Analysing an existing film composer and some of the music they have created using correct punctuation as part of home learning. Filling in Ornamentation Audits. <b>Talk:</b> Discussing how best to use ornaments within our Film compositions. Analysing how to aurally recognise ornaments and playing techniques in pieces of music.	<b>Reading and Writing:</b> Understanding what a cover song is and filling in the worksheet to describe the differences between two versions of one song. <b>Talk:</b> Verbally analysing existing cover songs. Peer and self-assessing performances of cover songs done in class.	<b>Reading and Writing:</b> Understanding the key features of Hip Hop along with an in-depth reading exercise about the interesting history behind Hip Hop. <b>Talk:</b> Verbally analysing and unpicking existing Hip Hop songs. Discussing how to make best use of the features of Hip Hop to create our own piece.	<b>Reading and Writing:</b> Understanding the key features of Rock Music and how to aurally recognize it. <b>Talk:</b> Verbally analysing performances of rock music by professional musicians and by peers.	- <b>Reading and Writing:</b> 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. - <b>Talk:</b> Analysing music from other countries and peer and self-assessing performances and compositions	<b>Reading and Writing:</b> Understanding the key words often associated with Reggae Music and how to aurally recognize them in a piece of music for the End of Year test. Looking at certain features in depth to be able to create a Reggae Composition. <b>Talk:</b> Learning how to communicate ideas about a Reggae music effectively through listening and appraising in the End of Year test
<b>TIER 3 VOCAB</b>	Drone Leitmotif Ostinato	Ukulele Texture Arrangement	Scratching Sampling Back Spinning	Power Ballad Glam Rock Fusion	Samba Sea Shanty Mariachi	Syncopation Ska Reggae
<b>PSPSMC, BRITISH VALUES</b>	PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of Film music BRITISH VALUES Cooperation, mutual respect when composing and performing pieces back	PERSONAL AND SOCIAL: Developing personal & social skills in class & through composition of cover songs	MORAL: The Development of Hip Hop / Inequality / Racism / Segregation PERSONAL AND SOCIAL: Developing personal & social skills in class & through composition of Hip Hop songs CULTURAL: Cultural expressions of African	SPIRITUAL AND CULTURAL: UK Folk Music and the history of it PERSONAL AND SOCIAL: Developing personal & social skills in class & through a performance	PERSONAL AND SOCIAL: Developing personal & social skills in class & through performance of Ode to Joy	PERSONAL AND SOCIAL: Developing personal & social skills in class & through composition appraisal of different world music CULTURAL: Cultural expressions in Reggae music



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			Americans and Puerto Ricans in the Bronx that shaped Hip Hop music BRITISH VALUES Cooperation, mutual respect when composing and performing pieces back			PERSONAL – resilience, motivation and optimism when composing
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<b>SUBJECT</b>	<b>Year 9 Foundation Music - Arts Award - Bronze</b>					
<b>INTENT</b>	Learning through and about the Arts enriches the experience of studying while at school as well as preparing students for life after school. Arts subjects encourage self-expression and creativity and can build confidence as well as a sense of individual identity. Our subjects intend to inspire, provide motivation and nurture passion for all students to help them develop their transferrable skills further. Studying the Arts Award 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. Completing the Arts Award shows a real drive and determination to improve ourselves, not only as artists and musicians but also humans. Creating a well-rounded person out of every student is what we desire. Ensuring each student has a creative outlet is imperative in ensuring their happiness and success. We intend for all pupils to explore careers and employment opportunities in this diverse sector and be awarded with the Arts Award Qualification.					
<b>Year Group</b>	<b>Year 9</b>					
<b>Rationale/ Narrative</b>	We aim to instill the love of the Arts into our Foundation Year 9 classes from the first lesson. During the topics, students will build their confidence through researching, observing, developing, showcasing, and reviewing the Arts in different forms, enhancing any skills they already have. Students will enrich their Arts education throughout the year and all topics covered will build towards their Arts Award qualification at the end of the year.					
	<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>	
<b>Knowledge</b>	<b>Part A:</b> <ul style="list-style-type: none"> <li>- Learn what chords are and how to play them individually and as an ensemble</li> </ul>		<b>Part D:</b> <ul style="list-style-type: none"> <li>- Research different skills within the Arts</li> <li>- Decide and plan your specific skill share</li> <li>- Practice your skill and how to share</li> <li>- Deliver your skill share to a partner</li> <li>- Deliver your skill share to the class</li> </ul>		<b>Part C:</b> <ul style="list-style-type: none"> <li>- Research a range of Genres, Artists, Albums and Concerts</li> <li>- Pick an Artist and do a poster, presentation or practice a song by this Artist</li> </ul>	



