

Music

Curriculum Intent

Expanding pupils' knowledge of various styles and conventions of music in order to develop well-rounded, empathetic, and creative pupils who are equipped with a life-long love of music and transferable skills. Pupils will achieve this by:

- Developing a broad subject specific vocabulary.
- Collaborating with fellow pupils to devise and perform musical pieces.
- Learning basic instrumental/singing skills.
- Experimenting with software and exploring how IT skills can be applied in the creative process.
- Experiencing music from other cultures.
- Exploring accessible career pathways within the Music sector and discovering how any passion or skill set has a place in the Music Industry.

Year 7

- 1. Elements of Music**
 - Learning about the fundamental elements of music
 - Listening to and analysing descriptive music.
 - Using graphic scores as a compositional tool.
- 2. Pitch and Voice**
 - Treble clef notation
 - How the voice works
 - Singing technique and ensemble singing
 - Choral textures
 - Text setting.
- 3. Rhythm**

Year 8

- 1. British Folk Music**
 - Harmony and Accompaniments: Pedal notes, drones
 - Intervals
 - Sea shanties and folk traditions
 - Call and response
- 2. Hooks and Riffs**
 - Repeated patterns in music
 - Riffs
 - Ostinatos
 - Hooks
 - Cyclic rhythms
 - Bandlab DAW platform

Year 9

- 1. Music and Sound in Film**
 - Intervals
 - Leitmotifs
 - Musical cliches in film genres
 - Using cuesheets
 - Composing to a brief
- 2. Music in Video Games**
 - Melodic movement
 - Chromaticism
 - Ground Themes
 - Sound design
 - 8 bit chiptune
 - Composing to a brief

Year 10

- 1. Component 1: Exploring the Performing Arts**
Examine professional practitioners' work:
 Performance material, influences, creative outcomes and purpose
- 2. Component 1: Exploring the Performing Arts**
Examine professional practitioners' work:
 Practitioners' roles, responsibilities and skills
- 3. Component 1: Exploring the Performing Arts**

Year 11

- 1. Component 2: Developing Skills and Techniques in the Performing Arts**
Apply skills and techniques in rehearsal and performance:
 Application of skills and techniques during rehearsal
- 2. Component 2: Developing Skills and Techniques in the Performing Arts**
Review own development and performance:
 Review and recap development and application of skills and techniques for and in performance.

<ul style="list-style-type: none"> - Note durations- semibreves, crotchets, quavers. - Simple time signatures. - Pulse and tempo. - Articulation -legato, staccato <p>4. Keyboard skills:</p> <ul style="list-style-type: none"> - 1-5 finger positions and basic keyboard skills - Reading music - Bass clef - History of piano and other keyboard instruments <p>5. Instruments of the Orchestra</p> <ul style="list-style-type: none"> - Instrument Families - Playing techniques - Role of the conductor - Notation software - <p>6. Consolidation and Filling the Gaps</p> <p style="text-align: center;">-End of year assessments</p>	<p>3. Reggae</p> <ul style="list-style-type: none"> - Syncopation - Primary Chords - Song structure - Homophonic texture <p>4. Blues and Jazz</p> <ul style="list-style-type: none"> - 7th Chords - Walking Bass lines - 12 bar blues chord sequence - Improvisation <p>5. Theme and Variations</p> <ul style="list-style-type: none"> - Major and Minor tonality - Scales - Canons - Ground bass - Melodic decoration <p>6. Consolidation and Filling the Gaps</p> <p style="text-align: center;">-End of year assessments</p>	<p>3. Pop Songs</p> <ul style="list-style-type: none"> - Song structure - Chord sequences - Recording industry - Word painting - Text setting <p>4. Music Production and Sound Design</p> <ul style="list-style-type: none"> -Using a DAW -Microphone placement -Recording vocals into a - DAW -Sequencing premade loops -MIDI keyboards <p>5. Music Production and Sound Design</p> <ul style="list-style-type: none"> - Importing/exporting audio - Audio file types - Editing audio - SFX and processing - Foley art - Designing to a brief - Mixing <p>6. Consolidation and Filling the Gaps</p> <ul style="list-style-type: none"> - End of Year Assessments 	<p>Explore the interrelationships between constituent features of existing performance material: Processes used in performances</p> <p>4. Component 1: Exploring the Performing Arts Explore the interrelationships between constituent features of existing performance material: Techniques and approaches used in performance.</p> <p>5. Component 2: Developing Skills and Techniques in the Performing Arts Develop skills and techniques for performance: Development of physical, vocal, and interpretative skills.</p> <p>6. Component 2: Developing Skills and Techniques in the Performing Arts Develop skills and techniques for performance: Develop skills and techniques during the rehearsal process.</p>	<p>3. Component 3: Performing to a Brief Developing ideas in response to a brief: Understand how to respond to a brief through discussion and practical exploration activities.</p> <p>Selecting and developing skills for performance: Demonstrate how to select and develop performance skills and techniques that are needed to realise the creative ideas in response to a brief.</p> <p>4. Component 3: Performing to a Brief Taking part in a workshop: Demonstrate effective use of performance skills and techniques in a workshop performance to the target audience.</p> <p>5. Component 3: Performing to a Brief Preparation of the externally set task: Assessment performance</p> <p>6. Component 3: Performing to a Brief Evaluating the development process and performance outcome: Reflecting on process and outcome.</p>
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Literacy Link: KS3- Key words, scripts, short stories, news articles, and other texts. KS4- keywords and extended writing.