

Music Department Curriculum Overview



Curriculum Overview

Students will have the opportunity to gain knowledge of musical culture and repertoire, which is part of a broad education and a joy in and of itself.

Whilst developing their knowledge and understanding of music students will also develop their musical skills and ability to perform, compose and understand music.

We aim to inspire students to develop a love for music whilst performing, composing and understanding music and use the discipline as an opportunity to unleash their creative talents and build knowledge and understanding vital for success in music at GCSE and beyond.

Students will have regular performance assessments which will be uploaded onto teams.

In year 7 students will learn:

- To sing with accuracy of pitch, rhythm and tempo whilst understanding the need for expression and dynamics.
- How to read music at an appropriate level and apply those skills through performance on the piano.
- The history and context of West Africa, Samba, Baroque and The Blues along with the great composers and musicians.
- How to perform, compose and improvise in the genres that are studied through the use of musical elements.
- Introduction to music ICT through composition.
- Have opportunities to share performances on their own instruments.

In year 8 students will use their prior learning and develop this further while expanding their knowledge of musical genres and styles to inform their underlying knowledge of music. They will learn:

- How to perform on a variety of instruments with accuracy of pitch, rhythm and tempo whilst applying expression and dynamics.
- Students will extend knowledge of performing as an ensemble.
- Develop musical notation reading skills and apply those skills to the piano.
- The history and context of Popular, Classical, Romantic, Film and Indian music.
- How to perform, compose and improvise in the genres that are studied through the use of musical elements.
- Refine skills on music ICT through composition.

In year 9 students will develop their performances skills to higher levels using prior learning and also learn key elements required to prepare for entry to GCSE music

In year 10 students will focus on exam related content, performing, composing and a deeper understanding of music and gain in depth knowledge of set works.

In year 11 students will refine all prior knowledge in both theory and practical work and complete the 3 component examinations.

This will mean that the students will:

Enjoy music, contribute positively to lessons and embrace learning

Behave sensibly and responsibly and take into account the needs and views of others

Make progress in music which is in line with their target

Have the capacity to move on to the next stage of education or employment with training in their chosen fields

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	West African Music	Musical Literacy - Piano Skills 1	The Baroque Period – Piano Skills 2	The Baroque Period – Piano Skills 2 Continued	Blues Music	Samba Music
	Students will explore the main rhythmic musical features and devices used in West African music, particularly traditional West African drumming.	Students will develop fluency in traditional notation through learning about rhythm and the treble clef whilst expanding their musical theory and knowledge of the musical elements.	Students will learn about history and contextual features of Baroque music. Learn about 4/4 time signature.		Students will learn about the history and contextual features of Blues music.	Students will learn to sing traditional songs such as 'Mas Que Nada'.
	Students will learn to perform different drum strokes on a drum before composing, performing and improvising rhythms.	Students will learn about 4/4 and 3/4 time signature	Students will extend musical notation fluency: bass clef Develop performing on the piano with fluency and playing with expression. Learn about Baroque structures and great composers of the period. Develop improvisation and composition skills. Write music staff notation.		Students will learn the different role of musical parts: melody, bass line, rhythm and chords Students will use the knowledge to improvise and compose musical ideas within the genre and structure	Students will learn about contextual knowledge of Samba music
	Students will develop call and response skills through leadership as the master drummer.	Students will develop their piano skills at an appropriate level and develop fluency in accuracy, expression and interpretation through notation.			Write music staff notation	Students will learn to perform on different Latin-American percussion and how to compose and improvise for that instrument and timbre.
	Students will learn to sing in harmony in a round.	Introduction to wider Classical Repertoire and the great composers. This may go into the first half of the Spring 1 term	Introduction to music technology: Arrange Pachelbel's canon on Logic.			

