

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?



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

How can I form an ensemble with ukuleles?

What are chords and Tab?



Should music be everywhere?

What different elements are used?



How do I play the 12 bar blues?

Ensemble skills

Ukulele

YEAR 9

What instruments have been invented?

What is improvisation?

Why are ensemble skills important?

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

Am I a musician?



The Blues

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?



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?

How is sound created?

Heroes and Villains

Film music

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?

YEAR 8

What styles of classical music are there?

Classical music

Samba

Folk and protest Music

What is the geography of the keyboard?

What is tempo?



Can music reflect where we come from?



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

What is music?

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

To create a musically inspiring, creative learning environment in which all learners can thrive and succeed.

Year 9 - Music

| | | | | | | |
|--------------------------|--|--|--|--|--|---|
| Curriculum intent | In year 9 the 3 core skills of the Music Curriculum will be consolidated and challenged further. All students will perform by exploring music from around the world, film and popular music and explore composition looking at rock music, minimalism and 12 Tone row and EDM. | | | | | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Knowledge | <p>Riffs – Performance Skills Learners will consolidate reading traditional notation. Playing using both hands reading the bass and treble clef. They will perform as a solo a piece of music using a famous Riff.</p> | <p>Rock Music – Composition Skills Learners will compose using chords and structure a rock song piece. It will feature riffs and hooks and use structure to develop ideas</p> | <p>Music around the world – Performance Skills Learners will discover Music of the World. They will explore the music of Samba using drums and learning a variety of rhythms and combine these together to perform chosen pieces of music, Gamelan, Rwanda and China – exploring tonality and history</p> | <p>Minimalism/Tone Row – Composition Skills Learners will understand how polyrhythmic music and contemporary classical music styles explore how different musical conventions are used including the use of repetitive and changing rhythmic and melodic motifs, such as augmentation, diminution and phasing work.</p> | <p>Own choice – Performance Skills Learners will build on their performance skills from earlier in the year. They will explore both strumming patterns and picking techniques with more of a focus on picking and combine these together to perform a chosen piece of music. Students will combine all previous performance knowledge to perform in style</p> | <p>Dance Music – Composition skills Learners will explore the genre of EDM and its emergence in the 1980's. Learners will understand the characteristics of its style and use this to compose their own piece of EDM. Students will explore the development of Electronic instruments and recording techniques such as samples and loops</p> |
| Skills | Performing – as an individual Rehearsing – using time well Focus repetition, slow Notation – reading the notes, | Rock instruments Riffs and Hooks Use of structure Use of timbre Instrumentation | Performing – as an ensemble Following the conductor Rehearsing – using time well Focus, repetition, slow Call and response Improvisation | Recording using: Augmentation Diminution Phasing Use of timbre Instrumentation | Performing – as an individual and as a group Rehearsing – using time well, Focus, repetition, slow etc Notation – reading the notes, score Stave | Recording samples Use of structure Instrumentation Sampling Loops |

| | | | | | | |
|------------------------------|---|---|---|---|---|---|
| Asses smen ts | 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 |
| Enric hme nt | | https://www.youtube.com/watch?v=M8eltTv8QA How to write chord progressions and melody lines | https://www.youtube.com/watch?v=0Pq8vOVbvzs – Samba performance and parade | https://www.youtube.com/watch?v=vOAwZrsxVnQ – minimalistic composition techniques https://www.youtube.com/watch?v=TKVpUSWCug – Minimalist piece with music – watch and analyse the patterns | https://www.youtube.com/watch?v=t2Qu5KG_jDE https://www.youtube.com/watch?v=1mNMe28rNuc An amazing performer – what is good about it? | https://www.youtube.com/watch?v=L5j67gjMfZg EDM music composing help |

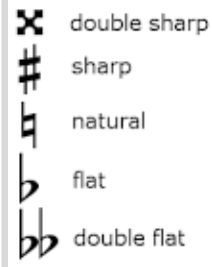
Year 9 Music Autumn Term Knowledge Organiser

| Key Vocabulary: | | |
|-----------------|-----------------------|--|
| 1 | Performing | Learning to play a piece to perform to an audience |
| 2 | Accompaniment | The music that is in the background complementing the melody |
| 3 | Structure | Using sections of music to develop your compositions – Introduction, A (verse), B (chorus), ending |
| 4 | Rhythmic Diminution | Halving the note values of the main theme doubling the tempo |
| 5 | Rhythmic Augmentation | Doubling the note values of the original theme making them twice as long |
| 6 | Polyrhythm | Layers of different rhythms played at once – normally in African/world music |
| 7 | Harmony | Using notes of the chords to add a second line of melody – to blend in with the original melody |
| 8 | Retrograde | Composing a melody and using it backwards |
| 9 | The staff | The bass and treble clef music – different instruments play at different pitches – which are “high” or “low” |