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	<ul style="list-style-type: none"> <li>- Learn what a melody is and how to play a melody along with the chords</li> <li>- Learn about effective rehearsal time and how to make a band</li> <li>- Perform in your band in front of the class</li> <li>- Complete a personal reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- Review skill share</li> <li>- Complete a personal reflection.</li> </ul>	<ul style="list-style-type: none"> <li>- Present your poster, presentation or perform your song</li> <li>- Research different music careers and find out about them in detail</li> <li>- Complete a personal reflection.</li> </ul> <p><b>Part B:</b></p> <ul style="list-style-type: none"> <li>- Learn how to review as a journalist</li> <li>- Watch an event and create a review for a blog / magazine</li> <li>- Present your review to the class as a poster, PowerPoint, or journal</li> <li>- Complete a personal reflection</li> </ul>
<b>SKILLS</b>	<p><b>Inspirational Skills:</b> Through using research skills, students will be able to find inspiration for their Arts Award and will be able to be influenced by their surroundings.</p> <p><b>Exploration Skills:</b> Through researching Art Galleries, Artists, Music Venues and Musicians, students will be able to explore new environments and Arts enriched expertise.</p> <p><b>Creation Skills:</b> Through using an accomplished Artist or Musician’s work, students will be able to create a copy of this work, imitating the skills the professional Artist or Musician has used.</p> <p><b>Presentation Skills:</b> Students will be able to present their finished piece of art or music at a raw stage.</p>	<p><b>Inspirational Skills:</b> Through an Arts Careers event in school, students will be open to inspiration from people within the Arts industry and can develop ideas as to where they could use their Arts Skills in the workforce.</p> <p><b>Exploration Skills:</b> Through a trip to Media City, students can explore the Arts in context, seeing how the skills they are developing can be used in the world around them.</p> <p><b>Creation Skills:</b> Through using an accomplished Artist or Musician’s work, students will independently create their own piece inspired by chosen Artist or Musician.</p> <p><b>Presentation Skills:</b> Students will be able to present their work and teach a new skill they have learnt.</p>	<p><b>Inspirational Skills:</b> Having an End of Year Showcase to work towards can serve as great inspiration for students. Students will be using chosen skills to put together a showcase themselves.</p> <p><b>Exploration Skills:</b> Through exploring a chosen Arts career, students can find an Arts-based skill that they are good at and could undertake for an End of Year Showcase.</p> <p><b>Creation Skills:</b> Using a chosen Arts-based skill, students can create a proposal of how they could use that skill in a school environment.</p> <p><b>Presentation Skills:</b> Through using teamwork skills, students will present a proposal of how they can take on the role their chosen career in a school environment.</p>



# CHS SOUTH: CURRICULUM

<b>ASSESSMENTS</b>	<p><b>Autumn 1:</b> Workshop reflection</p> <p><b>Autumn 2:</b> Performance/performance reflection</p>	<p><b>Spring 1:</b> Marked on development of skills through self reflection</p> <p><b>Spring 2:</b> Marked on skill share – poster/ video/ presentation</p>	<p><b>Summer 1:</b> Musician copy – Completing research and duplicating an artists work</p> <p><b>Summer 2:</b> Review of a performance – Dave at Brit Awards</p>
<b>HOME LEARNING</b>	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.
<b>READING, WRITING, TALK</b>	<p><b>Reading:</b> Through research, students will be exposed to researching Music Venues and Musicians.</p> <p><b>Writing:</b> Students will be writing reviews of Music Venues and Musicians.</p> <p><b>Talking:</b> Students will be encouraged to share ideas and opinions regarding Music Venues and Musicians.</p>	<p><b>Reading:</b> Students will be encouraged to read information prior to their school trip to Media City to encourage insightful question asking.</p> <p><b>Writing:</b> Students will be writing personal reflections.</p> <p><b>Talking:</b> Students will be presenting their new skill they have learnt, talking in front of a small group of peers.</p>	<p><b>Reading:</b> Students will be reading up on Arts-based careers available to them using the skills they are learning through their Arts Award.</p> <p><b>Writing:</b> Students will be reflecting on a performance and reviewing</p> <p><b>Talking:</b> Students will be presenting their proposal of a chosen Arts-based skill in front of their class.</p>
<b>TIER 3 VOCAB</b>	venue, chords, expertise, genre, melody	venue, chords, expertise, genre	venue, expertise, genre, remix
<b>PSPSMC, BRITISH VALUES</b>	<p><b>PERSONAL AND SOCIAL:</b> Developing personal &amp; social skills in class &amp; through discussions and opinion sharing.</p> <p><b>CULTURAL:</b> Developing cultural understanding through exposure to Art Galleries, Artists, Music Venues and Musicians.</p> <p><b>BRITISH VALUES:</b></p> <p>Cooperation</p> <p>Mutual Respect</p>	<p><b>PERSONAL AND SOCIAL:</b> Developing personal &amp; social skills in class &amp; through group compositions.</p> <p><b>CULTURAL:</b> Developing cultural capital through school trip to Media City to help understand careers in media</p> <p><b>BRITISH VALUES:</b></p> <p>Cooperation</p> <p>Mutual Respect</p> <p>Tolerance</p>	<p><b>PERSONAL AND SOCIAL:</b> Developing personal &amp; social skills in class &amp; through group work and working as a team to create an End of Year Showcase.</p> <p><b>CULTURAL:</b> Developing understanding of a range of artists from different genres and cultures.</p> <p><b>BRITISH VALUES:</b></p> <p>Cooperation</p> <p>Mutual Respect</p> <p>Tolerance</p>