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			Compose using the ground bass on Logic.			
Year 8	<p>Popular Music – Instrumental Skills</p> <p>Students will revise music staff notation and develop vocal skills in terms of pitch, rhythm, expression and dynamics.</p> <p>Students will develop fluency on the keyboard and compose using chord structures on the keyboard.</p> <p>Students will be stretched and challenged to understand extended chords.</p> <p>Students will develop ukulele skills and strumming technique.</p> <p>Students will learn about how the primary</p>	<p>Popular Music – Instrumental Skills</p> <p>Students will revise music staff notation and develop vocal skills in terms of pitch, rhythm, expression and dynamics.</p> <p>Students will develop fluency on the keyboard and compose using chord structures on the keyboard.</p> <p>Students will be stretched and challenged to understand extended chords.</p> <p>Students will develop ukulele skills and strumming technique.</p> <p>Students will learn about how the primary chords relate to each</p>	<p>Popular Music – Playing as an Ensemble</p> <p>Extend knowledge of chords learning E minor and G4.</p> <p>Students will develop skills of playing in time and their correct part within the ensemble.</p> <p>Students will learn to compose a riff.</p> <p>Students will perform ‘Say Something’ as an ensemble. – combining skills learnt in the previous unit.</p>	<p>The Classical/Romantic Period – Piano Skills 3</p> <p>Students will learn about history and contextual features of The Romantic Period.</p> <p>Students will extend and revise musical notation and reading fluency.</p> <p>Students will develop and extend performing on the piano with fluency and playing with expression and dynamics.</p> <p>Students will learn about great composers of the period.</p>	<p>The Classical/Romantic Period – Piano Skills 3</p> <p>Continued</p>	<p>Film Music</p> <p>Students will learn about great composers and musicians in film music and identify different genres of film music.</p> <p>Students will compose and improvise in different genres of film music on the keyboard and through the use of music technology.</p> <p>Students will perform a variety of film music on the piano or their own instrument.</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>chords relate to each other and the 4 chords I, V, vi, iv and their importance in popular music.</p> <p>Students will compose and improvise rhythms, bass lines, harmony and extended chords.</p> <p>Students will be able to mash songs together through the joint use of harmony and development of vocal harmony skills.</p> <p>Students will learn about great composers and musicians</p>	<p>other and the 4 chords I, V, vi, iv and their importance in popular music.</p> <p>Students will compose and improvise rhythms, bass lines, harmony and extended chords.</p> <p>Students will be able to mash songs together through the joint use of harmony and development of vocal harmony skills.</p> <p>Students will learn about great composers and musicians</p>		<p>Students will develop improvisation and composition skills and write music staff notation.</p> <p>Students will develop and extend performing on the piano with fluency and playing with expression and dynamics.</p> <p>Students will learn about great composers of the period.</p> <p>Students will develop improvisation and composition skills and write music staff notation.</p>		

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Year 9	<p>Bass line Assessment, the musical elements and the Orchestra</p> <p>Students will develop solo and ensemble performance skills using the OCR GCSE criteria</p> <p>Students will learn and apply key musical terminology and complete listening tests</p> <p>An introduction to instruments of the orchestra</p>	<p>Traditional Music - African Music</p> <p>Students will submit an assessed solo performance</p> <p>Students will extend knowledge of African instruments and how to use them effectively in composition using logic and live instruments</p> <p>Students will learn about the conventions and key features of the genre and study and understand how different genres of music are used in a musical: Lion King</p> <p>Students will learn to apply key terminology knowledge to listening tests</p>	<p>Popular Music – The blues, Rock’n’roll, Pop Music, Rock Music</p> <p>Students will submit an assessed solo performance</p> <p>Students will revise key features of the Blues including its conventions and traditions</p> <p>Students will learn about the development of popular music from the Blues, through rock’n’roll, rock to popular musical styles.</p> <p>Students will learn and extend knowledge of key signatures and chords</p> <p>Students will study and understand how different genres of music are used in a musical: Grease</p>	<p>Popular Music – The blues, Rock’n’roll, Pop Music, Rock Music</p> <p>Students will revise key features of the Blues including its conventions and traditions</p> <p>Students will learn about the development of popular music from the Blues, through rock’n’roll, rock to popular musical styles. Students will develop composition skills in the style of Pop and Rock music using logic, live instruments and the voice</p>	<p>Popular Music – Film and Game Music</p> <p>Students will submit an assessed solo performance</p> <p>Students will extend knowledge of film and game music including specific techniques, a variety of genres and styles</p> <p>Students will investigate how to compose music to a brief and apply the key terminology learnt to a listening test</p>	<p>Free composition and exam period</p> <p>Traditional Music – Central and South America</p> <p>Students will learn key features of samba and Caribbean music And learn about their conventions and styles.</p> <p>Students will learn and apply key terminology in a listening test</p> <p>Students will continue with their free composition</p> <p>Final solo performance of the year</p> <p>Year 9 exam Recall and revision of topics covered over the year</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
			Students will learn key terminology and complete a listening test			
Year 10	<p>The Classical music from 1650-1910</p> <p>Baroque</p> <p>Solo assessment</p> <p>Students will investigate and understand the style, historical, stylistic features of the Baroque period and the Classical period including: Concerto Symphony Sonata/Rondo Specific genres</p> <p>Students will apply knowledge and understanding through listening tests Continue with free composition</p> <p>Students will recall film and game music</p>	<p>The Classical music from 1650-1910</p> <p>Classical</p> <p>Solo assessment</p> <p>Students will investigate and understand the style, historical, stylistic features of the Classical period Students will revise and consolidate rock'n'roll and popular music</p> <p>Students will continue with free composition</p>	<p>Classical Music: Romantic period</p> <p>Free composition</p> <p>Ensemble Assessment</p> <p>Listening assessment</p> <p>Piano music</p> <p>Requiem</p> <p>Programme music</p> <p>Waltz</p> <p>Mad tshirt</p> <p>Beethoven Chopin Schumann Brahms Faure</p> <p>Verdi</p> <p>Mussorgsky</p> <p>Strauss</p> <p>Set Work: Mozart</p> <p>Recall classical period and Romantic period</p>	<p>Composition focus</p> <p>The concerto through time</p> <p>Baroque solo Baroque grosso Classical solo Romantic solo</p> <p>Vivaldi: <i>The Four Seasons</i> • Bach: <i>Brandenburg No 4</i> • Mozart: <i>Flute Concerto in D Major</i> • Haydn: <i>Trumpet Concerto in Eb Major</i> • Beethoven: <i>Piano Concerto No 1 in C Major</i> • Brahms: <i>Violin Concerto in D Major</i> • Rachmaninov: <i>Piano Concerto No 2 in C Minor</i> • Corelli: <i>Concerto Grosso Op 6</i></p>	<p>The concerto through time</p> <p>Baroque solo Baroque grosso Classical solo Romantic solo</p> <p>Vivaldi: <i>The Four Seasons</i> • Bach: <i>Brandenburg No 4</i> • Mozart: <i>Flute Concerto in D Major</i> • Haydn: <i>Trumpet Concerto in Eb Major</i> • Beethoven: <i>Piano Concerto No 1 in C Major</i> • Brahms: <i>Violin Concerto in D Major</i> • Rachmaninov: <i>Piano Concerto No 2 in C Minor</i> • Corelli: <i>Concerto Grosso Op 6</i></p>	<p>Composition recording:</p> <p>Mediterranean and Middle East:</p> <p>Traditional Eastern Mediterranean and Arabic folk rhythms, with particular focus on traditional Greek, Palestinian and Israeli music</p> <p>Record composition and complete forms</p> <p>Exam technique Assessed ensemble performance Students will recall of all units covered in year 9 and 10 Students will refine free composition</p>

