

# MUSIC



Curriculum Aims, Delivery & Content



<p><b>Curriculum Delivery</b> <b>Key Stage 3</b></p>	<p>In years 7, 8, and 9, students have 2 lessons of music per fortnight. Deep Dive assessments focus on one or more of the 3 creative skills: Performance, Composition, and Listening and Appraising. The Elements of Music are the 4<sup>th</sup> assessment area in KS3 &amp; 4. Programmes of study are designed to develop student’s knowledge and application of key concepts and vocabulary across the curriculum and support the progress of their practical musical skills. Singing and vocal skills are included in the curriculum whenever possible and all schemes of work include opportunities for students to improve their vocal skills and build confidence through activities such as group warm ups, vocal games, whole class singing, simple part singing, and small group activities.</p>	
<p><b>Curriculum aims</b> <b>Key Stage 3</b></p>	<p>The KS3 music curriculum aims to challenge all students and provide them with the opportunity to develop new and existing practical and creative skills. Lesson encourage self-expression and provide a platform for students to enhance their cultural literacy and obtain a deeper understanding of the world around them. Lessons have a practical focus with students given the opportunity to acquire a variety of skills, including music reading and appraisal, composition (individual and group), improvising, instrumental performing and singing. The music curriculum covers a wide range of contexts from Bhangra to protest songs and music for a visual image. Each scheme of work is designed to build on prior knowledge and skills development, with the Elements of Music used as a foundation that underpins each of the styles and genres studied.</p>	
<p><b>Curriculum Content</b> <b>Year 7</b></p>	<p><b>Introduction to Music</b> Students will explore and learn about the elements of music through vocal work and body percussion composition before moving onto keyboard activities that introduce good technique and notation skills</p> <p><b>Ukulele Skills</b> Students will develop their understanding of chords and harmony while building on their ensemble and instrumental skills</p> <p><b>Bronze Keyboard Skills</b> Students will be challenged to learn a range of pieces that support development of foundation skills such as good hand position, changing position confidently,</p>	<p>accompaniment styles and two hand technique, whilst continuing to explore how the elements of music shape the music they are performing</p> <p><b>Programme Music</b> Students will analyse and investigate the manner in which a musical experience can communicate a narrative and enhance a visual image. They will consider a range of musical clichés and common musical devices, examining both their historical lineage and contemporary function, and use this knowledge to compose their own music.</p> <p><b>Stomp</b> Students will study performance styles from Africa and South America and learn to perform a range of rhythmic patterns on junk instruments. These elements will be synthesised into a group composition task.</p>
<p><b>Curriculum Content</b> <b>Year 8</b></p>	<p><b>The Blues – Performance</b> Students look at the culture and context of the blues and how key features of the style developed. They learn to perform these key features on keyboards, particularly focusing on the walking bass and left-hand skills, before creating a class performance that includes improvisation on the Blues scale</p> <p><b>Rock &amp; Roll – Band Skills</b> This unit builds on the previous scheme of work and prior learning from Year 7 and gives students an opportunity to focus on new instrumental skills while exploring the development of the blues and impact on modern popular music</p>	<p><b>Bronze Keyboard Skills - Reggae</b> Students will be challenged and assessed on their keyboard technique by learning Reggae pieces that combine left hand skills with off beat chords and small ensemble performances</p> <p><b>Protest Songs</b> This unit draws on all the skills taught in Year 8 and requires students to use their knowledge of chords, harmony and accompanying techniques to write a song that communicates issues they are passionate about</p>



<p><b>Curriculum Content Year 9</b></p>	<p><b>Samba</b> Students learn about the music and history of Brazil, develop their drumming techniques, and create an extended class performance before creating their own breaks and presenting their own Samba ensemble performance</p> <p><b>Gold Instrument Skills</b> Through whole class and small group ensembles students are challenged to develop their skills on an instrument of their choice, culminating in an assessment performance to their peers</p>	<p><b>History of Pop - 4 Chord Songs</b> Students learn about 4 chord songs and how pop music is built from functional harmony. They use Musical Futures techniques to learn to perform a number of songs in an ensemble using band instruments, and then progress to creating a mash up.</p> <p><b>4 Chord Song Writing</b> Students study simple chord progressions and how to arrange them through instrumental techniques (broken chords etc.), writing a bassline, writing a melodic line, lyric writing, before using this to create a verse/chorus in their ensemble.</p>
<p><b>Curriculum Aims KS4</b></p>	<p>The KS4 curriculum is designed to build on the performance, composition and appraisal skills developed across KS3. Students are supported to take ownership of their performance practice and are assessed regularly throughout the course.</p> <p>The GCSE course introduces new areas of study which are again unpinned by the elements of music. This supports listening and appraisal and enables students to make wider creative and contextual links. As students explore the features and development of each genre they are then able to use this knowledge while creating and refining their assessed compositions.</p>	
<p><b>Curriculum Content Years 10 &amp; 11</b></p> <p><b>Students will have 5 lessons of Music a fortnight.</b></p> <p><b>Final Examinations take place in June of year 11.</b></p>	<p><b>Performance: 30%</b> 1 Solo and 1 Ensemble Performance</p> <p><b>Composition: 30%</b> 1 free and 1 to a brief set by the exam board</p> <p><b>Listening &amp; Appraising: 40%</b> 1hr30 exam in June of Year 11</p> <p><b>Area of Study 2: The Concerto Through Time</b></p> <ul style="list-style-type: none"> <li>• The Baroque Solo Concerto</li> <li>• The Baroque Ensemble Concerto</li> <li>• The Classical Concerto</li> <li>• The Romantic Concerto</li> </ul> <p><b>Area of Study 3: Rhythms of the World</b></p> <ul style="list-style-type: none"> <li>• Indian Classical Music and traditional Punjabi Bhangra</li> <li>• Traditional Eastern Mediterranean and Arabic folk rhythms, with particular</li> </ul>	<p>focus on traditional Greek, Palestinian and Israeli music</p> <ul style="list-style-type: none"> <li>• Traditional African drumming</li> <li>• Traditional Calypso and Samba</li> </ul> <p><b>Area of Study 4: Music for Film and Computer Games</b></p> <ul style="list-style-type: none"> <li>• Music that has been composed specifically for a film</li> <li>• Western Classical Music in films</li> <li>• Communicating a narrative through music</li> <li>• Music composed for Video Games</li> </ul> <p><b>Area of Study 5: Conventions of Pop – 1950 to the Present Day</b></p> <ul style="list-style-type: none"> <li>• Rock &amp; Roll of the 50's &amp; 60's</li> <li>• Rock Anthems of the 70's and 80's</li> <li>• Pop Ballads of the 70's,80's and 90's</li> <li>• Solo Artists from 90's to Present Day</li> </ul>