Year Group	9 Pathway Music					
Rationale/ Narrative	In Year 9 students will build upon knowledge learnt in Year 7 and 8 and continue to develop their musicianship. They will build their confidence in performing, listening and composing music and learn new skills. Students gain a much deeper understanding of Music which will allow them to flourish as musicians, both performers and composers.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>Western Classical Tradition 1650-1910</b> - Notes of the treble clef - Notes of the bass clef - Basic Rhythms and metre - Melodic Devices - Dynamics - Articulation - Playing Techniques - Technological effects	<b>Western Classical Tradition 1650-1910</b> - Textures - Classical Structures - Timbres used in Western Classical Tradition - Tempo - Time Signatures	<b>Western Classical Tradition 1650-1910</b> - Reading staff notation of up to 12 bars of unfamiliar music - Chord systems - Scales - Common combinations of instruments used in Western Classical Tradition	<b>Popular Music</b> - Identifying and writing rhythms - Reading staff notation of up to 12 bars of unfamiliar music - Chords (including power chords and 7 <sup>th</sup> chords) - Music Vocabulary relevant to Pop Music - Contextual information about the Beatles: With A Little Help From My Friends	<b>Popular Music</b> - Understanding rhythmic devices linked to Popular Music - Chord development techniques when composing (e.g., arpeggios/broken chords) - Major and Minor chords and their associated symbols to identify orally and written - Contextual information about the Beatles: Lucy in the Sky with Diamonds	<b>Popular Music</b> - Structures in Pop Music - Developing compositions through texture - Contextual information about film and computer gaming music 1990's to present and pop music 1990's to present Contextual information about the Beatles: Within You Without You
SKILLS	<b>- Performance Skills:</b> Performing as an ensemble <b>- Listening and Appraising:</b> Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) <b>- Composition skills</b> linked to the musical elements of dynamics and articulation melody and sonority (timbre)	<b>- Performance Skills:</b> Performing as an ensemble <b>- Listening and Appraising:</b> Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm <b>- Composition skills</b> linked to the musical elements of structure, texture, tempo, metre and rhythm	<b>- Performance Skills:</b> Performing as an ensemble <b>- Listening and Appraising:</b> Be able to aurally identify musical elements linked to harmony and tonality <b>- Composition skills</b> linked to the musical elements of harmony and tonality	<b>- Performance Skills:</b> Performing as an ensemble <b>- Understanding key musical elements of harmony and tonality linked to Pop Music</b> <b>- Composition skills</b> linked to the musical elements of harmony and tonality	<b>- Performance Skills:</b> Performing extracts of With a Little Help From My Friends on personal instruments on the treble and bass clefs <b>- Composition skills</b> linked to the musical elements of Structure, Tempo metre and rhythm <b>Listening skills:</b> Understanding key terminology linked to the musical elements of Structure, Tempo metre and rhythm found in Pop Music	<b>- Listening and Appraising:</b> Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) found in Pop music <b>- Composition skills</b> linked to the musical elements of dynamics and articulation melody and sonority (timbre) <b>- Performance and Composition Skills:</b> Composing a live performance to a set brief (group composition)



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<b>ASSESSMENTS</b>	<b>MP1:</b> Baseline Test (Feedback Sheet)	<b>MP2:</b> Performance Assessment (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Listening Test 2018 (Feedback Sheet)	<b>MP2:</b> Little Shop of Horrors Questions Test (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Listening Test 2019 (Feedback Sheet)	<b>MP2:</b> 'Skid Row' Listening Test (Feedback Sheet) <b>MP3:</b> Progress Test
<b>HOME LEARNING</b>	Research task to find definitions of key words covered so far and an example of a song (Feedback Sheet).	Completion of Teams quiz	Research task to find definitions of key words covered so far and an example of a song (Feedback Sheet).	Completion of Teams quiz	Research task to find definitions of key words covered so far and an example of a song (Feedback Sheet).	Completion of Teams quiz
<b>READING, WRITING, TALK</b>	- 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	- 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	- Reading and Writing Acquisition of music key words, theory and knowledge - Talk Being able to communicate ideas effectively during the composition process - Talk being able to communicate reflection and improvement ideas	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	Reading music Reading for revision for the listening paper Writing – subject knowledge and content using accurate key terminology in preparation for the listening paper	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
<b>TIER 3 VOCAB</b>	Articulation Sequence Sforzando	Allegro Largo Presto	Orchestra Relative Minor Scales	Ensemble Structure Cadences	Tonality Triadic Pentatonic	Contrapuntal Monophonic Antiphonal
<b>PSPSMC, BRITISH VALUES</b>	SPIRITUAL AND CULTURAL: Understanding the context of the set works PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition Areas of Study BRITISH VALUES Cooperation and mutual respect during rehearsal process	SPIRITUAL AND CULTURAL: Understanding the context of the set works PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition Areas of Study BRITISH VALUES Cooperation and mutual respect during rehearsal process	SPIRITUAL AND CULTURAL: Understanding the context of the set works PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition Areas of Study BRITISH VALUES Cooperation and mutual respect during composition process	SPIRITUAL AND CULTURAL: Understanding the context of the set works PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition PHYSICAL: Learning how to music on individual instruments linked the Pop Music Areas of Study	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition SPIRITUAL AND CULTURAL: Understanding the context of the set works PHYSICAL: Learning how to music on individual instruments linked the Pop Music Areas of Study	MORAL – preparation for listening exam PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition SPIRITUAL AND CULTURAL: Understanding the context of the set works PHYSICAL: Learning how to music on individual instruments linked the Pop Music Areas of Study



