

Subject: Music

KS3 Curriculum Intent Document:

	Year 7	Year 8	Year 9
Autumn 1 and Autumn 2	<p>Topic: Music Creations Knowledge/Skills taught: Tempo Rhythm Dynamics, Pitch Singing Theory Rhythmic work Students will learn to work with musical sound to explore how the musical elements can be combined to create effect.</p>	<p>Topic: The Blues Knowledge/Skills taught: Listening activities Whole class ensemble piece in Blues style Theory – how chords are formed, and more complex chords Students will learn to identify the features of Blues music aurally Students will contribute to a group composition combining Blues features Students will learn to improvise using the blues scale Students will learn to maintain a part in a group performance</p>	<p>Topic: Around the World Knowledge/Skills taught: Listening activities Whole class ensemble pieces in various world musics Theory - Rhythmic notation Students will learn to identify the features of African, Samba, Indian, Bhangra music aurally Students will contribute to a group composition combining features of the various world musics studied and bring their own cultural identity to the music (for example Turkish guitar music) Students will learn to maintain a part in a group performance</p>
Spring 1 and Spring 2	<p>Topic: Keyboard skills Knowledge/Skills taught: Singing Theory</p>	<p>Topic: Theme and variations Knowledge/Skills taught:</p>	<p>Topic: Minimalism Knowledge/Skills taught: Listening tasks on Minimalism</p>

	<p>Rhythmic work Notation This topic will help students continue their exploration of the musical elements, focussing specifically on pitch and rhythm. Students will develop the ability to read notated music involving simple rhythms. Students will work on solo performances.</p>	<p>Listening activities across a range of styles and composers from Jazz to classical Students will learn to identify a variety of compositional and melodic devices aurally Students will learn to compose using different compositional devices Students will learn to compose using different metres. Students will create a piece based on a Theme with variations using a variety of compositional devices</p>	<p>Ensemble piece in minimalist style Theory - Rhythmic notation Students will learn to identify the features of Minimalist music aurally Students will contribute to group compositions combining features of Minimalist music Students will learn to identify features such as phase shifting, metamorphosis, additive patterns Compose minimalist style piece</p>
Summer 1 and Summer 2	<p>Topic: Ensembles Knowledge/Skills taught: Students will learn a variety of instruments including ukulele, guitar, bass guitar and drums. Students will build on their existing keyboard skills from the previous topic. Students will sing songs across a wide range of styles Students will learn a variety of pieces, learning chord progressions, melodies and bass lines.</p>	<p>Topic: Film Music Knowledge/Skills taught: Listening tasks on film music Identify the instruments of the orchestra aurally and visually Students will learn to identify features of film music aurally Performing and composing tasks using various melodic and compositional devices found in film music Students will contribute to a group composition combining musical features to portray different characters in a film.</p>	<p>Topic: Music and Space Knowledge/Skills taught: Listening tasks on Western Classical and film music linked to Space Identify rhythmic and melodic ostinato Students will learn to identify compositional devices and melodic devices aurally Performing and composing tasks using various melodic and compositional devices Students will contribute to a group composition combining</p>

	Students will work on a final group performance of a piece with students taking on different roles in the group		musical features to portray space music
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KS4 Curriculum Intent Document:

	Year 10	Year11
Autumn 1	<p>Topic: Component 1 Pop Music – 1960’s to 1990’s</p> <p>Knowledge/Skills taught: Analysis and listening skills Solo performance Ensemble performance Music technology Theory – notation, rhythm, Major and minor scales, intervals Explore techniques used to create music products Music realisation techniques (composing)</p>	<p>Topic: Component 2</p> <p>Knowledge/Skills taught: Students will develop two musical disciplines from performer, producer and creator, through engagement in practical tasks, instrumental lessons, and ensemble work and performance opportunities. This part of Component 2 will continue throughout the three-year course. Many of our students do not have prior instrumental skills and so instrumental and ensemble skills need to start straight away in order to build in key skills which are sufficient for this course and to show sufficient development.</p>

Autumn 2	<p>Topic: Component 1 Pop music continued, Film Music, Minimalism</p> <p>Knowledge/Skills taught: Analysis and listening skills Solo performance Ensemble performance Music technology Theory – notation, rhythm, Major and minor scales, intervals Explore techniques used to create music products Music realisation techniques (composing)</p>	<p>Topic: Component 2 continues</p> <p>Knowledge/Skills taught: Students will develop two musical disciplines from performer, producer and creator, through engagement in practical tasks, instrumental lessons, and ensemble work and performance opportunities. This part of Component 2 will continue throughout the three-year course. Many of our students do not have prior instrumental skills and so instrumental and ensemble skills need to start straight away in order to build in key skills which are sufficient for this course and to show sufficient development.</p>
Spring 1	<p>Topic: Write up Component 1</p> <p>Knowledge/Skills taught: This component is internally assessed. Assessment will be of a practical nature where students build a portfolio of evidence, including three practical tasks of performing, producing and creating.</p>	<p>Topic: Component 3</p> <p>Responding to a Commercial Music Brief</p> <p>Knowledge/Skills taught: This component will allow students to work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way. Students will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.</p>
Spring 2	<p>Topic: Write up Component 1</p> <p>Knowledge/Skills taught: This component is internally assessed. Assessment will be of a practical nature where students build a portfolio of</p>	<p>Topic: Component 3 continues</p> <p>Responding to a Commercial Music Brief</p> <p>Knowledge/Skills taught: This component will allow students to work to their strengths and interests and</p>

	evidence, including three practical tasks of performing, producing and creating.	apply the skills that they have learned throughout the course in a practical way. Students will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.
Summer 1	<p>Topic: Component 2 preparation Knowledge/Skills taught: This component allows students to explore the personal and professional skills required for the music industry. Skills Audit Log diaries Development plan Sharing work Ensemble Skills Solo instrumental skills Share Point for sharing work Composition Skills</p>	<p>Topic: Component 3 continues until beginning of May Responding to a Commercial Music Brief Knowledge/Skills taught: This component will allow students to work to their strengths and interests and apply the skills that they have learned throughout the course in a practical way. Students will focus on a particular area of the music industry that excites and appeals to them and respond to a commercial music brief as a composer, performer or producer.</p>
Summer 2	<p>Topic: Component 2 preparation Knowledge/Skills taught: This component allows students to explore the personal and professional skills required for the music industry. Skills Audit Log diaries Development plan Sharing work Ensemble Skills</p>	

	Solo instrumental skills Share Point for sharing work Composition Skills	
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