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			notation, key signatures Analysing the set work Solo performance Free composition Essay assessment Mad tshirt		India and Punjab Eastern Mediterranean and Middle East: Indian Classical Music and traditional Punjabi Bhangra	And develop essay writing techniques Year 10 solo exam Year 10 understanding music exam
Year 11	Free composition, set work: Little Shop of Horrors/Mushnik and Son Students will refine the score for the free composition Students will investigate, understand and apply contextual knowledge and musical analysis of: Little Shop of Horrors and Mushnik and Sons	Set work: Mozart and Classical music from 1910 onwards Students will continue to Investigate, understand and apply contextual knowledge and musical analysis of: Feed Me (recall of LSOH & Mushnik and Son) Students will investigate and apply knowledge and contextual understanding of classical music from 1910 including:	Set work: LSOH Feed Me, Revision (popular music) Students to complete score and programme notes for free composition Students will recall all set works and focus on essay technique Students will apply and extend knowledge of the set works: Mozart and LSOH Revise and recall African, the	Composition and Set works, revision (traditional music) Students to refine score and programme note Students to apply and extend knowledge of the set works: Mozart and LSOH Revise and recall popular music through listening activities	Revision set works (classical music) Students will apply and extend knowledge of the set works: Mozart and LSOH Revise and recall, apply and extend knowledge of classical music from 1600-present day, popular music and traditional music	•

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	<p>Recall Classical and Romantic music</p> <p>Investigate and apply knowledge and contextual understanding of Classical music from 1910 including: Minimalism Serialism Contemporary Music</p> <p>Set works: Recall of Prologue/Little Shop of Horrors and Mozart</p> <p>Complete an understanding music paper</p>	<p>Minimalism Serialism Contemporary Classical Music</p> <p>Revise and recall African, popular music, rock music Caribbean, folk music Mock exam</p> <p>Solo performance exam</p> <p>Complete an understanding music paper</p>	<p>blues, tango, salsa, 1910, film and game</p> <p>Complete an understanding music paper</p>	<p>Complete an understanding music paper</p>	<p>Students will sit the understanding music exam.</p>	