Year Group	9 Pathway Music Technology					
Rationale/ Narrative	In Year 9 Music Technology students will continue to build up their skills learnt in Year 7 and 8. Using a range of different topics students will continue to build their confidence in composing music using Music Technology and learn new content about The Music Industry and potential careers in the music. Students will continue to enrich their musical education throughout.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry	<b>Introducing Music Sequencing</b> Learning Aims: Explore music sequencing techniques Use music sequencing software to create music:	<b>The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry	<b>Introducing Music Sequencing</b> Learning Aims: Explore music sequencing techniques Use music sequencing software to create music	<b>The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry	<b>Managing a Music Product</b> Plan Develop and Deliver a Product Promote a Music Product Review the Management of a Music Product
SKILLS	Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument	Investigating hardware and software used in the music industry Use of Logic Effects Evaluation of compositions	Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument	Investigating hardware and software used in the music industry Use of Logic Effects Evaluation of compositions	Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument	Creativity Preparation skills Team-work Self-manages Use of Logic
ASSESSMENTS	<b>MP1:</b> Baseline Test (Feedback Sheet)	<b>MP2:</b> 1 <sup>st</sup> Composition Assessment (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Key Word Test (Feedback Sheet)	<b>MP2:</b> Composition feedback (Feedback Sheet) <b>MP3:</b> Progress Test	<b>MP1:</b> Key Word Test (Feedback Sheet)	<b>MP2:</b> Key Word Test (Feedback Sheet) <b>MP3:</b> Music Product
HOME LEARNING	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz
READING, WRITING, TALK	Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify, describe, explain. Being able to question scenarios and form own opinion.	Reading and Writing: Research, reading feedback loops, analysis of criteria - Writing: Review (evaluation skills)	Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify, describe, explain. Being able to question scenarios and form own opinion.	Reading and Writing: Research, reading feedback loops, analysis of criteria - Writing: Review (evaluation skills)	Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify, describe, explain. Being able to question scenarios and form own opinion.	Writing – Punctuation Written research on existing CD covers using correct punctuation. Review.
TIER 3 VOCAB	Software Instrument Promotor MIDI	Automation Panning Effects	Manager BECTU MU	Producer Sound Engineer Roadie	Hardware Software Chorus	Reverb EQ Compression
PSPSMC, BRITISH VALUES	SOCIAL: Developing social skills through planning and undertaking recording sessions	SOCIAL: Developing social skills through planning and undertaking recording sessions	PERSONAL and SOCIAL: Developing social skills and understanding of business through the music industry exam	PERSONAL and SOCIAL: Developing social skills and understanding of business through the music industry exam	CULTURAL: Understanding the cultural development of other genres	CULTURAL: Understanding the cultural development of other genres



# CHS SOUTH: CURRICULUM

	MORAL: Understanding how well you work as a team affects the grades of others	MORAL: Understanding how well you work as a team affects the grades of others	MORAL – Doing what’s right in lesson and outside of lesson	MORAL – Doing what’s right in lesson and outside of lesson		
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# CHS SOUTH: CURRICULUM

