

Curriculum: Music

Year 7 Curriculum

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Introductory exercises to establish a sense of beat and rhythm as well as build confidence in the initial stages. • Word rhythms: Used as a way to remember parts of samba. Students play in a class performance then create small group compositions. • Singing an African song in a round and use of percussion instruments. • Rhythm grids: As a form of notation in performance and composition; creating simple pieces in Binary/Ternary form. • The Elements of Music: Utilised through composition, performance with peer recognition, as well as listening to music of established composers. Also using the elements of music when planning prior to composing. 	<ul style="list-style-type: none"> • The Elements of Music (continued) • Graphic Scores: Used as a form of notation both when listening and performing. Exploration of specific Italian dynamics. • Conventional notation: introduction of simple note values, the staff and time signatures. Composition and performance of short melodies in 4/4 then extended to other time signatures to create contrast. 	<ul style="list-style-type: none"> • Keyboard Skills: Developing understanding of notation and structure as well as learning how to play with the correct technique in terms of fingers and use of single finger/full chords. • Guitar TAB: Teaching of TAB notation as well as trying to work out riffs on the guitars. Composition of riffs using TAB • Playing in a rock/pop band mini project: Forming small bands using a variety of instruments to perform a well-known song. <ul style="list-style-type: none"> ○

Year 8 Curriculum

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • Ukulele skills: Learning about the ukulele and good technique. Learning a number of contemporary songs firstly as a whole class then in small groups leading to performance. • Chords and chord melodies: Class performance of a pop song to understand the purpose of chords. Composing simple chord sequences and chord melodies, developing these into accompaniment parts and also using passing notes. 	<ul style="list-style-type: none"> • Musical Futures rock band project (building on previous year's mini project). Small group performances of a pop/rock song learning how to play a variety of instruments such as guitar, bass guitar and drumkit. • Chromaticism: Understanding of the makeup of the keyboard, sharps, flats, tones and semitones. Composing using Chromaticism as well as listening to music that demonstrates this. 	<ul style="list-style-type: none"> • Chromaticism (continued): Building on keyboard skills of previous year, performing music that features chromaticism. • EXTENSION: Rondo form composition using creative stimulus

Year 9 Curriculum

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • The Blues: historical knowledge, performance and improvisation. 	<ul style="list-style-type: none"> • Create a Gig project building on instrumental skills learned over previous years with a selection of songs from which to choose. 	<ul style="list-style-type: none"> • Ground Bass: performing ground bass pieces of established composers and then composing their own using features such as ground bass, chords and chord melodies.

Year 10 Curriculum

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Musical Elements related to the Areas of Study plus associated practical tasks• Contextual Understanding tasks and Study Pieces	<ul style="list-style-type: none">• Musical Elements related to the Areas of Study plus associated practical tasks• Contextual Understanding tasks and Study Pieces	<ul style="list-style-type: none">• Composition 2 – Free Composition• Selection of Solo and Ensemble performance pieces• Contextual Understanding tasks and Study Pieces

Year 11 Curriculum

Term 1	Term 2	Term 3
<ul style="list-style-type: none">• Completion of Composition 2 'Free composition'• Solo performance Exams (Final)• Ensemble performance exam (Final)• Begin 'Composition to a Brief' (Arrives 15th September)• Contextual Understanding tasks and Study Pieces	<ul style="list-style-type: none">• Composition 1 'Composition to a brief'• Contextual Understanding tasks and Study Pieces• Completion of solo and Ensemble performances	<ul style="list-style-type: none">• Contextual Understanding tasks and Study Pieces• Listening exercises (Understanding Music)