Curriculum Plan - Overview

The National Curriculum describes music as a universal language that embodies one of the highest forms of creativity. This curriculum seeks to reflect the importance of this universal language, its place in the world, as well as, its importance of its links with SMSC. The curriculum gives teachers the opportunity to engage and inspire pupils to develop a love of music and their talent as musicians. It also endeavours to give pupils many life skills such as discipline, concentration, motor skills, communication, teamwork and increase their self-confidence, creativity and sense of achievement.

Pupils will be taught modules through the main components of music: performing, composing and listening. They will develop their vocal and/or instrumental fluency, accuracy and expressiveness. They will understand a wide variety of musical structures, contexts, styles, genres and traditions, and learn how these impact and shape the music produced. They will listen with increasing discrimination and awareness using their knowledge of the elements of music to describe music and inform their appraising skills. They will compose will increasing creativity, developing initial ideas and refining them as they progress.

**Assessment Opportunities**

Each module will have an assessment. These assessments will take a variety of forms depending on the focus of the module, and in relation to the components. These will be summative opportunities. As part of the feedback for the listening and performance assessments, pupils will be given a next step target which will inform them of how they should improve on their skills in the next module. This will be revisited in the next assessment feedback. Formative assessment will be ongoing throughout each lesson with little quizzes, self and peer assessment and verbal feedback, where appropriate, checking on the topic content. As part of the spiral curriculum, starters of lessons will often recap theory learnt previously. The assessments for year 7 and 8 will follow the mastery age related expectations and year 9 will follow the GCSE grading system.

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|  | **Term** | **Duration** | **Topic** | **Key Skills, Content or Knowledge** | **Summative Assessment** | **Blended Learning** | **Links** |
| **Year 7** | **Aut. 1** | **5 weeks** | **Introduction to music & the elements of music.** | **Content/Knowledge:**   * Introduction to the elements of music Elements of music graphic score * Elements of music composition * Harry Potter film music using the elements of music * Elements listening Assessment * Extension activity: Magic Carpet Story with sound * Understanding of the elements of music and how to use them to discuss music * How to compose to a set brief using the elements of music   **Skills:**   * Composition/Improvisation * Listening and appraising * Singing by ear * Reading a graphic score * Putting appropriate sound to a story   **Key vocabulary:**  Graphic Score  Elements of music  Tempo  Pitch  Duration  Dynamics  Instruments/Timbre  Rhythm  Melody  Harmony  Texture  Tonality  Structure | Baseline assessment.  Elements of music listening assessment in second half term.  Extension: Performance of the magic carpet piece. | For Extension activity: Bring in items for the creating of the music for the magic carpet. | British Values:   * Respect and tolerance   Careers   * Foley artist * Film music composer   Social/Cultural:   * Working with others to perform music * The cultural aspect of music in film   Other Subjects:   * Science – how sound is created * Art – drawing of a Yr7 music front cover and graphic score * Literacy – introduction of keywords. Written story. |
| **Aut. 2** | **3 weeks** | Pitch and Keyboard Skills | **Content/Knowledge:**   * Keyboard skills * Understand how to read the treble clef notes on the stave * Understand how pitch works   **Skills:**   * Keyboard skills * Reading the treble clef notes * Evaluation of the performance and reflection of progress * Identifying different pitches of notes   **Piece:**  Keyboard skills sheets  **Key vocabulary:**  Melody  Chord Notes  Pitch  Treble Clef  Notes  Stave/staff  Scale | Performance of the keyboard skill piece to the class.  Benchmark keyboard skill assessment. | Practice performing the keyboard skill piece using a keyboard app at home. | British Values:   * Respect and tolerance   Careers   * Musician   Social/Cultural:   * Working with others to perform music * The cultural aspect of performing music and how to behave in that environment   Other Subjects:   * Numeracy – beats and notes lengths. Numbers used in keyboard work * Literacy – introduction of keywords. Spelling words using the treble clef notes CDEFGAB. |