Year Group	10 GCSE Music					
Rationale/ Narrative	<p>In Year 10 students will develop and enrich their skills learnt in Year 9. They will analyse the study pieces in detail and become a fountain of knowledge on these. They will develop their performance and composition skills and build up their confidence in these units. The GCSE Music course is designed to harness students' passion for the art and develop their musicality further.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><b>Western Classical Tradition 1650-1910</b></p> <ul style="list-style-type: none"> <li>- Reading staff notation of up to 12 bars of unfamiliar music</li> <li>- Understanding rhythms and metre (simple and compound time)</li> <li>- Musical Vocabulary linked to dynamics and articulation melody and sonority (timbre)</li> <li>- Contextual information about Haydn</li> </ul>	<p><b>Western Classical Tradition 1650-1910</b></p> <ul style="list-style-type: none"> <li>- Reading staff notation of up to 12 bars of unfamiliar music</li> <li>- Writing staff notation up to 8 bars</li> <li>- Musical Vocabulary linked to Structure, texture, tempo, metre and rhythm</li> <li>- Contextual information about Western Classical Tradition 1650-1910</li> </ul>	<p><b>Western Classical Tradition 1650-1910</b></p> <ul style="list-style-type: none"> <li>- Reading staff notation of up to 12 bars of unfamiliar music</li> <li>- Chord systems</li> <li>- Scales</li> <li>- Musical Vocabulary linked to harmony and tonality</li> <li>- Contextual information about Western Classical Tradition 1650-1910 (including Haydn)</li> </ul>	<p><b>Popular Music</b></p> <ul style="list-style-type: none"> <li>- Reading staff notation of up to 12 bars of unfamiliar music</li> <li>- Music Vocabulary relevant to Pop Music linked to dynamics, articulation, melody and sonority (timbre)</li> <li>- Technology in Pop Music</li> <li>- Contextual information about the Beatles (With a Little Help From My Friends)</li> </ul>	<p><b>Popular Music</b></p> <ul style="list-style-type: none"> <li>- Reading staff notation of up to 12 bars of unfamiliar music</li> <li>- Understanding how to perform, compose and aurally recognise syncopation</li> <li>- Music Vocabulary relevant to Pop Music linked to structure, texture, tempo, metre and rhythm</li> <li>- Contextual information about the Beatles (Within You, Without You)</li> </ul>	<p><b>Popular Music</b></p> <ul style="list-style-type: none"> <li>- Reading staff notation of up to 12 bars of unfamiliar music</li> <li>- Chords and Chord Symbols (including 7ths)</li> <li>- Music Vocabulary relevant to Pop Music linked to harmony and tonality</li> <li>- Contextual information about the Beatles (Lucy in the Sky with Diamonds)</li> </ul>
SKILLS	<ul style="list-style-type: none"> <li>- <b>Performance Skills:</b> Performing extracts of music composed by Handel, Beethoven on personal instruments</li> <li>- <b>Listening and Appraising:</b> Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre)</li> <li>- <b>Composition skills</b> linked to the musical elements of dynamics and articulation melody and sonority (timbre)</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Performance Skills:</b> Performing extracts of music composed by Mozart and Haydn on personal instruments by</li> <li>- <b>Listening and Appraising:</b> Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm</li> <li>- <b>Composition skills</b> linked to the musical elements of structure, texture, tempo, metre and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Performance Skills:</b> Performing extracts of music composed by Chopin and Schumann on personal instruments</li> <li>- <b>Listening and Appraising:</b> Be able to aurally identify musical elements linked to harmony and tonality</li> <li>- <b>Composition skills</b> linked to the musical elements of harmony and tonality</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Performance Skills:</b> Performing an extract of 'With a Little Help from my Friends'</li> <li>- <b>Listening skills:</b> Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) in Pop Music</li> <li>- <b>Composition skills</b> linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Pop Music</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Performance Skills:</b> Performing an extract of 'Within You, Without You'</li> <li>- <b>Listening skills:</b> Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Pop Music</li> <li>- <b>Composition skills</b> linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Pop Music</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Performance Skills:</b> Performing an extract of 'Lucy in the Sky with Diamonds'</li> <li>- <b>Listening skills:</b> Be able to aurally identify musical elements linked to harmony and tonality in Pop Music</li> <li>- <b>Composition skills</b> linked to the musical elements of harmony and tonality found within Pop Music</li> </ul>
ASSESSMENTS	<p><b>MP1:</b> Baseline Test (Feedback Sheet)</p>	<p><b>MP2:</b> MOCK Exam (Feedback Sheet)</p>	<p><b>MP1:</b> Listening Test (Feedback Sheet)</p>	<p><b>MP2:</b> Free Composition Draft 1 (Feedback Sheet)</p>	<p><b>MP1:</b> MOCK Exam (Feedback Sheet)</p>	<p><b>MP2:</b> Free Composition Draft 2 (Feedback Sheet)</p>



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<b>HOME LEARNING</b>	Research task to find definitions of key words covered so far and an example of a song (Feedback Sheet)	Completion of Teams quiz	Research task to find definitions of key words covered so far and an example of a song (Feedback Sheet)	Completion of Teams quiz	Research task to find definitions of key words covered so far and an example of a song (Feedback Sheet)	Completion of Teams quiz
<b>READING, WRITING, TALK</b>	<ul style="list-style-type: none"> <li>- Reading and Writing Acquisition of music key vocabulary, theory and knowledge</li> <li>- Talk Being able to communicate ideas effectively during the composition process</li> <li>Reading – research into content for Areas of Study and Strands.</li> </ul>	<ul style="list-style-type: none"> <li>- 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</li> <li>- Reading music</li> <li>- Talk: Communication throughout the performance process.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and Writing Acquisition of music key words, theory and knowledge</li> <li>- Talk Being able to communicate ideas effectively during the composition process</li> <li>- Talk being able to communicate reflection and improvement ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Research into content for Area of Study and strands</li> <li>- Talk – being able to communicate effectively as part of an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>- Reading music</li> <li>- Reading for revision for the listening paper</li> <li>- Writing – subject knowledge and content using accurate key terminology in preparation for the listening paper</li> <li>- Talk – being able to communicate effectively as part of an ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>- Talk - being able to communicate using correct key vocabulary in the listening paper</li> <li>- Reading and Writing skills needed for revision for and the completion of the listening paper.</li> </ul>
<b>TIER 3 VOCAB</b>	Articulation Intervals Rubato	Anacrusis Hemiola Cadenza	Accidentals Scotch Snap Phrasing	Backbeat Syncopation Melisma	Cyclic Modal Mixolydian	ADT DIT Modulation
<b>PSPSMC, BRITISH VALUES</b>	<p>SPIRITUAL AND CULTURAL: Understanding the context of the set works</p> <p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through group and individual composition</p> <p>PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition</p> <p>Areas of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during rehearsal process</p>	<p>SPIRITUAL AND CULTURAL: Understanding the context of the set works</p> <p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through group and individual composition</p> <p>PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition</p> <p>Areas of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during rehearsal process</p>	<p>SPIRITUAL AND CULTURAL: Understanding the context of the set works</p> <p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through group and individual composition</p> <p>PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition</p> <p>Areas of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during composition process</p>	<p>SPIRITUAL AND CULTURAL: Understanding the context of the set works</p> <p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through group and individual composition</p> <p>PHYSICAL: Learning how to music on individual instruments linked the Pop Music Area of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during rehearsal process</p>	<p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through group and individual composition</p> <p>SPIRITUAL AND CULTURAL: Understanding the context of the study pieces</p> <p>PHYSICAL: Learning how to music on individual instruments linked the Pop Music Area of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during rehearsal process</p>	<p>MORAL – preparation for listening exam</p> <p>PERSONAL AND SOCIAL: Developing personal &amp; social skills in class &amp; through group and individual composition</p> <p>SPIRITUAL AND CULTURAL: Understanding the context of the study pieces</p> <p>PHYSICAL: Learning how to music on individual instruments linked the Pop Music Area of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during composition process</p>



