

Music Curriculum Plan



In Music, our aims are for all students:

- To develop an appreciation of a wide variety of Music.
- To develop a knowledge of Music notation.
- To give an opportunity to be involved in extra-curricular Music.
- To develop performing and composing skills.













How is this implemented in the classroom?

- A catalogue of topics looking at different styles of Music, to listen, perform and compose in the style of.
- Topics build upon prior learning to improve notation, performing, and analytical skills.
- We run a full extra-curricular timetable of varied ensembles that all performers can engage with.
- Inspire a passion for extra-curricular Music through wider musical performances including assemblies, concerts, and external engagements.

Sequencing

- **Year 7 and 8:** Introduction to reading music and playing the keyboard, plus other instruments. Different topics introducing new musical skills to be developed across the years.
- **Year 9:** Understanding music theory and the wider history of music. Learning to compose in different styles, and developing solo and ensemble performance skills. Investigating the areas of study used in GCSE.
- **Year 10:** Developing knowledge of the set works studied, and continuing to practice and improve composing and performing skills.
- **Year 11:** Consolidation and continued examination preparation. Composing and performing coursework to be completed in the year of examination.

KS3 Music is designed to be practical. Each topic is assessed in lesson, with specific unseen tasks for the Y7 and Y8 assessment windows. We explore different styles of music predominantly through performing, along with listening/appraising and composing tasks.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Introducing	The National Anthem Notation, Form and Structure (Twinkle sandwich, Binary Finary) 	Instruments of the Orchestra (Miniature March) 	Peter and the Wolf (Peter's theme) Music from Japan (Sakura) 	Understanding Rhythms (Underground rhythms) 	Popular Music 	Film Music (Harry Potter) 
Year 8 Developing	Rondo Form: Musical Structures (Carillon) 	Electronic Dance Music (Beverly Hills Cop theme, Synth riffs) 	Blues (12 bar Blues pattern, improvising a melody) 	Minimalism (Tubular Bells) 	Film Music (Star Wars, Pirates of the Caribbean, Jurassic Park) 	Popular Music 

Performing using musical notation. 
Learning and building knowledge of musical notation to accurately perform music from a score.

Performing in a pair or ensemble. 
Performing melody and accompaniment or as a larger group.

Listening and recognising instruments. 
Introducing and improving aural skills.

Appraising pieces and styles of music. 
Learning the history and context of music, and what musical features make different styles.

In KS3 Music there is no set homework. If students would like and are able to, they can view all our performance sheets in the Year 7 and Year 8 Music folders on the SLE.

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Year 7	The National Anthem Notation, Form and Structure	Instruments of the Orchestra	Peter and the Wolf Music from Japan	Understanding Rhythms	Popular Music	Film Music
Year 8	Rondo Form: Musical Structures	Electronic Dance Music	Blues	Minimalism	Film Music	Popular Music

Feedback

In every lesson there is regular and immediate verbal feedback from the teacher on student performances.

For every topic there is clear assessment criteria and students will have a chance to peer-assess during lessons, and share feedback on work.

We don't have exercise books so the majority of feedback is verbal, but every student has a progress tracker to note down their self-assessment scores and I Need To comments during the topic.

For final assessments a teacher score will be given to be written on the progress tracker, with verbal feedback from the teacher for a final INT.

Assessment

Each topic has a set of assessment criteria that revolves around:

- Accuracy – performing the correct notes and rhythms in a piece, at the right pitch on the instrument.
- Fluency – performing without big pauses or hesitation, at an appropriate speed for the piece of music.
- Teamwork/collaboration – working with a partner to craft a performance that includes melody and accompaniment.
- Challenge – extending performances and aiming for more challenging content in a piece.

GCSE Music interleaving skills



Compose musical ideas.

Create short melodies and build up to adding in harmony, then making pieces longer and more complex.



Develop musical notation theory.

Understanding how music is written, by hand and on the computer.



Extending compositions using musical devices.

Using musical devices to further compositions and make them interesting and original.



Develop performing skills.

Performing on a variety of instruments, as well as practising and improving performing skills on your own instrument.



Perform with technical control, expression, and interpretation.

Accurately performing and using musical expression to develop the piece.



Develop musical knowledge and vocabulary.

Learning about pieces of music, and their styles, as well as the necessary vocabulary that goes with them.



Listening and appraising music.

Listening and recognising musical features.









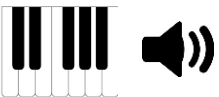





Compare and evaluate pieces.

Comparing pieces using the elements of music.








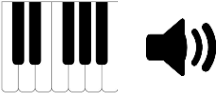







The GCSE Music course is split into three areas. Composing and Performing form the coursework (60%) and the Listening and Appraising exam is at the end of the course (40%).

Year 9 Hybrid: understanding music theory, learning to compose and developing performance skills.