|  | **Aut. 2** | **5 weeks** | Singing | **Content/Knowledge:**   * Experiencing and developing good singing technique individually and as part of a choir * Learning what a good performance looks like Performing at the Christmas Concert * Understand an appreciation for the role singing can play in improving mental health   **Skills:**   * Singing as a class * Singing in acapella * Singing in harmony * Learning singing warm ups including good breathe control * Learning good singing technique * Learning how to improve a performance   **Pieces:**  Christmas songs, different each year  **Key vocabulary:**  Voice  Choir  Acapella  Singing technique  Warm up  Harmony  Diaphragm  Posture  SATB | Elements of music assessment in this half term.  Singing assessment. | Practice the songs | British Values:   * Respect and tolerance   Careers   * Musician/performer * Sound/light engineer during performance   Social/Cultural/Spiritual:   * Working with others to perform music * The cultural aspect of performing music and how to behave in that environment * Christmas festival * Mental health relationship with music   Other Subjects:   * Literacy – good diction and oracy * Numeracy – keeping in time with others * Creative arts – putting on a performance * Warm ups developing the brain so it can do other activities better |
|  | **Spr. 1**  **into**  **Spr. 2** | **8 weeks** | Pulse, Rhythm and Pitch | **Content/knowledge:**   * Identifying the pulse in a piece of music and understanding the connection to the time signature * Learning to identify and read basic rhythms * Combining reading the pitch and rhythms in a piece of unknown music * Keyboard skills developed to include chord notes   **Skills:**   * Keyboard skills * Reading the treble clef notes and rhythms together * Evaluation of the performance and reflection of progress * Identifying different note lengths and values * Identifying the pulse of 2, 3 and 4 beats * Introducing the idea of time signatures   **Piece:**  Dove of Peace  **Key vocabulary:**  Crotchet  Quavers  Quaver  Minim  Semibreve  Semiquaver  Pulse  Beat  Rhythm  Bar  Time signature/metre  Chord notes | Group rhythm and pulse performances.  Performance of the keyboard piece to the class.  Theory of music and elements of music assessment. | Revising for the theory of music assessment.  Year 7 work booklet | Other Subjects:   * Art – drawing of the music notes * Numeracy – beats and notes lengths. Numbers used in keyboard work * Literacy – introduction of keywords. Written work in the exercise book. * PE – motor skills |
|  | **Spr. 2**  **into**  **Sum.1** | **8 weeks** | **Classical Period & The Instruments of the Orchestra** | **Content/Knowledge:**   * Keyboard skills developing to include playing with full chords * Reading a score * Understanding music from a certain period of music. * Linking the Classical period with other art forms * Identifying instruments sounds * Understanding the families of instruments * Recall of the elements of music in the listening work * Life and work of composers such as Mozart and Beethoven   **Skills:**   * Keyboard skills * Reading musical notation * Performance skills * Listening skills   **Piece:**  The Surprise Symphony  **Key vocabulary**  Classical Period  Orchestra  Melody  Tonic  Dominant  Chords  Key signature  Typical score symbols  Mozart  Haydn  Beethoven  Brass  Woodwind  Strings  Percussion | Performance assessment.  Listening assessment. | Create your own instrument at home.  Year 7 work booklet | British Values:   * Respect and tolerance   Careers   * Musician * Composer * Music critic * Instrument maker   Social/Cultural:   * Working with others to perform music * The cultural aspect of performing music and how to behave in that environment * How music has developed over time and is part of our culture and linked to all arts * Looking at the lives of Mozart and Beethoven, making links to mental illness and the impact of parenting has on upbringing.   Other subjects:   * Numeracy – beats and notes lengths. Numbers used in keyboard work * Literacy – introduction of keywords. Written work in the exercise book. Reading information out loud. Comprehension tasks. * Art – drawing of Beethoven. Relating the style to Classical and Baroque art work and fashion. * History – Contextualising the Classical music period in history * Geography – location of places in Europe important to Classical music |