# CHS SOUTH: CURRICULUM

Year Group	<b>10 BTEC Music Technology</b>					
Rationale/ Narrative	<p>In Year 10 Music Technology students will continue to develop the skills learnt in Year 9 and build their confidence in composing music using Logic, managing a product and recording in a studio. Students will officially begin their BTEC in Music Technology and not only develop their understanding of music sequencing, but also develop exam technique and skills needed to make it in the music industry.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><b>Unit 1: The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry</p>	<p><b>Unit 7: Introducing Music Sequencing</b> Learning Aims: A Explore music sequencing techniques B Use music sequencing software to create music:</p>	<p><b>Unit 1: The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry</p>	<p><b>Unit 2: Managing a Music Product</b> Learning Aims: A Plan Develop and Deliver a Product B Promote a Music Product C Review the Management of a Music Product</p>	<p><b>Unit 1: The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry</p>	<p><b>Unit 2: Managing a Music Product</b> Learning Aims: A Plan Develop and Deliver a Product B Promote a Music Product C Review the Management of a Music Product</p>
SKILLS	<p>Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument</p>	<p>Investigating hardware and software used in the music industry Use of Logic Effects Evaluation of compositions</p>	<p>Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument</p>	<p>Creativity Preparation skills Teamwork Self manages Use of Logic</p>	<p>Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument</p>	<p>Creativity Preparation skills Teamwork Self manages Use of Logic</p>
ASSESSMENTS	<p><b>Music Industry Exam Past Paper</b></p>	<p><b>MP2:</b> 1<sup>st</sup> Composition Assessment (Feedback Sheet) <b>MP3:</b> Progress Test</p>	<p><b>Music Industry Exam Past Paper</b></p>	<p>Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. <b>Work to be assessed:</b> <b>Plan</b> <b>Progress Log</b> <b>Music Track</b> <b>CD Cover</b> <b>Poster</b> <b>CD Research</b> <b>Evaluation</b></p>	<p><b>Music Industry Exam Past Paper</b></p>	<p>Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. <b>Work to be assessed:</b> <b>Plan</b> <b>Progress Log</b> <b>Music Track</b> <b>CD Cover</b> <b>Poster</b> <b>CD Research</b> <b>Evaluation</b></p>
HOME LEARNING	<p>Completion of Teams quiz</p>	<p>Completion of Teams quiz</p>	<p>Completion of Teams quiz</p>	<p>Completion of Teams quiz</p>	<p>Completion of Teams quiz</p>	<p>Completion of Teams quiz</p>
READING, WRITING, TALK	<p>Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify,</p>	<p>Reading and Writing: Research, reading feedback loops, analysis of criteria</p>	<p>Communication Feedback loops and learning conversations to</p>	<p>Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify,</p>	<p>Writing – Punctuation Written research on existing CD covers using correct punctuation.</p>	<p>Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify,</p>



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	describe, explain. Being able to question scenarios and form own opinion.	- Writing: Review (evaluation skills)	improve grades to match up with target levels.	describe, explain. Being able to question scenarios and form own opinion.	Review.	describe, explain. Being able to question scenarios and form own opinion.
<b>TIER 3 VOCAB</b>	Compression Delay Panning	Automation Panning Effects	Bounce Chorus Mp3	Improvisation Scale Chord	Cardioid Parameter Monitor	Improvisation Scale Chord
<b>PSPSMC, BRITISH VALUES</b>	PERSONAL and SOCIAL: Developing social skills through the creation of a music product MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC	SOCIAL: Developing social skills through planning and undertaking recording sessions MORAL: Understanding how well you work as a team affects the grades of others	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC	SOCIAL: Developing social skills through planning and undertaking recording sessions MORAL: Understanding how well you work as a team affects the grades of others	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC



Year Group	11 GCSE Music					
Rationale/ Narrative	<p>In Year 11 GCSE Music students will embark upon their journey through the music course towards completion. They will complete their Free Composition and record both their ensemble and solo performances. Students will also use their composition skills to write the Set Brief Composition. During the topics students will harness their confidence in performing, listening and composing music and sit their exam utilizing all the revision and skills learnt in order to answer listening and contextual understanding of music. Students will be making the important decision of what options to take in college, so students will continue to enrich their musical education to prepare them for this.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><b>Popular Music</b>            - Reading staff notation of up to 12 bars of unfamiliar music            - Music Vocabulary relevant to Pop Music linked to dynamics, articulation, melody and sonority (timbre)            - Technology in Pop Music            - Contextual information about the Beatles (With a Little Help From My Friends, Within You, Without You)</p>	<p><b>Popular Music</b>            - Reading staff notation of up to 12 bars of unfamiliar music            - Understanding how to perform, compose and aurally recognise syncopation            - Music Vocabulary relevant to Pop Music linked to structure, texture, tempo, metre and rhythm            - Contextual information about the Beatles (Lucy in the Sky with Diamonds)            - Unfamiliar music – Music of Broadway 1950s – 1990s, Rock Music of 1960s and 1970s, Film and computer gaming music 1990s to present, Pop music 1990s to present</p>	<p><b>Traditional Music</b>            - Reading staff notation of up to 12 bars of unfamiliar music            - Chord systems            - Scales            - Musical Vocabulary linked to harmony and tonality            - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles</p>	<p><b>Traditional Music</b>            - Reading staff notation of up to 12 bars of unfamiliar music            - Chord systems            - Scales            - Musical Vocabulary linked to harmony and tonality            - Unfamiliar music – Blues music from 1920-1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music, Contemporary folk music of the British Isles</p>	<p><b>Western Classical Tradition 1650-1910</b>            - Reading staff notation of up to 12 bars of unfamiliar music            - Writing staff notation up to 8 bars            - Musical Vocabulary linked to Structure, texture, tempo, metre and rhythm            - Recap Contextual information about Haydn            - Unfamiliar music – The Coronation Anthems and Oratorios of Handel, The orchestral music of Haydn, Mozart and Beethoven, The piano music of Chopin and Schumann, The Requiem of the late Romantic period</p>	
SKILLS	<p>- <b>Performance Skills:</b> Performing an extract of 'With a Little Help from my Friends', 'Within You, Without You'            - <b>Listening skills:</b> Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre) in Pop Music</p>	<p>- <b>Performance Skills:</b> Performing an extract of 'Lucy in the Sky with Diamonds'            - <b>Listening skills:</b> Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm in Pop Music</p>	<p>- <b>Listening and Appraising:</b> Be able to aurally identify musical elements linked to harmony and tonality            - <b>Composition skills</b> linked to the musical elements of harmony and tonality</p>	<p>- <b>Listening and Appraising:</b> Be able to aurally identify musical elements linked to dynamics and articulation melody and sonority (timbre)            - <b>Composition skills</b> linked to the musical elements of dynamics and articulation melody and sonority (timbre)</p>	<p>- <b>Listening and Appraising:</b> Be able to aurally identify musical elements linked to structure, texture, tempo, metre and rhythm</p>	



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	- <b>Composition skills</b> linked to the musical elements of dynamics and articulation melody and sonority (timbre) found within Pop Music	- <b>Composition skills</b> linked to the musical elements of linked to structure, texture, tempo, metre and rhythm found within Pop Music				
<b>ASSESSMENTS</b>	<b>MP1:</b> Free Composition Final Draft (Feedback Sheet)	<b>MP2:</b> Solo Exam (Feedback Sheet) <b>MP3:</b> CEE (Feedback Sheet) <b>MP4:</b> Set Brief Composition Draft 1 (Feedback Sheet)	<b>MP1:</b> Set Brief Composition Draft 2 (Feedback Sheet)	<b>MP1:</b> Set Brief Composition Final Draft (Feedback Sheet) <b>MP2:</b> Ensemble Exam (Feedback Sheet)	<b>MP1:</b> MOCK Exam (Feedback Sheet)	
<b>HOME LEARNING</b>	2-5 Mark Question (Feedback Sheet)	Pixl Worksheet	8 Mark Extended Answer Question (Feedback Sheet)	Haydn & Beatles Revision	Section B Past Paper (Feedback Sheet)	
<b>READING, WRITING, TALK</b>	Reading; Learning New Vocabulary – Define key terms for new topic. Writing – Extended writing; essay planning of balanced answers to contextual questions. Talk - think, pair, share; recalling key musical words and terminology for compositions.	- Reading music - Reading for revision for the listening paper - Writing – subject knowledge and content using accurate key terminology in preparation for the listening paper. Research into content for Area of Study and strands - Talk – being able to communicate effectively during the composition process.	- Reading and Writing Acquisition of music key words, theory and knowledge - Talk Being able to communicate ideas effectively during the composition process - Talk being able to communicate reflection and improvement ideas. - Talk – being able to communicate effectively as part of an ensemble.	- 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 Elements.	- 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: Being able to use correct language and terminology in preparation for the listening paper.	
<b>TIER 3 VOCAB</b>	Mixolydion Raga Articulation	Psychedelic Pop Mellotron Vamp	Enharmonic Falsetto Bossa Nova	Staccato Ostinato Riff	Suspension Tutti Virtuoso	
<b>SMSC, BRITISH VALUES</b>	SPIRITUAL AND CULTURAL: Understanding the context of the study pieces PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition SPIRITUAL AND CULTURAL: Understanding the context of the study pieces	SPIRITUAL AND CULTURAL: Understanding the context of the study pieces PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition	SPIRITUAL AND CULTURAL: Understanding the context of the study pieces PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition	SPIRITUAL AND CULTURAL: Understanding the context of the study pieces PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition	