Music Theory

10 Accidentals – using all the keyboard

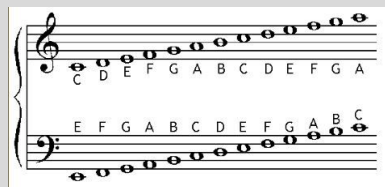
The music often has accidentals on them – meaning to change the note from a white to black or vice versa



| C major | | A minor | |
|---------|----------|---------|----------|
| | G major | | F major |
| | E minor | | D minor |
| | D major | | Bb major |
| | B minor | | G minor |
| | A major | | Eb major |
| | F# minor | | C minor |
| | E major | | Ab major |
| | C# minor | | F minor |
| | B major | | Db major |
| | G# minor | | Bb minor |
| | F# major | | Gb major |
| | D# minor | | Eb minor |
| | C# major | | Cb major |
| | A# minor | | Ab minor |

The key the music is written in will determine the notes Played – C major – no black Notes – G major – F# etc

12 Music of the Staff

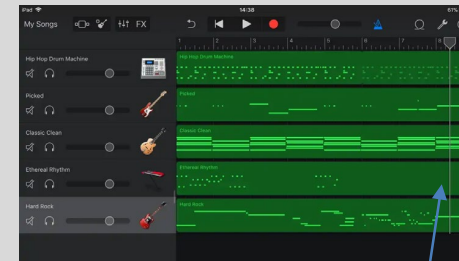


13 Tempo markings

| Common Tempo Markings | | | |
|-----------------------|-------------------------|------------------------------|-----------|
| | Tempo Text | Meaning | bpm |
| Slow | Grave | very slow | 25 – 45 |
| | Largo | slow and broad | 40 – 60 |
| | Lento | slow | 45 – 60 |
| | Adagio | slow (with expression) | 66 – 76 |
| Medium | Andante | “walking” speed | 76 – 108 |
| | Moderato | moderately | 108 – 120 |
| | Allegretto | moderately fast | 112 – 120 |
| | Allegro Moderato | slightly slower than allegro | 116 – 120 |
| Fast | Allegro | fast, quickly, brightly | 120 – 156 |
| | Vivace | fast and lightly | 156 – 176 |
| | Allegro Vivace | very fast | 172 – 176 |
| | Presto | exceptionally fast | 168 – 200 |

Music Theory

14 Cropping, copying and pasting

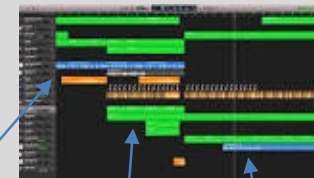


To crop your piece you move the white moving arrow line and go to edit – split - you will cut the music where the line is

To copy your layer – you click on it right click copy – move the white moving arrow to where you want the music and right click paste

15 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)

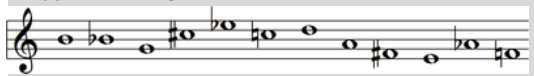
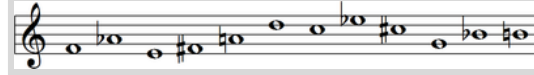
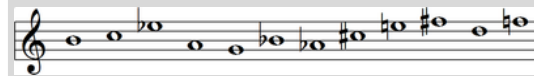
Section B
(Chorus)

What about an ending?
Repeating A then ending?

Year 9 Music Spring Term 2 Knowledge Organiser

| Key Vocabulary: | | |
|-----------------|--------------|--|
| 1 | Tone Row | All 12 notes (CDEFGAB and C#, D#, F# G# and A#) played in a pattern – each used only once before repeating |
| 2 | Phasing | Musical melodies or rhythms that when the parts of music repeat, one part moves “out of time” by adding a rest or extra note |
| 3 | Layering | Having multiple instruments playing the same thing at different times |
| 4 | Diminution | Making the notes shorter so the music speeds up |
| 5 | Augmentation | Making the notes longer so the music slows down |
| 6 | Polyrhythm | Layers of different rhythms played at once – normally in African/world music |
| 7 | Harmony | Using notes of other notes added underneath the melody |
| 8 | Retrograde | Composing a melody and using it backwards as well as forwards – example CDEFG = GFEDC |
| 9 | Inversion | Where you compose some music and turn it upside down |