|  | **Sum. 1**  **into**  **Sum. 2** | **8 weeks** | **Mood and Messages in music** | **Content/Knowledge**   * Look at different types of music which represent different objects through their music such as the Planet Suite, Pictures at an Exhibition, the Sea Interludes, Peter and the Wolf and the Carnival of the Animals * Understanding how music can create a certain sound, atmosphere or represent a specific character using the elements of music to describe this * Identifying different instruments sound * Identify, discuss and understand the messages that popular songs can deliver to people. Realise songs can have many different interpretations. * Investigate different literature, songs, media around the topic * Learn about technology and the media and how it can be used and manipulated to send out a message   **Skills:**   * Improvisation and composition skills * Performance of the composition * Compose a piece of music to a set brief * Song writing, compose a protest song * Develop keyboard skills   **Piece:**  Earth Song by Michael Jackson  Where is the Love? Black Eyed Peas  Imagine by John Lennon  **Key vocabulary**  Elements of music  Foley artist  Composer  Improvisation  Lyrics  Song structure  Music video | Performance of composition to a brief.  Performance of protest song.  Listening assessment. | Year 7 work booklet.  Revision for summer music exam. | British Values:   * Respect and tolerance * Individual liberty   Careers   * Song writer/ Composer * Music critic * Media creator   Social/Spiritual/ Moral/Cultural:   * Working with others to compose and perform music * The culture of popular music in society and the impact it and media can have * The role music can play in helping the world, on all fronts including, equality, mental health and emotional well-being. * Discussion of how we should respond to media in a healthy/positive way. Be more aware of how to be a responsible citizen, accepting of all differences in society.   Other subjects:   * Literacy – use of adjectives, describing words used to explain the moods and music and music to represent a character. Writing lyrics. Consideration of rhyme in lyrics. Evaluate the effectiveness of their compositions * Media – music represented in film. Use of music videos to represent songs. * Numeracy – note lengths, beats in a bar. Number of beats per line in lyrics * Art – music’s ability to paint pictures/images/be a character * Science/Geography – Discussion of global warming, the greenhouse effect, pollution, environmental issues affecting our planets wellbeing. |
|  |  |  |  | **YEAR 8** |  |  |  |
| **Year 8** | **Aut. 1** | **4 weeks** | **An Introduction to Ukulele Skills. This can be incorporated into the Blues module.** | **Content/Knowledge:**   * Learn the basics of playing the ukulele and the main features of the ukulele * Be able to play 3 chords: C, F and G * Learn to play a piece on the ukulele * Understand the heritage of the instrument * Develop the skill of singing and playing an instrument * Play as an class ensemble   **Skills:**   * Performance using ukulele skills * Chord and tab reading skills * Finger picking   **Pieces:**  Ukulele pack of pieces  **Key vocabulary:**  Ukulele  Tuning  Tuning Pegs  Sounding hole  Body  Neck  Bridge  Fretboard  Strings  Chords  Tab | Performance of a piece on the Ukulele | NA | Social/Spiritual/ Moral/Cultural:   * Playing an instrument from a different country   Other subjects:   * Geography – the location of Hawaii and Portugal. Discussion of migration. |
|  | **Aut. 1**  **Into**  **Aut. 2** | **9 weeks** | **Blues and an Introduction to ukulele/guitar skills. The guitar skills can also be taught as part of Rock n Roll.** | **Content/Knowledge:**   * Perform the 12 Bar Blues on the keyboard * Learn the basics of playing a guitar including reading tab and chords. * Identify the key features of the Blues style of music * Perform a blue scale and the primary chords * Identify the links in Blues from its African origins * Discover how the Blues developed as a style of music over time * Learn about the Blues and its historical context * Improvise a 12 bar blues piece * Begin to highlight the semitones   **Skills:**   * Composition/Improvisation skills * Listening and appraising skills * Performance using keyboard skills * Chord reading skills * Guitar skills   **Pieces:**  Guitar pack of tab and chord pieces  12 Bar Blues – Walking Bass  Extension pieces – Keyboard Blues pieces  **Key vocabulary:**  Elements of Music  Slavery  Discrimination  Prejudice  Racism  Rhythm  Blues instruments  Melody  Chords  Blues Scale  Blue Notes  12 Bar Blues  Improvisation  Call and Response  African music  Acapella  Choir  Guitar tab  Acoustic  Semitones | Performance of the 12 bar Blues on the keyboard.  