

**Rayner Stephens**  
HIGH SCHOOL

**Curriculum**  
**Intent**  
*for*  
**Music**

Music is not just for those who want to be involved in the music industry – either through performing, composing or music production and technical roles; it is a subject that develops transferrable skills for personal and social awareness and future employability. Music involves creativity, imagination and understanding to make sense of the world by using music as a learning platform. Students have opportunities to compose their own music, and to perform music by exploring and interpreting the work of music from genres such as film, TV, classical history with confidence, using a variety of instruments and ICT.

Practically, they develop their performance and composing skills by performing to an audience and explore composition through the exploration of style and conventions through history. They learn how to evaluate and discuss their own musical journey and the work of professionals. Whilst our curriculum is designed to support and challenge students in the development of their musical skills in performing and composing, it is about development of the student. The Music curriculum focusses on school and global themes, and allows students to explore qualities and skills which will enable them to become well rounded, confident and understanding people.

# Music Learning Journey



Progress to next stage of learning:  
A Level Music  
BTEC Level 3 Music  
Music Colleges e.g. BIMM

Am I the best I can be?

## Musicianship

YEAR 11

## Composition

Can I use knowledge in practice?



What job roles are involved in the music industry?

How has music changed through history?



How do job roles interweave with each other?



How do I make effective use of my time?

How do I develop my composing skills?



What organisations support the music industry?

What is a riff?

What makes a good performance?

How can a performance be stylistic?

How do I develop performing skills?

YEAR 10

## Performance

## Music Industry

Can I create a EDM piece using Loops?



How has technology changed music?

How does music change around the world?

What are major and minor chords?

What is Impressionism?

What is popular music?

Which combinations of the elements of music work best?



How can rhythmic and melodic motifs be used?

## World Music

## Ukulele

## 20th Century

## Hooks and riffs

How do I combine different instruments to create an ensemble?

Why should I listen to music from other cultures?

What are polyrhythms?

How do I improve as a performer?

Is silence music?

How are leitmotifs used effectively?

Should music be everywhere?

What different elements are used?



How do I play the 12 bar blues?

How do I include the elements of music in my performance?

How can I form an ensemble with ukuleles?

What are chords and Tab?



YEAR 9

## Ensemble skills

## Ukulele



## The Blues

What is improvisation?

Why are ensemble skills important?

If 1 person is successful, does that make us all successful?

Am I a musician?

How does Traditional music inspire popular music?

How does the instrument change the sound?

What difference does music make to film?

How are performances different depending on the instrument?



## Heroes and Villains

## Film music

How is sound created?

What was the origin of the Blues?

What is the social importance of music?

What makes music effective?

How does texture affect a piece of music?

How do I compose?

Is natural talent a myth?

How do I perform music to sound like the original?

YEAR 8

Why is stage presence important?  
What makes an effective rehearsal?  
What styles of classical music are there?

## Samba

## Folk and protest Music

What makes a good piece of music?

What is the geography of the keyboard?

What is tempo?



What is an accompaniment?  
What is a chord?

What are sharps and flats? What effect do they have?

Notation - Graphic Scores and Western Traditional

What is music?



## Soundscape

## Cup Song

YEAR 7



What is timbre?

How do we make music sound more interesting?

# | b  
What is the difference between black and white?

What is a melody?

What is our musical identity?