| Music Theory | |
|--------------|--|
| 10 | <p>Minimalism</p> <p>Minimalist music is a form of Western art music that developed during the 1960s and 1970s. Minimalist composers took the music back to its basics of pitch and rhythm. They focused on slow and gradual changes over the course of the music.</p> <p>Minimalist composers constructed their music from simple rhythmic or note patterns referred to as cells. These cells are repeated continuously and are only subject to occasional changes over time.</p> <p>Features include:</p> <ul style="list-style-type: none"> • layers of ostinato – repeated rhythms and melodies • constantly repeated patterns that are subjected to gradual changes. • layered textures. • interlocking repeated phrases and rhythms. • diatonic harmony. |
| 11 | <p>Steve Reich</p> <p>Steve Reich is an American composer, born in 1936. He is best known for his music composed in the “Minimalistic” style.</p> <p>He developed the style. Many of the music he wrote is diatonic and the patterns are layered on top of each other to create harmony.</p> <p>Some music in this style is based solely on rhythm cells, such as <i>Clapping Music</i>.</p> <p>Minimalist composers often experimented with music technology in order to produce repeating cells called loops.</p> |

| Music Theory | |
|--------------|---|
| 12 | <p>Clapping music – phase shifting</p> <p><i>Clapping Music</i> was composed in 1972. There are 2 parts of music. Each part begins by clapping the main rhythm in unison. The music is in bars – each bar repeats 12 times. The first part clapping the main rhythm never changes. The second part moves its rhythm after each repeated bar. This technique is called phrase shifting. As the phrases move out of sync with one another, a polyrhythmic texture is created. The process continues until both performers are synchronised once more clapping the same rhythm in unison</p> |
| 13 | <p>Tone Row - Schoenberg</p> <p>Suppose the original row is:</p>  <p>B, B\flat, G, C\sharp, E\flat, C, D, A, F\sharp, E, A\flat, F</p> <p>Retrograde is the original row in reverse order:</p>  <p>F, A\flat, E, F\sharp, A, D, C, E\flat, C\sharp, G, B\flat, B</p> <p>The inversion is the original but with the # and b different:</p>  <p>B, C, E\flat, A, G, B\flat, A\flat, C\sharp, E, F\sharp, D, F</p> <p>Tone row or serialism and minimalism use these techniques in the music</p> <p>Arnold Schoenberg or Schönberg was an Austrian-American composer, music theorist, teacher, writer, and painter. He is widely considered one of the most influential composers of the 20th century. He was associated with the expressionist movement and Serialism in Germany Born: 13 September 1874, Died 13 July 1951 - LA</p> |

Year 9 Music Spring Term 1 Knowledge Organiser

| Key Vocabulary: | | |
|-----------------|-------------------|--|
| 1 | Ensemble | A group of people playing instruments – including voices |
| 2 | Pentatonic | A pattern of only 5 notes – used in the music of Asia and other world musics |
| 3 | World Music | Traditional music from countries around the world Each country has it's own musical identity and style |
| 4 | Syncopation | Music and rhythms played "off" the beat |
| 5 | Call and response | A musical way of the "leader" starting a musical conversation – the leader makes the musical call and the ensemble responds in music to it |
| 6 | Polyrhythm | Layers of different rhythms played at once – normally in African/world music |
| 7 | Fusion music | Where traditional music of a country is influenced and mixed with western musical styles |
| 8 | Bollywood | The biggest and most profitable movie style in the world – over 10,000 films have been made and watched over the past 50 years |
| 9 | Rag and Taal | Indian music scales and instructions – all music has a time and meaning |

| Music Knowledge | |
|-----------------|--|
| 10 | <p>Music of China</p> <p>Music began in China 1000's of years ago as evidenced by excavations in Henan uncovering bone flutes dating back 8,000 years, and clay music instruments in Xi'an dating back 6,000 years.</p> <p>The Zhou Dynasty established a formal system of court and ceremonial music which the music links to the idea of yin and yang.</p>  |
| 12 | <p>Music of Indonesia</p> <p>Gamelan is a type of instrumental ensemble music that originates from Indonesia.</p> <p>Gamelan comes from the Javanese word 'gamel', which means 'to strike' = Most of the instruments in the ensemble are percussion instruments – such as metallophones (instruments comprising bronze bars of different pitches) and gongs.</p> <p>The Kendang drives the rhythm and leads the ensemble into the different structures and time in the music.</p> <p>The melodic instruments play the melody in various layers to the ensemble. Each instrument plays the melody at a different speed.</p>  |