Performance of a guitar tab and chord piece.  Listening assessment. | Year 8 work booklet | British Values:   * Respect and tolerance * Individual liberty * Rule of law * Democracy   Careers:   * Song writer/ Composer * Historian   Social/Spiritual/ Moral/Cultural:   * Working with others to perform music * How music has developed over time and is part of our culture and heritage, including from around the world * Moral discussion on slavery, racism, discrimination. Understanding the terms discrination. Linking this to present day situation such as modern day slavery, BLM, disability and equal rights for all. * Spiritual links to music for people singing Blues music. Links to gospel music.   Other subjects:   * Literacy - Use of keywords and descriptive opinions of music. Comprehension activities. Reading. Evaluation of the final performance. * History – the history of the slave trade * Geography – map of African and America, slave trade routes |
| **Aut. 2**  **Into**  **Spr. 1** | **9 weeks** | **Rock and Roll and Doo-Wop Composition. Performance for this module can be guitar.** | **Content/Knowledge:**   * Perform Rock Around the Clock on the keyboard, guitar or singing. * Learn about a Rock n Roll artist and present that information to the class * Learn to read semitones in notation * Compose a piece of music using the Doo-Wop chord sequence * Learn about Rock n Roll and its historical context * Discover how this genre evolved from the music of the Blues. Recognising differences and similarities between the genres and how one can influence another * Understand how music can be a product of its time and reflects the society around it   **Skills:**   * Keyboard skills * Guitar skills * Singing skills * Learn to read semitones * Presentation skills * Rhythmic dictation * Composition skills * Notation skills   **Piece:**  Rock Around the Clock  Extension: harder version of Rock Around the Clock. Love Me Tender by Elvis Presley.  **Key vocabulary:**  Elements of Music  Rock instruments  Elvis Presley  Little Richard  Buddy Holly  Chuck Berry  Semitones  Sharp  Flat  Doo-wop | Performance of Rock Around the Clock.  Composition using the Doo-Wop chord sequence  Listening assessment. | Year 8 work booklet | British Values:   * Individual liberty   Careers:   * Musician/performer * Song writer/ Composer * Historian   Social/Spiritual/ Moral/Cultural:   * Working with others to perform music * How music has developed over time and is part of our culture and heritage, including across the world * Moral discussion on Rock and Roll as a culture when we look at artists from the time. The impact being in the public eye has on artists. Discuss thoughts on the idea that teenagers were targeted by the music industry with popular styles of music.   Other subjects:   * History – 1950s America/Britain. Links to the history of Britain. * Literacy – reading aloud. Comprehension activities. Keywords. Note taking. Oracy skills in the presentation. * Art – draw a 1950s musician * Numeracy – counting the number of beats per bar * Dance – the links between music and dance in the 1950’s |
| **Spr. 1**  **into**  **Spr 2.** | **8 weeks** | **The Beatles and major and minor chords** | **Content/Knowledge:**   * Performance of a Beatles piece either on keyboard, guitar, drum kit or voice. * Begin to develop a sense of working as an ensemble * Learn the difference between major and minor chords in terms of sound and note structure * Learn how to work out the notes in a major or minor chord * Understand the context of the Beatles music both within the history of England and the global community * Learn how the Beatles music is a product of its era and call upon prior learning form the work done in the last term on the Blues and Rock n Roll. * Learn about John Lennon and his peace activism. Revisit Imagine and also Happy Christmas War is Over. * Look at the impact of the Beatles music including Beatlemania, and how it shaped the modern music industry, including touring and recording techniques * Open up a debate about the music industry and copyright laws, particularly focusing on Paul McCartney and the Lennon and McCartney song writing partnership   **Skills:**   * Keyboard Skills * Guitar/ukulele skills * Singing skills * Drum kit skills * Learn to read major and minor chords * More advanced rhythmic dictation * Identify major and minor sounds * Listening and appraisal skills   **Pieces:**  With a Little Help From My Friend  Yellow Submarine  Let it Be  Help!  