

## **SUBJECT: Music**

### **Key Stage 3: Curriculum Intent (BRIEF):**

2019-20	Year 7	Year 8
Autumn 1	<b>All topics are 10 weeks</b>  <b>Musical elements</b> Tempo Dynamics Pitch Rhythm Singing Theory  <b>Keyboard skills</b> Singing Theory Rhythmic work Notation	<b>All topics are 10 weeks</b>  <b>Chords and Pop Music</b>  <b>Learn and perform various chord sequences, starting with Pachelbel's Canon and moving on to modern-day songs which use this chord sequence. Students will then perform other pop music which uses different chord sequences</b> <b>Compose a chord sequence and melody</b>
Autumn 2		<b>The Blues</b> Whole class ensemble piece in Blues style Theory – how chords are formed, and more complex chords Identify the features of Blues music aurally Improvisation Compose a piece in Blues style
Spring 1	<b>Keyboard skills (continued)</b> Singing Theory Rhythmic work Notation	<b>The Blues (continued)</b> Whole class ensemble piece in Blues style Theory – how chords are formed, and more complex chords Identify the features of Blues music aurally Improvisation Compose a piece in Blues style

Spring 2	<b>Ensembles</b> Chords Singing Ensemble work Song writing	<b>Samba</b> Whole class ensemble piece in Samba style Theory - Rhythmic notation Identify the features of Samba music Call and response Compose a piece in Samba style
Summer 1	<b>Ensembles (continued)</b> Chords Singing Ensemble work Song writing  <b>African Music</b> Learn to perform an ensemble piece in African style Theory - Rhythmic notation Identify the features of African music aurally Polyrhythms Group composition using polyrhythmic and interlocking patterns	<b>Samba (continued)</b> Whole class ensemble piece in Samba style Theory - Rhythmic notation Identify the features of Samba music Call and response Compose a piece in Samba style  <b>Film music</b> Identify the instruments of the orchestra aurally and visually Identify features of film music aurally Group composition combining musical features to portray a film scene Perform a part within a group performance
Summer 2	<b>African Music (continued)</b> Learn to perform an ensemble piece in African style Theory - Rhythmic notation Identify the features of African music aurally Polyrhythms Group composition using polyrhythmic and interlocking patterns	<b>Film music (continued)</b> Identify the instruments of the orchestra aurally and visually Identify features of film music aurally Group composition combining musical features to portray a film scene Perform a part within a group performance

### Key Stage 4: Curriculum Intent (BRIEF):

2019-20	Year 9	Year 10	Year 11
Autumn 1	<b>Component 1</b> Develop an appreciation of styles and genres of music Explore the stylistic features and characteristics of different styles of music  Composition – chords and melody How to build a chord sequence. Primary and secondary chords Theory - Scales How to develop a melody Accompaniment styles Sibelius	<b>Component 2</b> Ensemble Skills Solo instrumental skills Log diaries Share Point for sharing work Composition  <b>Component 1</b> <b>Pop Music – 1960's to 1980's - Reggae</b> Analysis and listening skills Solo performance Ensemble performance Theory – notation, rhythm, Major and minor scales, intervals Music realisation techniques (composing)	<b>Component 2</b> <b>Assignment 2b - continued</b> Reflect on how to apply and develop individual musical skills and techniques required for the music industry.  Skills log diary Development plan Taking part in music concert Sharing work Ensemble Skills Solo instrumental skills Composition work
Autumn 2	<b>Component 1</b> <b>Pop Music – Blues/Jazz</b> Analysis and listening skills Composition Theory – chords, inversions, key signatures Solo performance Ensemble performance	<b>Set Assignment 1a and 1b</b> This component is internally assessed.	
Spring 1	<b>Component 1</b> <b>Pop Music – 1960's to 1980's</b>	<b>Component 2</b> <b>Assignment 2a</b>	<b>Component 3</b> <b>Responding to a Commercial Music Brief</b>

	<p>Analysis and listening skills</p> <p>Solo performance</p> <p>Ensemble performance</p>	<p>Explore the personal and professional skills required for the music industry.</p> <p>Skills Audit</p> <p>Log diaries</p> <p>Development plan</p> <p>Understanding resources required for different scenarios</p> <p>Learning to set up relevant equipment</p> <p>Planning music concert</p> <p>Sharing work</p> <p>Ensemble Skills</p> <p>Solo instrumental skills</p> <p>Share Point for sharing work</p> <p>Composition</p>	<p>Performing stylistically accurate cover versions</p> <p>Creating original music using existing stylistic frameworks and traits</p> <p>Stylistic use of music technology to create an original piece of music from a given starting point</p> <p>Prepare and complete initial response to the music brief set by the exam board.</p> <p>Preparatory work for Activity 1</p>
Spring 2	<p><b>Component 1</b></p> <p><b>Film music</b></p> <p>Analysis and listening skills</p> <p>Identify features of film music aurally.</p> <p>Identify instruments of the orchestra aurally and visually</p> <p>Solo performance</p> <p>Ensemble performance</p>		<p><b>Component 3</b></p> <p><b>Responding to a Commercial Music Brief</b></p> <p>Performing stylistically accurate cover versions</p> <p>Creating original music using existing stylistic frameworks and traits</p> <p>Stylistic use of music technology to create an original piece of music from a given starting point</p> <p>Students will create a music product in response to the music brief set by the exam board. Students will complete Activity 2</p>
Summer 1	<p><b>Component 1</b></p> <p><b>Film music - continued</b></p> <p>Compose a piece of film music which combine musical features to create effect.</p>	<p><b>Component 2</b></p> <p><b>Assignment 2a</b></p>	<p><b>Component 3</b></p> <p><b>Responding to a Commercial Music Brief</b></p>

		<p>This component allows students to explore the personal and professional skills required for the music industry.</p> <p>Skills Audit Log diaries Development plan Understanding resources required for different scenarios Learning to set up relevant equipment Planning music concert Sharing work Ensemble Skills Solo instrumental skills Share Point for sharing work Composition</p>	<p>Complete Activity 2 Experiment, develop and record musical material for the final submission.</p>
Summer 2	<p><b>Component 1</b> <b>Minimalism</b> Analysis and listening skills Identify features of minimalist music aurally. Compose a piece of minimalist music which combine musical features to create effect. Solo performance Ensemble performance</p>	<p><b>Component 2</b> <b>Set Assignment 2b</b> Reflect on how to apply and develop individual musical skills and techniques required for the music industry.</p> <p>Skills log diary Development plan Taking part in music concert Sharing work Ensemble Skills Solo instrumental skills Composition work</p>	<p><b>Component 3</b> <b>Responding to a Commercial Music Brief</b>  Complete Activity 3: Individual commentary on the creative process.</p>

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**Key Stage 5: Curriculum Intent (BRIEF):**

Spring 2		
Summer 1		
Summer 2		