



**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?

What hazards are associated with live performances?

What makes an effective team?

How has technology developed in the last 70 years?

Can the music industry survive as it is?



How do I combine different instruments to create an ensemble?

## World Music

## Ukulele

## 20th Century

## Hooks and riffs



How can rhythmic and melodic motifs be used?

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

What instruments have been invented?



## 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 are performances different depending on the instrument?



How does Traditional music inspire popular music?

How does the instrument change the sound?

What difference does music make to film?

## 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

What makes an effective rehearsal?

Why is stage presence important?



Why is timing important?

Can music change the world?

Why is language in music important?

## Samba

## Folk and protest Music

What makes a good piece of music?

What styles of classical music are there?

## Classical music

What is the geography of the keyboard?

What is tempo?



Can music reflect where we come from?

What is music?



What is pitch? How does it effect the music?

What is an accompaniment? What is a chord?

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

Notation - Graphic Scores and Western Traditional

## Soundscape

## Cup Song

YEAR 7



What is timbre?

How do we make music sound more interesting?



What is the difference between black and white?

What is a melody?

What is our musical identity?

welcome

## Year 8 - Music

<b>Curriculum intent</b>	<p>In year 8 the 3 core skills of the Music Curriculum will be developed. 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.</p> <p>Students will explore music through topics such as – popular music, The Blues</p>					
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Knowledge</b>	<p><b>Film music – Performance Skills</b> Learners will build on their keyboard skills from Year 7. Reading notation, they will learn to play film themes either as a solo or duet on the piano. They will develop the skills of timing and co-ordination</p>	<p><b>Film Music – Composition Skills</b> Learners will use chords and explore new types of chords, such as minor and diminished to create a piece of character film music. They will develop the skills of timing, editing and layering to create a piece to “describe” a character. They will learn to compose a leitmotif and how they represent characters or emotions in music</p>	<p><b>Ukulele – Performance Skills</b> Learners will recap their chord tab skills and learn to read melodic tab notation. They will develop “picking” techniques used to play melody parts and improvised melodies. In groups they will learn 3 little birds and perform as an ensemble using chords, melody and singing</p>	<p><b>4 Chord Trick – Composition skills</b> Learners will learn about Indie music and how the 4-chord trick is used in pop music. They are to compose a song using the four-chord trick. Focussing on use of instruments and structure. Strophic form and song structure will be explored.</p>	<p><b>The Blues – Performance Skills</b> Learners will discover the origins of The Blues and the Scale use to create the 12 bar Blues Bass line. Students learn to play the Bass line and melody. They will explore improvisation and perform as a solo</p>	<p><b>The Blues – Composition Skills</b> Learners will use the Bass line from the 12 bar Blues learned as a performance piece as the starting point for their own composition. The composition will require a chord pattern adding, melody, countermelody and improvisation section. It will be structured as Blues pieces with A A1 A2 etc</p>
<b>Skills</b>	<p>Performing – as a class and individual Rehearsing – using time well Rehearsal techniques – repetition, slow etc Notation – reading the notes, score</p>	<p>Composing Leitmotif for characters Tonality – use of a variety of chords – Major, minor, diminished Arch structure -</p>	<p>Performing – as a group Rehearsing – using time well, repetition, timing  Chord patterns  Finger placement</p>	<p>Layering – adding new instruments Editing – moving and improving work Timing – editing the music to be in time with the metronome Lyrics</p>	<p>Performing – as a class and individual Rehearsing – using time well Rehearsal techniques – repetition, slow, timing, sections, finger placements</p>	<p>Melodic development – use of counter melody (2<sup>nd</sup> melody over the top) Editing – Timing Use of improvisation –</p>

