



The Ridgeway School & Sixth Form College

...Inspiring Learners For Their Future

*'Our shared vision is that our students, colleagues and families will be part of a **FAIR** community.'*

*We will support our school **Family** to **Achieve** their potential, and **Inspire** students to **Reach** the very best destinations.'*



Music

Curriculum Overview

RESPECT | HONESTY | ENDEAVOUR | CREATIVITY | COMMUNITY

KS3 Music Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Making Music	Descriptive Music	Sea Shanties	Japanese Music and Musical Notation	Cover Song Skills and Performance	
	<p>Appraising Students learn the essential elements of music – Tempo, Rhythm, Dynamics, Timbre, Texture. They learn the definitions of each element and how they are used in music.</p> <p>Composing All students compose an original piece of music to demonstrate their understanding of at least two of the elements outlined above.</p> <p>Performing Students play their composition out loud to the teacher and class – explaining <u>how</u> they have used their chosen elements.</p>	<p>Appraising Following on from Module 1 students continue to learn about how composers use the elements of music to write pieces that capture an emotion or tell a story. They learn how to recognise and explain this through listening work.</p> <p>Composing Students work in a small group to compose a piece of original music to a chosen stimulus. This develops their group working and practical skills.</p> <p>Performing Students perform their piece of music to the teacher and class. They are expected to explain what they have created and receive feedback.</p>	<p>Appraising Students will learn about the origins and importance of Sea Shanties in the traditions of British Music. They will learn to read simple music notation on the treble staff.</p> <p>Composing Students will learn about combining chords and melody and how composers do this to create songs.</p> <p>Performing Students will learn to play the melody (and chords as part of an extension task) of the Sea Shanty ‘Wellerman’.</p>	<p>Appraising Students learn traditional music notation and how it is used to write music down effectively. This focuses on the use of Treble Clef and the positions of notes on the staff and rhythmic notation. Students also learn about the culture and traditions of Japanese Music. They explore the main instruments of Japan and the musical features that makes Japanese music recognisable when listening to examples.</p> <p>Composing Students compose an original 16-bar melody and write it down using accurate musical notation.</p> <p>Performing Students record their composition into Garage Band using a MIDI keyboard and metronome. They then play the final recording to the teacher and class for assessment and feedback.</p>	<p>Appraising Students learn the musical features of a cover song, and the musical changes that artists make in order to produce a new and different version of a pre-existing song. They learn how to analyse a song building on the knowledge of musical elements from earlier in the year.</p> <p>Composing Students work in a small group to produce a live performance of a cover song of their choice. They are expected to demonstrate an understanding of the musical elements and explain how they have used them to create an original version of the song. They are expected to show excellent group skills such as effective time management and listening to others.</p> <p>Performing Students perform their final song to the class and teacher. This performance is recorded as it is the final practical assessment of the year.</p>	
Year 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Classical Remix	The Blues	Rap Music	The Music Industry	The Musical	
	<p>Appraising Students learn about the importance of Classical music in the evolution of all genres. We focus on the life and impact of Beethoven and his influence on musical history.</p> <p>Composing Students learn to play Ode to Joy by Beethoven – building on the notation skills learned in Y7. They record this into Garage Band and then use their knowledge of the musical elements to modernise the piece. Adding chords to the</p>	<p>Appraising Students learn about the history and culture of Blues music. The study the impact that the slave trade and African music had on the development of Western Music. Students explore the musical features of Blues from traditional to the modern day – and learn to recognise (and write about) those features when listening to examples.</p> <p>Composing Students develop their understanding of chords and</p>	<p>Appraising Students learn about the historical, cultural and musical important of Rap Music. They study the origins of the genre and how it developed the prominent musical features which it has. Students explore the musical ingredients of Rap, the lyric content and the performance style in order to recognise the features in both traditional and modern Rap Music.</p> <p>Composing</p>	<p>Appraising Students learn about the roles in the music industry and how the industry impacts artists both positively and negatively. They examine a set of case studies in order to reflect on artists as role models – and how the industry needs to change in order to have a positive impact on young people.</p> <p>Composing Students create a speech with a partner which addresses an aspect of the industry that they</p>	<p>Appraising Students learn about the genre of Musical Theatre including it’s historical roots, cultural impact and the features that define it as a genre. They learn about the ‘giant’s of Musical Theatre and shows that have revolutionised and shaped the genre. Students learn how to recognise the features of musical theatre and use musical vocabulary to appraise specific solo and ensemble songs.</p> <p>Composing Students create and write their own original musical in a small group. This must include all the aspects of the genre including script, set design, costume design, character profiles and most importantly – songs/music. They must include 3 pieces of music in their musical – 2</p>	