welcome

**Year 7 - Music**

<p><b>Curriculum intent</b></p>	<p>In year 7 the 3 core skills of the Music Curriculum will be explored. Students will perform on a range of instruments, ensembles and styles.                  Each student will complete theoretical, contextual and historical understanding and listening of the styles of music studied so that students begin to learn about how and why music has developed through time.                  They will study folk music, dance music, ukulele and music for films.</p>					
<p><b>Term</b></p>	<p><b>Autumn 1</b></p>	<p><b>Autumn 2</b></p>	<p><b>Spring 1</b></p>	<p><b>Spring 2</b></p>	<p><b>Summer 1</b></p>	<p><b>Summer 2</b></p>
<p><b>Knowledge</b></p>	<p><b>Performance Skills – The Cup song</b>                  Learners will learn how to read notation. This includes rhythms and notes. These skills will be used to read music in order to learn how to play a piece of music on the keyboard. Students will perform as a class ensemble using rhythms, melody lines on the piano and singing.</p>	<p><b>Composition skills – Soundscapes</b>                  Learners will understand what the concept of composition is. They will explore Garage band for composing. They will discover different instruments and learn how to edit and layer instruments to create a soundscape that tells a story.</p>	<p><b>Performance Skills – Keyboard and piano</b>                  Learners will learn how to read the treble and bass clef and how to use these to play the piano. They will explore techniques of practice and performing techniques to develop confidence and resilience.</p>	<p><b>Composition skills – Waltz</b>                  Learners will understand what the concept of Waltz composition is. They will learn how to change time on Garage band and use features of the waltz such as Oom Pah Pah accompaniment to create a modern waltz.</p>	<p><b>Performance skills – Ensemble - ukulele</b>                  Learners will learn how to read chord tab and relate that to playing the ukulele. They will learn a four-chord trick and use performing techniques to play the accompanying chords and sing as an ensemble</p>	<p><b>Composition skills – Folk song</b>                  Learners will develop their composition skills further. They will use chords and melody to create a simple folk song or protest song and write lyrics to match. They learn to use the score option to write the music using notation. They will learn how to quantize and record “live” sound. They will explore song structure – elements such as Verse and chorus</p>
<p><b>Skills</b></p>	<p>Reading notation – scores, notes, graphic score etc                  Practicing techniques – small chunks and repetition                  Confidence to perform</p>	<p>Recording own music -                  Layering                  Editing                  Instruments                  Volume changes</p>	<p>Reading notation – treble clef and bass clef                  Practicing techniques – small chunks, separate hands, slow, rhythmic</p>	<p>Recording own music                  Editing                  Texture                  Timing                  Elements of music – dynamics, tempo, pitch</p>	<p>Reading notation – Tab                  Practicing techniques – small chunks and repetition                  Performing skills – strumming, finger picking, chords, melody</p>	<p>Recording own music                  Editing                  Texture                  Timing                  Lyrics                  Structure – verse, chorus, intro, outro</p>

			Performing skills - phrasing, timing, rhythm			
<b>Assess ments</b>	Listening and appraising Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term
<b>Enrich ment</b>	<a href="https://www.youtube.com/watch?v=wJCEkR989JQ">https://www.youtube.com/watch?v=wJCEkR989JQ</a> – The Halle introduction and performance	<a href="https://www.youtube.com/watch?v=AvxevigKBfo">https://www.youtube.com/watch?v=AvxevigKBfo</a> = How to write a melody workshop	<a href="https://www.youtube.com/watch?v=A1f5Y3p-Rjs">https://www.youtube.com/watch?v=A1f5Y3p-Rjs</a> How to make your band sound good	<a href="https://www.youtube.com/watch?v=AK7-CwaeJqM">https://www.youtube.com/watch?v=AK7-CwaeJqM</a>	<a href="https://www.youtube.com/watch?v=RdgiN6J2Sew">https://www.youtube.com/watch?v=RdgiN6J2Sew</a>	<a href="https://www.youtube.com/watch?v=AvxevigKBfo">https://www.youtube.com/watch?v=AvxevigKBfo</a> How to write music for the piano

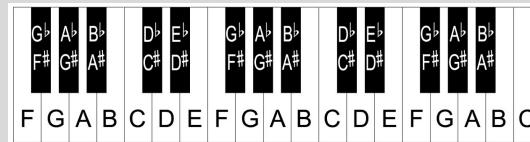
# Year 7 Music Autumn Term Knowledge Organiser

## Key Vocabulary:

1	Melody	The main tune or musical theme
2	Articulation	How the notes are played – smooth (legato) or short (staccato)
3	Dynamics	The volume - How loud (forte) and quiet (piano) the music is
4	Instruments	The apparatus used to make and play the music Strings – Violin, viola, cello, double bass and harp Woodwind – Flute, Oboe, Clarinet and Bassoon Brass – Trumpet, French horn, Trombone and Tuba Percussion – Timpani, maracas, triangle, etc. Guitars Synthesizers
5	Rhythm	The patterns of notes used and their durations
6	Tempo	How fast (Allegro) or slow (lento) the speed of the music is
7	Structure	How the sections of music are organised Introduction, verse, chorus etc.