	Stave – where the notes are placed for the pitch		Strumming and picking techniques	Melody and accompaniment – chords, bass line	Notation – reading the notes, score, tab Stave – where the notes are placed for the pitch Chord patterns Finger placement	experimenting while performing live
<b>Assessments</b>	Listening and appraising assessment Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising assessment Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising assessment Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising assessment Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising assessment Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term	Listening and appraising assessment Mid way assessment – for progress Peer assessments Final teacher assessment at the end of half term
<b>Enrichment</b>	<a href="https://www.youtube.com/watch?v=wJCEkR989J0">https://www.youtube.com/watch?v=wJCEkR989J0</a> - <a href="#">Halle tour and performance</a>	<a href="https://www.youtube.com/watch?v=cCDtMPXOZac">https://www.youtube.com/watch?v=cCDtMPXOZac</a> Composing for film guide	<a href="https://www.youtube.com/watch?v=7Qh2JQwkhjk">https://www.youtube.com/watch?v=7Qh2JQwkhjk</a> Tutor in to help with learning (g&t development)	<a href="https://www.youtube.com/watch?v=LmiSp5Csu-4">https://www.youtube.com/watch?v=LmiSp5Csu-4</a> How to write the Blues – lyrics and music	<a href="https://www.youtube.com/watch?v=MZ8Qh2dZP1Y">https://www.youtube.com/watch?v=MZ8Qh2dZP1Y</a> Go to BIMM/RNCM to watch rehearsals in progress	<a href="https://www.youtube.com/watch?v=OjQYqVaApjA">https://www.youtube.com/watch?v=OjQYqVaApjA</a> How to improvise workshops

# Year 8 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	Ostinato	A repeated rhythm or pattern
5	Sequence	A repeated melody that rises or lowers in pitch as it repeats
6	Counter melody	A second more delicate melody over the top of the original melody
7	Theme	The main melody or rhythmic part of the music – what do you want the listener to remember!
8	Drone/Pedal	A long held note that doesn't change or a note repeated in rhythm that never changes
9	The stave	The bass and treble clef music – shows where the notes are for performance work

## Music Theory

### The keyboard - chords

### Music of the Stave

### Bass Clef

Bass Clef  
Played by the left hand on the left side of the piano using the lower notes

## Music Theory

### Editing on Garageband

To edit the music so it is in time you need to double click on the green recorded music. The piano roll will open below looking like the picture.

To edit in time you need to click and drag the notes to the main white lines – they are longer than the others – the first beat line is the number of the bar – 1,2,etc, the other darker lines are the other beats so 1.1, 1.2, 1.3, 1.4 etc

### Structuring your pieces

To make your music longer you need to extend them by adding different sections of music – an introduction, first section then a contrasting second section. For the contrasting second section you could use minor chords, make the music sound faster or slower (use long notes or short ones)

Intro

Section A (Verse)

Section B (Chorus)


What about an ending?  
Repeating A then ending?

# Year 8 Music Spring Term 2 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	Genre	When you compose you need to think about the style of the music first – what is the story? What do you want to say to the audience
4	Bass line	Normally one note from the chord played in a rhythm under the chord in a lower pitch
5	Chords	Chords are 2 or 3 notes played together at the same time.
6	Lyrics	The story or message of songs and music
7	Chords patterns	Groups of chords played one after the other as an accompaniment. Example – C = CEG and G = GBD
8	Major key	Major keys are happy sounding – for the chords we use C = CEG, F = FAC and G = GBD are all major chords
9	Minor key	Minor keys are more sullen (sad) in sound – for the chords we use Am – ACE is the minor chord

### Music Context

10 **4 Chords**



11 **The 4 chord trick**

Many songs are composed using the 4 chords – the way they all sound different is the lyrics and melody that is sung.

The speed and style also help to make each song different.  
 Rap – will use the chords as riffs  
 Ballad – as slow chords  
 Pop song – quick changes – every 2 beats perhaps

12 **The 4 chords**

In music the chords are written in Roman numerals like this I-V-vi-IV  
 To the player it looks like this = C – G – Am - F

This progression is called “the most popular progression” for a reason. It’s been used in just about every genre imaginable, from post-punk to country and western music.