	<p>melody is used as a challenge activity.</p> <p>Performing Students play their final piece to the teacher and class for assessment and feedback.</p>	<p>melody by producing a Blues composition. This includes an improvised melody line over the 12-bar Blues chord pattern. They then add further layers such as a bassline and rhythm – applying the knowledge acquired in listening work.</p> <p>Performing Students play their final Blues piece to the teacher and class for assessment and feedback.</p>	<p>Students work in a group to write their own original Rap song which explores a social issue. They create the lyrics and also the musical accompaniment.</p> <p>Performing Students perform their Rap song live to the class and teacher in the first live performance assessment of Y8.</p>	<p>believe is an issue. They must include persuasive language and 2 case studies of their own that they have researched.</p> <p>Performing Students deliver their speech to the class and teacher for debate and assessment.</p>	<p>of which can be cover songs and 1 of which must be original – written by them for their musical.</p> <p>Performing Students perform a section or mini-version of their musical to their teacher and class. This is filmed as the final performance assessment of Y8.</p>	
Year 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	British Anthems	World Music	Music and the Media		Songwriting	
	<p>Appraising Students learn about influential and musically significant British Anthems – ranging from ‘Jerusalem’ to ‘Hey Jude’. They will learn to recognise the features of British Music and how it has influenced music from around the world over decades.</p> <p>Composing Students will learn to recognise the compositional features of British Music and how British musicians use harmony, melody, rhythm, texture and lyrics to create their specific style.</p> <p>Performing Students will re-visit musical notation and learn to play one of three British Anthems which create different levels of challenge. The final piece will be performed to the teacher live.</p>	<p>Appraising Students learn about the importance of studying music from around the world. They explore 8 areas of the world in detail – learning about the musical instruments and vocal style alongside the cultural, historical, religious and theatrical aspects of the music. They learn to recognise the musical features and influences of music from around the world in listening tasks – and how modern artists use these influences in current music.</p> <p>Composing Students work with a partner to compose a piece of fusion music – incorporating the features learned through the presentations. This is produced on Garage Band but must demonstrate practical skills such as using chords, melody, rhythm and texture.</p> <p>Performing The fusion composition is performed to the teacher privately.</p>	<p>Appraising Students learn about the importance of how music is used in different aspects of the media. Focussing on advertising, gaming and finally film music, they learn about how composers use the elements of music to manipulate and control our reaction to things. They explore the difference between short, impactful extracts and more complex, elongated pieces. The focus is on the composers’ choices and our natural reaction to them. Students learn how to talk and write about the musical features of different extracts – highlighting in detail the precise compositional features that create the desired impact.</p> <p>Composing Students create 3 adverts using music technology putting into action the learned features. Students create a piece of film music in response to a given clip – which must demonstrate the features covered in appraising work.</p> <p>Performing Students perform their adverts to the teacher for assessment. The film music composition is performed to the teacher and class for the final assessment of the module.</p>		<p>Appraising Students are expected to apply all the knowledge and practical skills covered throughout KS3 in order to analyse songs of different era and genre. They carry out analysis work in order to prepare them for the big practical assessment. Students must produce a file of evidence which includes all the marketing and other material to accompany their song.</p> <p>Composing Students apply their skills to compose an original song in whatever genre they choose. They must produce the chords, melody, and accompaniment and record their final song using music technology with support.</p> <p>Performing The final recording is assessed by the teacher as the final assessment of both Y9 and KS3.</p>	