## Music Theory

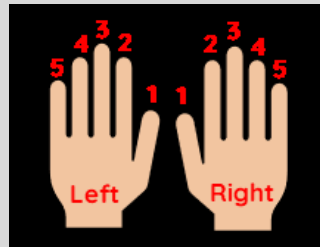
### 8 The keyboard



### 9 Hand positioning on the keyboard

Tip for Keyboard Players

When learning the keyboard, use all your fingers and resist just using your 2nd and 3rd fingers. Play the melody with your right hand and the harmony/chords with the left



### 10 Music of the Stave

**F A C E**      **Every Good Boy Does Fine**

**A C E G**      **Good Burritos Dont Fall Apart**

FastPianoLessons.com

### 11 Treble clef

Treble Clef  
Played by the right hand  
with higher pitches on the right hand  
side of the piano



## Music Theory

### 12 Notes and how many beats they are

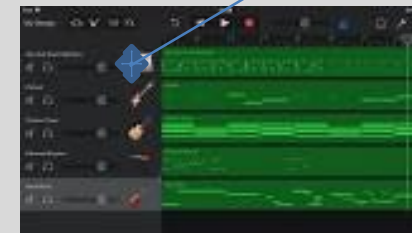
Note Durations and Rhythms		
Note Symbol	Technical name	Note Duration
	Semi-breve	4 Beats
	Minim	2 Beats
	Crotchet	1 Beat
	Quaver	½ Beat
	Semi-Quaver	¼ Beat

### 13 Using Garageband

Click on the Garageband icon on the bottom of the screen – Then click on the green piano and choose



Then select the instrument from the left hand side and the piano will change to the sound of the instrument. Then to record press the record button – it will tick 4 times then you can record your piece. As you record green layers of sounds appear. To add a new layer press on the + button. For each new layer repeat the process of selecting the instruments



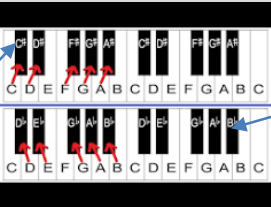
# Year 7 Music Spring Term Knowledge Organiser

Key Vocabulary:		
1	Melody	The main tune or musical theme
2	Articulation	How the notes are played – smooth (legato) or short (staccato)
3	Practice	Ways to learn and improve your own music skills – going slowly, playing little chunks of music at a time etc.
4	Musical genres	Different styles of music Classical Pop Opera Musical Dance music - Ballroom and Modern (disco style music) Film music
5	Accompaniment	Music to accompany (play in the background) the melody.
6	Chords	2 or more notes played together to accompany the melody E.g.. CEG a chord of C
7	Broken chords	Like chords but the 3 notes are played separately – Adele uses them in Someone like you!

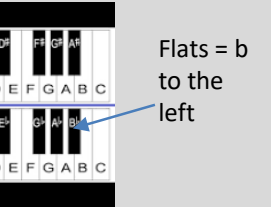
## Music Theory

**8 # - Sharps and b - Flats**


Sharps = # to the right




Flats = b to the left




**9 Chords**



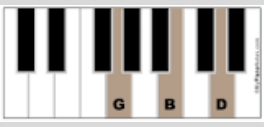
C E G



C E G



G B D



G B D

**10 Beethoven**

Ludwig van Beethoven was a German pianist and composer whose Symphony 5 is a beloved classic. Some of his greatest works were composed while Beethoven was going deaf.

On 26 March 1778, Beethoven had his first piano recital concert. His father had arranged this to show off his son's exceptional musical talent.

Beethoven had a difficult time learning how to spell, he could not read well and was so poor in mathematics that he gave up on it.

His well-known Fifth Symphony demonstrated his mastery of dramaturgical compositions by eschewing extended motifs in favour of shorter ones that were simpler to understand. Beethoven died aged 57 on March 26, 1827

## Music Context

**11 The Waltz**

Origins - The ancestors of the waltz include folk dances with names such as the Dreher, Weller and Spinner – i.e. couple dances with spinning as a distinguishing feature.

The Waltz is a dance in 3/4 time – with an accompaniment that has the feature of an Omm – Pah- Pah sounding bass line and chords.

Scandalous! - The dancing couples had to hold tight to each other to be able to keep up with the tempo and with their bodies close together – touching!

The Viennese Waltz is the fastest ballroom dance with the tempo at 180 beats per minute the slowest!

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**12 Johann Strauss II**

Johann Strauss II (born Vienna, October 25 1825; died Vienna June 3 1899) was an Austrian composer, conductor and violinist. Strauss became very famous for his waltzes. He was known as the “King of the Waltz”. His most famous one was called *The Blue Danube*.