Yesterday  **Key vocabulary**  Elements of Music  The Beatles  Riff  Rock instruments  Major  Minor  John Lennon  Paul McCartney  Recording Techniques  Music Industry  Peace Activism | The Beatles performance.  The Beatles listening assessment. | Year 8 work booklet | British Values:   * Respect and tolerance * Individual liberty * Rule of law * Democracy   Careers:   * Musician/performer * Song writer/ Composer * Sound engineer * Arts management   Social/Spiritual/ Moral/Cultural:   * Working with others to perform music * How music has developed over time and is part of our culture and heritage, including across the world * Moral discussion on invasion of privacy of the band and the impact this can have. John Lennon’s work for peace. Discussion of the reaction of people to the Beatles and why that was the case. How are celebrities treated today in comparison? * Sprirtual impact of John Lennon and his comments regarding Jesus.   Other subjects:   * History – History of England. The impact music has had on history. Political history. * Art – Cartoon drawing of how the band formed * Media – Music Industry and development of recording techniques |
| **Spr. 2**  **into**  **Sum. 1** | **6 weeks** | **Popular music styles from the 1970s – 2010s Music** | **Content/Knowledge:**   * Perform pieces from the time either on the keyboard, guitar, drum kit or singing * Learn about the development of popular music to present day from The Beatles * Understand the key features of Reggae music * Investigate the religion of Rastafarianism and its impact on Reggae music * Look at the impact that Reggae had on the UK in terms of music technology and social cohesion * Discover the different musical styles of influential pop groups * Develop listening skills by analysing various pop songs * Understand the social context of music in the 70s, 80s and 90s * Understand what a 90s boy or girl band looks like and design your own modern day equivalent * Look at the recording techniques and effects used by recent artists. * Learn that music in the 2010s is more varied and focuses on mainly solo artists producing a unique/unheard of sounds   **Skills:**   * Keyboard Skills * Guitar Skills * Ukulele Skills * Singing Skills * Use of own instruments * Ensemble skills * Listening and appraisal skills * Further use of more advanced chords in popular music   **Pieces:**  One Love  Rude!  Another Brick in the Wall  Bohemian Rhapsody  Wonderwall  Spice Up Your Life  No Matter What  **Key vocabulary**:  Elements of Music  Reggae Rastafarianism  Jamaica Syncopation  Riff Bob Marley  Back beat  Queen  Pink Floyd  Britpop  Oasis  Music Technology  Recording Techniques  Boy/girl band  Synthesiser  Solo artist  Singing styles/techniques | Performance of piece.  Listening assessment. | Year 8 work booklet | British Values:   * Respect and tolerance * Individual liberty * Rule of law * Democracy   Careers:   * Musician/performer * Song writer/ Composer * Sound engineer * Arts management * Artist manager * Artist/graphic Designer   Social/Spiritual/ Moral/Cultural:   * Working with others to perform music * How music has developed over time and is part of our culture and heritage, including across the world * Discussion of racism and prejudice highlighted in Reggae music. Discussion of racism/prejudice in the world today. * Sprirtual elements of Rastafarianism. * Social context linking from popular music with a variety of messages for their audience. Impact of music in crisis moments like lockdown. * The role music can play in helping the world on all fronts including equality, mental health and emotional well-being. * Discussion of how we should respond to media in a healthy/positive way. Be more aware of how to be a responsible citizen and accepting of all differences in society.   Other subjects:   * History – historical context of music from the 1970’s through to present day. * Media- watch clips of performers or styles of music & their use of music videos * Geography – location of Jamaica * Art – band design |
