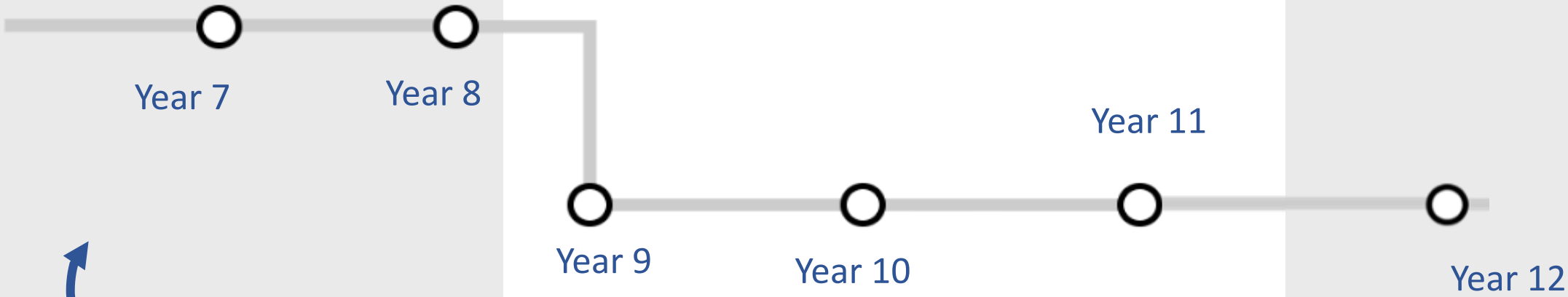


Key

Music

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# Music Curriculum

St Thomas More High School



## KS3 Music – Year 7

|        | Rotation 1  | Rotation 2  | Rotation 3   | Rotation 4   |
|--------|---|---|--|--|
| Topics | <p><b><u>The Skills Challenge</u></b></p> <p><b>Appraising / Technical</b></p> <p>Define and listen to the musical elements: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Harmony. Explore how they are used in music and develop aural skills, helping to identify them. Begin to understand expression of music, through listening.</p> <p><b>Performance</b></p> <p>Use of the keyboard to learn and perform a chosen melody from a small repertoire, of varying levels of challenge. Students have the option to choose a piece that suits their current skill level. Students will start exploring techniques needed to play the keyboard.</p> <p>Students will practice warming up the voice. They will singing the musical elements song to embed understanding of elements and build confidence in a singing ensemble.</p> <p><b>Composition</b></p> <p>Students will learn how to use the compositional devices: ostinato and drone.</p> <p>Alongside some of the elements of music, students will create a short piece of music that illustrates a journey. Knowledge and use of the pentatonic scale to create music.</p> | <p><b><u>Performance Skills</u></b></p> <p><b>Appraising / Technical</b></p> <p>Students to develop understanding of white and black keys, keyboard hand skills / finger numbers and simple scales. This unit acts as an introduction to music notation and some use of harmony. Students will start to develop understanding of the Treble clef, focusing on pitch.</p> <p>Students will continue to develop understanding the expressive nature of music, through listening and consideration of their reaction to music, through musical elements.</p> <p><b>Performance</b></p> <p>Students to practice a performance of a chosen melody from Beethoven or Mozart. They will learn correct keyboard technique to play right hand melodies, in C Major. Students will encounter Left-hand Chords / single root notes that can accompany a right-hand melody. Students will continue developing their voices through vocal exercises and singing. Students will sing short pieces with some development of singing in harmony with each other.</p> <p><b>Composition</b></p> <p>Creation of “Question and Answer” melodic phrases. Students will use knowledge of the C Major scale, and notation to write their own simple melodies that have a question and answer. Students will start to consider how phrases of music can be different to one another.</p> | <p><b><u>I’ve Got Rhythm</u></b></p> <p><b>Appraising / Technical</b></p> <p>Students will develop their understanding of pulse in music. Explored through regular polyrhythms used in African music and Western music. Students to develop an appreciation of contextual factors influencing rhythm and pulse in music from these contrasting parts of the world. Students will learn the use of notated rhythm values, simple time signatures and accents.</p> <p><b>Performance</b></p> <p>Students will develop their ensemble skills through polyrhythmic performances. Students will move through rhythm boxes to notation to learn how to perform written rhythms. Performance of rhythms with the voice, assigning words to rhythms such as tea, coffee, soup and Ssh.</p> <p>Students will continue to develop confidence in using their voices to sign as a class ensemble.</p> <p><b>Composition</b></p> <p>Students will be encouraged to use elements of music to enhance their polyrhythms, adding expression to their performances.</p> <p>Students will write and perform their own rhythms, using rhythmic notations and two different time signatures. Students will consider expressive marks such as Accents to give meaning their rhythms and demonstrate these through live performance.</p> | <p><b><u>Ensemble Skills</u></b></p> <p><b>Appraising / Technical</b></p> <p>Students will embark on an exploration of Reggae as a style, through Three Little Birds and Bob Marley. Using the musical elements to consider contrasting versions. Learn the context of the original, and it’s influence on Reggae as a style, and its features, including syncopation. Learn about the Ukulele as an instrument, through chord grids and fingering technique.</p> <p><b>Performance</b></p> <p>Performing on the ukulele with correct technique as a group. Learning ukulele chord sequences, reading chord grids, and playing strumming patterns. Group performance of Three little Birds. Students to learn how to sing three little birds, whilst playing their instrument.</p> <p>Students to continue singing to improve literacy of lyrics and singing technique as an ensemble.</p> <p><b>Composition</b></p> <p>Students will learn how to write an additional verse to the song, maintaining the same themes as the original. They will then add their own verse to the original and work to develop its verse chorus structure, with their own lyrics and ideas.</p> |
|        | NCC Codes   | MU1, MU2, MU3, MU4, MU5, MU6  | MU1, MU2, MU3, MU4, MU5, MU6   | MU1, MU2, MU3, MU4, MU5, MU6   |
|        | Assessment  | Three Skills Challenge: Listening assessment, Performance piece, and composition task.  | Ode to Joy / Twinkle Twinkle performance.  | Polyrhythm performance.  |
|        |   |   | Composing a rhythm   | Song Cover Performance   |
| E/L    | Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used in music. Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.   |   |  |  |