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	<p>PHYSICAL: Learning how to music on individual instruments linked the Pop Music Area of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during rehearsal process</p>	<p>PHYSICAL: Learning how to music on individual instruments linked the Pop Music Area of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during rehearsal process</p>	<p>PHYSICAL: Learning how to music on individual instruments linked to the Traditional Music Area of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during composition process</p>	<p>PHYSICAL: Learning how to music on individual instruments linked to the Traditional Music Area of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during rehearsal process</p>	<p>PHYSICAL: Learning how to music on individual instruments linked to the Western Classical Tradition 1650-1910 Area of Study</p> <p>BRITISH VALUES</p> <p>Cooperation and mutual respect during rehearsal process</p>	
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# CHS SOUTH: CURRICULUM

Year Group	11 BTEC Music Technology					
Rationale/ Narrative	In Year 11 BTEC Music Technology students will develop the necessary skills to answer extended answer questions, scenarios, knowledge answers and multiple choice based on the music industry in order to succeed in their exam in January. Students will also complete their unit on studio recording, which will give them a hands-on approach to working as a studio engineer in the future should they wish to pursue this role. Students will be making the important decision of what options to take in college and beyond, so they will continue to enrich their musical education in order to prepare them for the future.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<b>Unit 1: The Music Industry</b> Learning Aims: Be able to understand the roles and responsibilities in the music industry	<b>Unit 4: Introducing Music Composition</b> Learning Aims: A: Explore creative stimuli to meet a brief B: Develop, extend and shape music for performances C: Present compositions appropriately	<b>Unit 7: Introducing Music Sequencing</b> Learning Aims: A Explore music sequencing techniques B Use music sequencing software to create music	<b>Unit 7: Introducing Music Sequencing</b> Learning Aims: A Explore music sequencing techniques B Use music sequencing software to create music	<b>Unit 2: Managing a Music Product</b> Learning Aims: A Plan Develop and Deliver a Product B Promote a Music Product C Review the Management of a Music Product	
SKILLS	Exam skills Preparation skills Writing skills Comprehensive skills Balancing an argument	Composition skills Creativity Self-managing Use of Cubase Problem solving	Investigating hardware and software used in the music industry Use of Logic Evaluation of compositions	Investigating hardware and software used in the music industry Use of Logic Evaluation of compositions	Creativity Preparation skills Teamwork Self manages Use of Logic	
ASSESSMENTS	<b>Music Industry Exam Past Paper</b>	Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. <b>Work to be assessed:</b> 4x mini compositions 2x developed compositions 1x complete extended composition Research linked to set stimuli	Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. <b>Work to be assessed:</b> Track Evaluation Effects PowerPoint Hardware Logic Tutorial	Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. <b>Work to be assessed:</b> Track Evaluation Effects PowerPoint Hardware Logic Tutorial	Self and peer assessment throughout the unit. Formative assessment at the end in line with BTEC specification. <b>Work to be assessed:</b> Plan Progress Log Music Track CD Cover Poster CD Research Evaluation	
HOME LEARNING	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	Completion of Teams quiz	



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<b>READING, WRITING, TALK</b>	Writing – SPaG. Being able to write comprehensively. Being able to balance arguments. Identify, describe, explain. Being able to question scenarios and form own opinion.	Reading – briefs Talk – discussion around set stimuli Writing – research of set stimuli	. Talk: Feedback loops and learning conversations to improve grades to match up with target levels.	. Talk: Feedback loops and learning conversations to improve grades to match up with target levels.	. Talk: Feedback loops and learning conversations to improve grades to match up with target levels.	
<b>TIER 3 VOCAB</b>	Licensing Demographic Score	Composition Foley Arpeggio Dotted Rhythms Broken Chords Inversions	A & R Agent MCPS	PPL FOH Distribution	Sample Pitch Client	
<b>SMSC, BRITISH VALUES</b>	PERSONAL and SOCIAL: Developing social skills through the creation of a music product MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC	PERSONAL and SOCIAL: Developing social skills through the creation of compositions MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC	PERSONAL and SOCIAL: Developing social skills through the creation of a music product MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC	PERSONAL AND SOCIAL: Developing personal & social skills in class & through group and individual composition MORAL – Doing what’s right in lesson and outside of lesson in order to be successful in the Music BTEC	