|  | **Sum. 2** | **4 weeks** | **Musicals** | **Content/Knowledge:**   * Perform pieces of music from musical * Learn about the key features present in a musical and how they have developed since their first invention in the 1920’s * Look at musical theatre and how that has developed. * Investigate the similarities and differences between film and stage based musicals * Look at the varied storylines of musicals and the messages the stories have for us as an audience * Recap the elements of music and their use to describe music in detail. * Explore how the composer creates the context/mood/atmosphere of the drama of the musical in the music composed for it using the elements of music to explain * Design your own musical coming up with a plot, detailed characters, logo, merchandise etc. Present this to the class.   **Skills:**   * Keyboard Skills * Guitar Skills * Drum kit Skills * Singing Skills * Use of own instruments * Ensemble skills * Listening and appraisal skills * Presentation skills   **Pieces:**  Memory  Phantom of the Opera  Million Dreams  Circle of Life  America  **Key vocabulary:**  Elements of Music  Musical  Plot  Stage  Spoken dialogue  Solo  Chorus  Company  Duet  Lighting  Special effects  Film musical | Performance of a piece from a musical.  Listening assessment.  Presentation of the musical. | Revision for summer music exam | British Values:   * Respect and tolerance * Individual liberty * Rule of law * Democracy   Careers:   * Musician/performer * Actor * Song writer/ Composer * Sound engineer * Stage technician * Lighting engineer * Lyricist/play writer * Stage/set designer * Prop designer * Costume maker * Stage Make up/hair * Vocal coach * Arts management * General theatre work   Social/Spiritual/ Moral/Cultural:   * Working with others to perform music * How musicals have developed over time and is part of our arts culture and heritage, including around the world * Social context linking the musical storylines to social history past and present. * Musicals can provide a variety of messages for their audience and these can have an impact on them * The role musicals can play in helping make sense of the world through the messages in they convey   Other subjects:   * Literacy – presentation to the class. Persuasive writing task. * Drama – creation of a musical. Development of musical theatre. * Media- watch clips of performance. Compare film and stage musicals. |
|  |  |  |  | **YEAR 9** |  |  |  |
|  | **Autumn 1** | **8 weeks** | **Baroque Music & Bass Clef Notation & Introduction to Noteworthy Composer** | **Content/Knowledge**   * Performance of Pachelbel’s Canon ground bass and variations on the keyboard or pupils own instrument * Understand the music of the Baroque period and other art forms, such as art, literature and architecture * Identify the key features of Baroque music and the typical instruments from the time * Develop the composition skills by composing a melody to go with the ground bass * Exploring how music from the past has informed musicians of modern generation * Listen to a variety of different versions of the same piece over 3 centuries and discuss personal favourites and why using specific music vocabulary * Investigate how music technologies have changed music from one period to another. Discuss the advantages and disadvantages. * Discuss artistic and intellectual property rights. Does this become null and void after the composer’s death? For e.g. when you consider how many people have used Pachelbel’s work. * Use group performances as a way to encourage students to work as a group and to allow some to demonstrate leadership skills * Develop the knowledge of notation to include the bass clef notes * Understand the basics of using Noteworthy Composer 2 composing software   **Skills:**  Keyboard skills  Ensemble skills  Composition skills  Learn to read bass clef  Listening and appraisal skills  **Piece:**  Pachelbel’s Canon in D  **Key vocabulary:**  Elements of Music  Harpsichord  Lute  Recorder  Baroque Flute  Viol  Basso Continuo  Handel  J.S. Bach  Pachelbel  Ground Bass  Bass Clef  Ornamentation  Variations  Polyphonic  Terraced dynamics | Pachelbel’s Canon performance.  Pachelbel’s listening assessment. | NA | Careers   * Musician * Composer * Music historian   Social/Cultural:   * Working with others to perform music * The cultural aspect of performing music and how to behave in that environment * How music has developed over time and is part of our culture and linked to all arts * Looking at the life of Handel and his move to live in London and the impact that had on his life and the need to keep in favour to earn a living   Other subjects:   * Numeracy – beats and notes lengths. Numbers used in keyboard work * Literacy – introduction of keywords. Written work in the exercise book. Reading information out loud. Comprehension tasks. * Art – drawing of notes. Relating the style to Baroque art work and fashion. * History – Contextualising the Baroque music period in history * Geography – location of places in Europe important to Baroque music * ICT – use of software |