Johann Strauss II wrote two operas: *Die Fledermaus (The Bat)* and *Zigeunerbaron (Gypsy Baron)*. They are full of fun: lively music and jokes which can sometimes be made different in each performance: the singers can put in their own jokes about modern times.

Together with his brothers Josef and Eduard, Johann had complete control of the balls and concerts in the houses of the rich people in Vienna. Wherever he went he was surrounded by lots of admirers.

His waltzes are still as popular as ever, and millions of people in different countries hear them when they are played at the traditional New Year’s Day concert in Vienna.

# Year 7 Music Spring 2 Term Knowledge Organiser

Key Vocabulary:		
1	Melody	The main tune or musical theme
2	Articulation	How the notes are played – smooth (legato) or short (staccato)
3	Editing	The ability to use the editor function on garageband to make sure all your parts of music are in time and sound good together
4	Musical genres	Different styles of music Classical Pop Opera Musical Dance music - Ballroom and Modern (disco style music) Film music
5	Accompaniment	Music to accompany (play in the background) the melody.
6	Chords	2 or more notes played together to accompany the melody E.g.. CEG a chord of C
7	Bass and chord	Still 3 notes but – the bass notes of the chord is played on its own and the other 2 notes played together afterwards

### Music Theory

8 **Omm pah pah bass line**

9 **Chords**

C E G

C E G

G B D

G B D

F A C

F A C

10 **Famous Waltzes**

Waltz of the flowers – from Tchaikovsky's The Nutcracker Ballet

Kaiser Waltz – Johann Strauss II

Wiener Blut – Johann Strauss II

The Blue Danube – Johann Strauss II

### Music Context

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The Viennese Waltz is the fastest ballroom dance with the tempo at 180 beats per minute the slowest!

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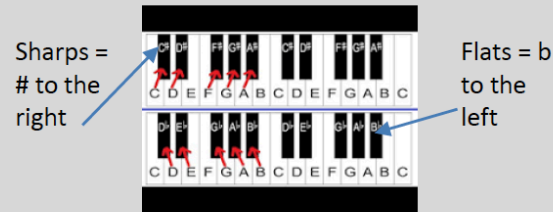
# Year 7 Music Summer Term Knowledge Organiser

## Key Vocabulary:

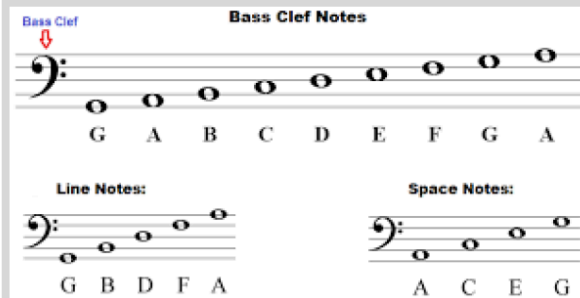
1	Melody	The main tune or musical theme
2	Expression	Using dynamics to make the music sing
3	Bass clef	Music notation for lower pitches in sound and instruments – they are different to the treble clef
4	Musical genres	Different styles of classical music  Sonata Symphony Opera Oratorio Dances – Sarabande, Bagatelle, Minuet
5	Accompaniment	Music to accompany (play in the background) the melody.
6	Chords	2 or more notes played together to accompany the melody E.g.. CEG a chord of C
7	Piano Forte	The real name of the piano – named as the notes can be played piano (quiet) and Forte (loud) by different pressure on the keys

## Music Theory

### 8 # - Sharps and b - Flats



### 9 Bass Clef



### 10 Beethoven

Ludwig van Beethoven was a German pianist and composer whose Symphony 5 is a beloved classic. Some of his greatest works were composed while Beethoven was going deaf.

### 11 Fur Elise

Bagatelle in A minor for solo piano, commonly known as "Für Elise"

One of Ludwig van Beethoven's most popular compositions. It was not published during his lifetime, only being discovered 40 years after his death.

### 12 Fur Elise



### 13 Ode to Joy

The Symphony No. 9 in D minor, Op. 125, is a choral symphony, the final complete symphony by Ludwig van Beethoven, composed between 1822 and 1824. It was first performed in Vienna on 7 May 1824

### 14 Symphony first

The Symphony was the first example of a major composer using voices in a symphony. The text was adapted from the "Ode to Joy", a poem written by Friedrich Schiller in 1785.

