

The English Martyrs Catholic School and Sixth Form College

Music	Module 1	Module 2	Module 3
<u>Topic Theme and Intent</u>	Pupils will develop their knowledge of British pop music since 1960. Pupils will focus on The Beatles, The Who, Queen, Oasis and Coldplay. Through this, pupils will develop further understanding of primary chords along with developing understanding of different decades. Pupils will develop their knowledge of the impact of music as a cultural change. They will focus upon the intention of lyrics and be able to make justification and comparisons linked to civil rights movements and how this has impacted current artists to compose pieces linked to war, racism and social injustices.	Pupils will explore disco, a genre originating from America. Pupils will explore how to remix, arrange and how to develop their ensembleship. Pupils will work towards 'remixing' a piece of music and then creating their own version/cover of the song.	Pupils will explore Electronic Dance Music in which they will discover a wide variety of sub-genres found within the umbrella heading. Within this, pupils will discover the stylistic feature of the genres and how these have been incorporated into a wide variety of classic and popular dance piece. Furthermore, pupils will explore the application of rhythm, chords and metre and how these have been incorporated into each sub-genre.
<u>Knowledge</u>	<ul style="list-style-type: none"> • Overview of the '60s music scene and a focus on The Beatles • Overview of the '70s music scene and a focus on The Who • Overview of the '80s music scene and a focus on Queen • Overview of the '90s music scene with a focus on Oasis • Overview of the '00s music scene with a focus on Coldplay. • Introduction to Protest Music • Analysis of Lyrics and their intention/impact • The influence of modern day artists and their influence on modern affairs 	<ul style="list-style-type: none"> • Application of musical features and their impact linked to protest march music • Creation of own composition • Overview of the Disco genre • Developing an understanding of remixes linked to the application of the elements of music • Applying remix features to selected material • Focus on 'mash ups' and the combining/mixing of 4 songs together 	<ul style="list-style-type: none"> • The origins and Sub-genres of Electronic Dance Music • Solo and Ensemble performance development of a range of Dance inspired pieces • Identification of Stylistic features found linked to listening and appraising sub-genres
<u>Skills</u>	Pupils will develop the musical qualities that would be attributed to 'pop' musicians. The skills learnt within this module will be built upon within arrangements and remixes and the application of electronic dance music. As well as developing performance skills, pupils through this module will establish skills as a composer and lyricist in which they will take a current theme/issue which is prevalent in society and will use this as a basis to compose their individual pieces through the application of chords/song structures.	The development of skills again has a focus of a popular musician which gives the opportunity for pupils to have experience of playing/performing a wide variety of popular musical instruments. Pupils will develop compositional skills and apply pop song structure to create their own protest composition. Their work will emulate that of key composers studied throughout the module who have impacted society linked to protest music and civil rights.	Within this module, pupils will also have access to use of music technology in which they have the opportunity to record samples, apply effects , multi-track using audacity, Ipad's (Garageband) or the Digital audio work station within the recording studio to manipulate sound and produce arrangements, remixes, performances.
<u>Literacy Links</u>	<p>Reading – Pupils will read for meaning and begin to read musical notation</p> <p>Writing – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p>Oracy – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>	<p>Reading – Pupils will read for meaning and begin to read musical notation</p> <p>Writing – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p>Oracy – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>	<p>Reading – Pupils will read for meaning and begin to read musical notation</p> <p>Writing – Pupils will respond to musical questions, using music specific vocabulary effectively</p> <p>Oracy – Pupils will form opinions and articulate them through class discussions, speaking confidently and effectively, describing what they have heard using specific musical vocabulary. Engaging in discussion with other pupils.</p>
<u>Essential Vocabulary</u>	Pop Music, Arpeggio, Broken Chord, Blocked Chord, Lyrics, Primary Chords, Pitch, Dynamics, Duration, Tempo, Metre, Sonority, Timbre, Structure, Articulation, Pop Song Structure, Verse, Chorus, Bridge, Intro / Outro	Disco, Remix, Hook, Riff, Structure, Ensemble, Civil Rights, composition, Primary chords, Pop Song Structure.	Sample, Loop, Beats Per Minute (BPM), Drop, Bassline, Four to the floor, Synthesiser, Square Oscillator, Triangle Oscillator, Sawtooth Oscillator, Sine Oscillator, Intro/ Coda, Break Down, Build up

Disciplinary Reading

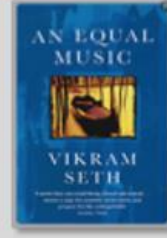
Reading for Pleasure



Understanding Popular Music



Love in Vain: A Vision of Robert



An Equal Music



Major Labels