| **Year 9** | **Aut. 2**  **Into**  **Spr. 1** | **10 weeks** | **World Music**  **Dance Music and World Music can be taught either way round.** | **Content/Knowledge:**   * Performance of pieces from a variety of different locations around the world individually, in pairs and groups * Understanding the key features the music from the following cultures: Oriental, Caribbean, Indian and African. * Understand musical traditions and the part music plays in national and global culture * Analyse music, develop views and justify opinions of music that may be foreign to our ears * Experience a wide range of different types of music and be open minded to music from different origins * Investigate ways in which music is used for spiritual, moral, social and cultural development * Learn how music is notated or learnt in different cultures * Compose using a different scale structure to that used in the Western world * Learn how music in other cultures has been influenced by that of the Western world and understand how larger cultures can influence smaller ones. Look at fusion music. * Use group performances as a way to encourage students to work as a group and to allow some to demonstrate leadership skills * Develop your keyboard skills to include the use of a backing track   **Skills:**   * Keyboard skills * Composition skills * Guitar skills * Drum kit skills * Singing skills * Ensemble skills   **Pieces:**  The Lion Sleeps Tonight  Sakura Japanese Piece  The Banana Boat Song  **Key vocabulary:**  Elements of Music  Africa  Drums  Djembe  Acapella  Polyrhythms  Crossrhythms  India  Bhangra  Drone  Sitar  Tabla  Oriental  Pentatonic  Caribbean  Calypso  Steel pans  Backing track | The Lion Sleeps performance.  African listening assessment. | Year 9 work booklet | British Values:   * Respect and tolerance * Individual liberty   Careers:   * Musician/performer * Street performer   Social/Spiritual/ Moral/Cultural:   * Working with others to perform music * How music has developed across the world and the impact it has on the community it has come from * The role which music plays in spiritual, moral, social and cultural development across the world * The fusion of music between different cultures   Other subjects:   * Literacy – comprehension activity, Written work Keywords. * Geography – locations of different countries * Numeracy – discussions of a pentagon   PE – motor skills in the drumming activity |
| **Spr. 1**  **Into**  **Spr. 2** | **5 weeks** | **Composition** | **Content/Knowledge:**   * Learn to use the software compose a piece of music of at least 16 bars choosing the chords and melody * Learn how to use a chord sequence * Recap how to compose a melody * Develop composition skills * Perform the composition on the keyboard * Develop improvisation/refinement skills through performance of composition * Understand how to use the composing software   **Skills:**  Keyboard skills  Ensemble skills  Improvisation skills  Composition skills  **Key vocabulary:**  Noteworthy Composer 2  Chords  Melody  16 bar verse/chorus structure | 16 bar Composition | Year 9 work booklet | Careers   * Composer   Social/Cultural:   * Working with others to perform/create music   Other subjects:   * Numeracy – beats and notes lengths. * ICT – use of software |
| **Spr. 2**  **into**  **Sum. 1** | **5 weeks** | **Dance Music and Music Technology including careers** | **Content/Knowledge:**   * Performance of Heaven or Run * Composition of a dance piece using Mixcraft or equivalent (if this has been purchased with available funding) * Learn about the development of Dance Music within the context of Popular Music * Learn about music technology, effects and recording techniques * Understand how a recording studio operates * Use technology as a way of creating a piece of dance music * Understand how songs can be remixed and look at how they can be manipulated, created and refined by technology * Discuss the role of music and musicians in society, of the music industry and of artistic and intellectual property rights * Develop critical understanding by providing opportunities to discuss personal responses to music, developing views and justifying opinions   **Skills:**   * Keyboard skills * Singing skills * Drum kit skills * Guitar skills * Composition skills * Listening and appraising skills   **Pieces:**  Heaven  Run  **Key vocabulary:**  Elements of Music  Dance music  Club dance  Looping  Layering  Multitracking  Reverb  Echo  Delay  Overdubbing  Panning  Microphone  Synthesiser  Drum machine  Sample  Distortion | Heaven or Run performance.  