Year 9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Composing	Developing basic compositions. Composing using Sibelius and Logic Pro. 	Working with Logic, sample compiling task, film composition. 	Ternary composition, introducing rhythmic and melodic devices. 	Composing in alternative ways: Samba, aleatoric, and graphic scores. 	Composing tasks linking to the different styles of music. 	
		Performing	Ensemble performances. Solo performances to be introduced and developed. 	Solo performances. Listen to examples and WWW/EBI. Ensemble performances to be tried, in groups. 	Understanding the eras of music and different styles of music. Instrumental Music: Rondo Alla Turca Vocal Music: Mr Blue Sky Stage and Screen: The Avengers Fusions: Within You Without You Performing, listening and appraising.	Performing tasks linking to different styles of music. 	Complete a recording of a solo performance. 
			Appraising	Music theory: rhythmic duration and pitch. Developing listening and appraising skills. 		Elements of music, musical vocabulary developed. Listening and written tasks. 	Complete an introduction to some GCSE style pieces. 










HW = Homework **A = Assessment**
Feedback: W = written V = verbal S= self P = peer

GCSE skills: developing music theory, expanding composition and reinforcing performance skills.

Year 10		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Composing	String quartet composition. Writing for parts, chord patterns, melodic devices. 	Minimalism composition. Looking at ostinato, layers and textures, minimalist features. 	Shorter composing tasks based on set works. 		2 compositions - composing to a brief and free composition. One of these can be used as the free composition in Year 11. 	
	Performing	Select appropriate solo performance pieces, to be recorded. 	Improving solo performances based on marking and feedback. 	Select appropriate ensemble pieces, to be recorded. 	Improving ensemble performances based on marking and feedback. 	Complete a proper recording of a solo performance. 	
	Appraising	Wider listening and comparison tasks. Melodic dictation. Unfamiliar listening. 	AOS3 – Star Wars. AOS3 – Defying Gravity. Wider listening and comparison tasks. Melodic dictation. Unfamiliar listening. 	AOS1 – Brandenburg Concerto. AOS1 – Sonata Pathetique. Wider listening and comparison tasks. Melodic dictation. Unfamiliar listening. 	AOS2 – Music For a While. AOS2 – Killer Queen. Wider listening and comparison tasks. Melodic dictation. Unfamiliar listening. 	AOS4 – Release. AOS4 – Samba em Preludio. Wider listening and comparison tasks. Melodic dictation. Unfamiliar listening. 	Consolidate set works study for end of year exams. 

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Year 10		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Composing	String quartet composition. A = feedback given following Exam board marking criteria. W	Minimalism composition. A = WWW/EBI feedback. W	Shorter composing tasks based on set works.		2 compositions - composing to a brief and free composition. One of these can be used as the free composition in Year 11. A = marked according to Exam board criteria. W	
	Performing	Solo performance. HW: prepare a solo performance for GCSE concert. A = feedback to improve. W	Improving solo performances. HW: improving performances for practise recording. S	Ensemble performance. HW: prepare an ensemble performance for GCSE concert. A = feedback to improve. W	Improving ensemble performances. HW: improving performances for practise recording S+P	Complete a proper recording of a solo performance. HW: prepare a new/improved solo performance. A = marked according to Exam board criteria. W	
	Appraising	Wider listening. HW: comparison of two pieces of music, using information given. S	AOS3 – Star Wars. AOS3 – Defying Gravity. HW: mini essay question on set works covered. A = practise listening questions on set works. S	AOS1 – Brandenburg Concerto. AOS1 – Sonata Pathetique. HW: mini essay question on set works covered. A = practise listening questions on set works. S	AOS2 – Music For a While. AOS2 – Killer Queen. HW: mini essay question on set works covered. A = practise listening questions on set works. S	AOS4 – Release. AOS4 – Samba em Preludio. HW: mini essay question on set works covered. A = practise listening questions on set works. S	Consolidate set works study for end of year exams.

Year 11		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Consolidation of set work knowledge, completing coursework.	Composing	<p>Start composition to a brief. Deadline to be given.</p> 	<p>Start free composition. Deadline to be given.</p> 	<p>Continuing composing coursework on an individual basis.</p>	<p>Time to improve/fix and complete compositions. All coursework to be completed by end of term.</p> 	<p>Revision.</p> <p>Exam is usually just before or just after half term.</p>	
	Performing	<p>Select appropriate solo performance pieces.</p> 	<p>Record Solo Performances.</p> 	<p>Select appropriate ensemble performance pieces.</p> 	<p>Record ensemble performances. All coursework to be completed by end of term.</p> 		
	Appraising	<p>Going over key information and music elements. Listening tests on each set work. Essay questions on each set work. Melodic dictation questions on each set work. Wider listening in each area of study. Comparison questions in each area of study.</p> 					

Year 11		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HW = Homework A = Assessment W = Written feedback V = verbal feedback	Composing	Start composition to a brief. Deadline to be given. HW: working on composition. W	Start free composition. Deadline to be given. HW: working on composition. W	Continuing composing coursework on an individual basis. A = marking, feedback and improvements on compositions. W	Time to improve/fix and complete compositions. A = marking, feedback and improvements on compositions. W	Revision. Exam is usually just before or just after half term.	
	Performing	Select appropriate solo performance pieces. HW: prepare a solo performance. V	Record Solo Performances. A = marking, feedback and improvements on performances. W	Select appropriate ensemble performance pieces. HW: prepare an ensemble performance. V	Record ensemble performances. A = marking, feedback and improvements on performances. W		
	Appraising	HW: Unfamiliar listening homeworks. Revision tasks. A = comparison listening questions and practise papers. S+W					