13 **Strophic form**

Pop songs are structured by Strophic form – this is the blocks of music that make up the song

Intro – normally an 8 bar pattern where the chords, drums and bass play without the singer – possibly a lead guitar melody

Verse – the story of the song – the facts – you did this, I did this etc

Chorus – the feelings of the singer about the story

Bridge – the overall crux of the story and feelings – often the climatic point

Outro – either a repeated chorus fading out or an instrumental ending to bring the song to a close


14 **Playing chords**

**Chords don't have to be just played in groups of 3 notes all together.**

**Adele often uses broken chords – the notes of the chord (CEG) played one after the other**

**Other types of playing chords include: Alberti bass – CGEG – notes of the chords played in note 1 – 5 – 3 order**

**Bass and chords – Bass note and other 2 notes together afterwards**



# Year 8 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	Ukulele	Small 4 stringed member of the string family – is linked to Hawaii
4	Plectrum	The disk used to help with playing the guitar or ukulele – often called a “pick”
5	Strumming	Using your right hand in a down and up motion playing all 4 strings of the ukulele to play chords
6	Finger picking	Using one finger of the right hand to pluck the ukulele strings to play one note at a time – like for a melody line
7	Chords	2 or more notes played together at the same time, example - CEG
8	Major key	Major keys are happy sounding – for the chords we use C = CEG, F = FAC and G= GBD are all major chords
9	Minor key	Minor keys are more sullen (sad) in sound – for the chords we use Am – ACE is the minor chord

### Music Context

**10      4 Chords and tab**

On the ukulele tab music 0= open string a number or dot shows which fret to place your finger

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0--0-----0-0-----0-0-----
1--1-0---1-1-0--1-1-0---1-1-0---
-----2-----
-----0-----0-----0-----
                    
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**11      The 4 chord trick**

The 4 chord trick has been used in Pop songs for many years. It is a formula created after the 1950's, where the 12 Bar Blues 3 chords were still used.

The chords are played C, G, Am, F

There are over 150 songs that use the exact same pattern – different speeds and genres

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**12      The 4 chords**

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**13      The ukulele**

### GET TO KNOW YOUR UKULELE

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**14      Ukulele facts**

**The word 'ukulele' is the Hawaiian word for 'jumping flea'.**





**Ukuleles most commonly have four strings but some are paired and have as many as eight strings. The tuning of a four string ukulele is G, C, E, A**



# Year 8 Music Summer Term Knowledge Organiser

Key Vocabulary:		
1	Walking Bass	The bass part in the Blues 'walks' up or down the notes step by step.
2	12 Bar Blues	The 3 chords used over 12 bars.
3	Syncopation	Music that is played on the off-beat
4	Improvisation	Music that is created spontaneously/on the spot by a performer using a chord progression.
5	Swing Rhythm	When playing quavers, the first quaver is given a bit longer as it steals time from the second quaver to give the music a swinging feel.
6	Call and Response	A melodic question and answer made by different instruments.
7	Spiritual	Songs sung by slaves in the 19th century with themes of yearning for freedom, to be lifted out of suffering and the belief that a higher power will help a person persevere in tough times.

Historical context	
8	<p><b>The Blues</b></p> <ul style="list-style-type: none"> <li>The Blues started to become Popular in the Early 1900's</li> <li>It comes from the Southern States of the USA – Louisiana and Mississippi</li> </ul>
9	<p><b>Musical Context</b></p> <ul style="list-style-type: none"> <li>It is widely accepted that Blues music evolved from the African spirituals, chants, hymns, work songs and field hollers that were sung on the plantations</li> <li>Over the years, African musical features such as Call &amp; Response singing, blended with chords was the beginning of the Blues.</li> <li>Blues lyrics often deal with personal adversity. The Blues is also about overcoming hard luck, saying what you feel, ridding yourself of frustration.</li> </ul>
10	<p><b>Key Features of the music</b></p> <ul style="list-style-type: none"> <li>12 bar blues</li> <li>Improvisation</li> <li>Call and response</li> <li>Slow tempo</li> </ul>

Famous Blues Artists	
11	<p>Louis Armstrong – Trumpeter and singer (1901 – 1971) Known as the Satchmo. Started his career in 1919.</p>  <p>Bessie Smith – The first famous Blues singer (1894 – 1937) Started her career in 1912</p>  <p>Billie Holiday – Famous for her Blues and Jazz scatting (1915-1959) Started her career in 1930</p>  <p>Robert Johnson – One of the first Blues Stars (1911 – 1938). His career lasted 8 months</p> 
12	<p><b>Instruments in the Blues</b></p> <p>Include: piano, trumpet, double bass, drum kit, trombone, guitar and saxophone.</p> 