GCSE Music Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Year 10	<p><u>Listening and Appraising</u> Area of Study 1: The Western Classical Tradition.</p> <p>Area of Study 3: Traditional Music.</p> <p>Listening skills covering: Rhythm and Metre Structure and Form Harmony and Tonality Texture and Melody Timbre and Dynamics DR SMITH</p>		<p><u>Listening and Appraising</u> Area of Study 1: The Western Classical Tradition. The Mozart Clarinet Concerto Movement 3 Rondo (Set Piece)</p> <p>Area of Study 3: Traditional Music. The three songs of Paul Simon ('Call me Al', 'Diamonds on the Soles of her Shoes' and 'Graceland'). (Set Songs)</p> <p>Applying the learned listening skills to questions. Aural skills such as recognising keys, chords, cadences, melodic, harmonic and rhythmic devices, and the features of music from each area of study.</p>		<p><u>Listening and Appraising</u> Area of Study 2: Popular Music</p> <p>Area of Study 4: The Western Classical Tradition Since 1910</p> <p>Applying learned knowledge of the set songs and pieces to exam questions. Prep for both short questions (Section A of exam), and extended analysis questions (Section B of exam).</p>		
	<p><u>Composing</u> Students learn composition skills which they then explore practically through technical exercises. They also write a practice composition which allows them to learn the higher level software used in the GCSE course (Logic and Sibelius). This practice composition gives the Music Team insight into individual strengths and weaknesses which are addressed before students begin their coursework.</p>		<p><u>Composing</u> Students work individually on their Free Composition (worth 15% of final grade) Deadline for completion in DRAFT form – Easter Holidays</p>		<p><u>Composing</u> Students continue to work on their Free Composition responding to feedback and making improvements. Also spend time producing Score or Annotation <u>and</u> Programme Note (worth 15% of final grade) Deadline for completion – End of June</p>		
	<p><u>Performing</u> Solo Performance – Recorded at the end of term. Feedback given for improvement.</p>		<p><u>Performing</u> Ensemble Performance – Recorded at the end of term. Feedback given for improvement.</p>		<p><u>Performing</u> Solo Performance – Recorded at the end of term. Feedback given for improvement.</p>		<p><u>Performing</u> Ensemble Performance – Recorded at the end of term. Feedback given for improvement.</p>
Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
	<p><u>Listening and Appraising</u> Revision of Area of Study 1 – and application to exam questions</p>	<p><u>Listening and Appraising</u> Revision of Area of Study 3 – and application to exam questions</p>	<p><u>Listening and Appraising</u> Revision of Area of Study 2 and 4 – and application to exam questions</p>	<p><u>Listening and Appraising</u> Revision and practice questions</p>	<p><u>Listening and Appraising</u> Final prep and practice for written paper</p>		

	Composing	Composing Students work individually on their Brief Composition (worth 15% of final grade) Deadline for completion in DRAFT form – February Half Term	Composing Students work individually on their Brief Composition (worth 15% of final grade) Deadline for completion – Easter Holidays	Composing Both Compositions sent to the exam board by May 5 th .	Composing	
	Performing Solo Performance – Recorded at the end of term. Feedback given for improvement.	Performing Ensemble Performance – Recorded at the end of term. Feedback given for improvement.	Performing Proposal for final performing exam programme – deadline February Half Term. Preparation for final recording.	Performing Performing exam takes place before the end of March (worth 30% of final grade)	Performing	

BTec Music Level 3 Extended Certificate Curriculum Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Induction	Unit 1: Practical Music Theory and Harmony Unit 2: Professional Practice in the Music Industry				Unit 1: Submission of Final Evidence (Deadline 5 th July) Unit 2: EXAM (Early May)
Year 13	Unit 6: Solo Music Performance (Deadline 10 th December)	Unit 3: Ensemble Performance Exam board deadline May 7th				