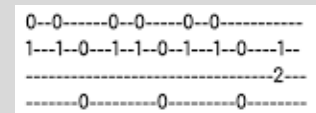
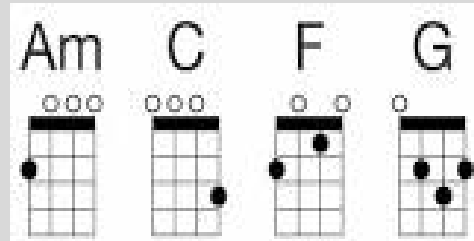
| Music Knowledge | |
|-----------------|--|
| 14 | <p>Music of Africa</p> <p>The music of Africa differs depending on the area of Africa you are. In the north the music is influenced by the Mediterranean countries – melodic but with driving rhythms. The music of the middle countries are far more rhythmic – using drums and xylophones. The music of the South are a combination of driving rhythms and melodies with syncopation.</p> <p>The main features are</p> <ul style="list-style-type: none"> Music made with percussion instruments Polyrhythms Call and response singing A pentatonic pitch system, and bending/sliding pitches  |
| 15 | <p>Music of Samba</p> <p>The music is played with different drums - surdo drum, used for keeping a steady beat, snare drums, a whistle called an apito or solo drummer, used for beginning and ending sections of music, other types of untuned percussion, and different varieties of bells.</p> <p>Other sections are when the apito or solo drummer blasts one rhythm, and all other instruments respond using another named a call and response section; and a Samba piece can have instrument solos, when one instrument is playing an exciting rhythm.</p> <p>It is usually played as street music for carnivals and celebrations</p>  |

Year 9 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

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

12 The 4 chords

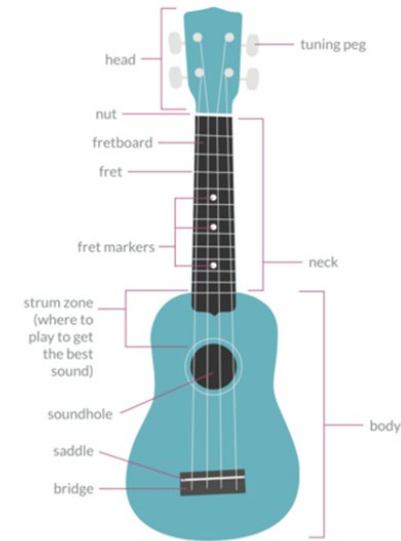
In music the chords are written in Roman numerals like this I-V-vi-IV

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 The ukulele

GET TO KNOW YOUR UKULELE



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 9 Music Summer Term Knowledge Organiser

| Key Vocabulary: | | |
|-----------------|-------------------------|--|
| 1 | Ensemble | A group of people playing instruments – including voices |
| 2 | Pentatonic | A pattern of only 5 notes – used in the music of Asia and other world music |
| 3 | World Music | Traditional music from countries around the world Each country has it's own musical identity and style |
| 4 | Syncopation | Music and rhythms played “off” the beat |
| 5 | Call and response | A musical way of the “leader” starting a musical conversation – the leader makes the musical call and the ensemble responds in music to it |
| 6 | Polyrhythm | Layers of different rhythms played at once – normally in African/world music |
| 7 | Fusion music | Where traditional music of a country is influenced and mixed with western musical styles |
| 8 | Solo | Opportunity to show off instrumental skills on your own |
| 9 | Traditional instruments | Instruments made with local resources – wood, skin etc |

| Music Knowledge | |
|-----------------|--|
| 10 | <p>Music of China</p> <p>Music began in China 1000's of years ago as evidenced by excavations in Henan uncovering bone flutes dating back 8,000 years, and clay music instruments in Xi'an dating back 6,000 years.</p>  |
| 11 | <p>Instruments of China</p> <p>Traditional music in China is played on solo instruments or in small ensembles of plucked and bowed stringed instruments, flutes, and various cymbals, gongs, and drums. The scale is pentatonic. Bamboo pipes and qin are among the oldest known musical instruments from China</p>  |
| 12 | <p>Music of Brazil</p> <p>The music is played with different drums: surdu drum, snare drums, solo drummer and different varieties of bells.</p> <p>It is usually played as street music for carnivals and celebration</p> |

| Music Knowledge | |
|-----------------|--|
| 13 | <p>The music is played with different drums: surdo drum, snare drums, solo drummer and different varieties of bells.</p> <p>Samba music is known for its call and response; and solos, when one instrument is playing an exciting rhythm.</p>  |
| 14 | <p>Music of the world</p> <p>Music of the World refers to individual countries culture and music.</p> <p>Uses traditional instruments and native language from that country</p> <p>The music has a distinctive sound – uses unique rhythms and melodic patterns</p>  |