Remix listening assessment.  Composition assessment. | Year 9 work booklet | British values:   * The rule of law   Careers:   * Musician/performer * Song writer/ composer/arranger/remixer * Sound engineer * Sound technician * Recording studio work * Producer * Lyricist * Arts management   Social/Spiritual/ Moral/Cultural:   * Working with others to perform music * How music has developed and is embedded in our culture * The role of music and musicians in society * The role which music plays in people’s spiritual, moral, social and cultural development   Other subjects:   * ICT – use of computers for composing and using music technology equipment * Literacy –keywords. Summarising techniques. Comprehension activity. * Numeracy – using the counter on the Mixcraft package * Geography – locations of Dance Music   History – the history of Dance music |
| **Sum. 1**  **Into**  **Sum. 2** | **8 weeks** | **Film and gaming music including composition through improvisation** | * Learn the basic skills of composing putting a melody with a set of chords for 16 bars * Learn ways to develop and enhance your initial composition idea * Learn to use a software package to compose music * Compose to a set brief linked to film using a leitmotif * Learn about the development of film music within its context and the key features employed by film composers for certain genres of film * Learn about the development of gaming music within its context and the key features employed by gaming composers for certain genres of games * Develop critical understanding of the use of music to images by providing opportunities to discuss personal responses to music, developing views and justifying opinions * Explore how thoughts, feelings, ideas, characters and emotions can be expressed through music and use the elements of music to explain how this is achieved * Investigate how music and film and or games are combined and understand how music can enhance a film or game * Research acclaimed film or game composers * Discuss the use of music technology in the creation of film and game music   **Skills:**   * Composition/ improvisation skills * Understanding basic music theory * Keyboard skills * Chord reading skills * Listening and appraising skills   **Pieces:**  A variety of film and gaming music keyboard pieces are in the year 9 keyboard pack to supplement the module  **Key vocabulary:**  Elements of Music  Film  Genre  Theatre/cinema  Synchronisation  Hans Zimmer  John Williams  Composer  Silent movie.  Leitmotif  Ostinato  Drone  Chords  Melody  Rhythm  Syncopation  Repetition  8 bit track | Keyboard composition to a set brief.  ICT composition. | Revision for summer music exam | British Values:   * Respect and tolerance * Individual liberty   Careers:   * Musician/performer * Actor * Film music Composer/arranger * Sound engineer/recording studio * Foley artist * Camera/lighting person * Screen writer * Scene designer * Prop designer * Costume maker * Stage Make up/hair * General theatre/cinema work * Animator * Any other role in film   Social/Spiritual/ Moral/Cultural:   * Working with others to perform music * How films and games have developed over time and is part of our arts culture and heritage, including around the world * Social context linking the storylines to social history past and present. * Films can provide a variety of messages for their audience and these can have an impact on them * The ability of music to evoke certain feeling and emotions can help us be in tune with our emotional well-being   Other subjects:   * Literacy –keywords. Summarising techniques. Comprehension activity. Use of keywords and opinions of music using the elements of music. Evaluation of the final composition * Numeracy – counting the timing and note lengths for the time signature * Drama/Media – Films and music. Watch clips. * History – the history of the cinema and film. |
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