| Rotation 1   | Rotation 2   | Rotation 3  | Rotation 4   |
|--|--|---|--|
| <p><b><u>Instruments of the Orchestra</u></b><br/> <b>Appraising / Technical</b><br/> Students will revisit knowledge of the elements of music: Pitch, Duration, Dynamics, Tempo, Timbre, Texture, Structure, Harmony. Students will learn about the Timbre and Sonority of the families of the Orchestra. They will also listen to pieces of music from different time periods over the Western Classical Tradition. Students will also further develop technical understanding of the Treble Clef, an initial view of the G major Key signature and continued practice of numbered fingering on the keyboard.</p> <p><b>Performance</b><br/> Students will use the keyboard with correct technique to perform melodies, using the Treble Clef and fingering. Performances of great classical work, Minuet in G, to develop further right-hand melodies with some left hand accompaniment.</p> <p>Singing skills will be developed further by revisiting previous repertoire and sacred music, such as the school hymn to build ensemble skill, confidence, and literacy skills.</p> <p><b>Composition</b><br/> Students will compose a melody in context of Binary form. They will examine how contrast could be made between “section” A and B, using a G Major Scale, focusing on this melody.</p> | <p><b><u>Next Door Neighbours</u></b><br/> <b>Appraising / Technical</b><br/> Students shall explore the use of dissonance to create emotion, through listening to pieces such as Fur Elise. They will examine how scales are used to order music. Students shall develop further technical skills with notation, by starting to read the bass clef, and working to improve their knowledge of a variety of Chords, in the key of A minor.</p> <p><b>Performance</b><br/> Using the keyboard, students will further embed their knowledge and practice of correct technique for their fingers, whilst working to improve fluency and timing. Students will work towards a performance of Fur Elise by Beethoven, aiming the use two hands to play two parts independently. Students shall decode the notes using both Bass and Treble clefs, a 3/4 meter and correct fingering with finger numbers.</p> <p><b>Composition</b><br/> Students will compose a chord sequence that is in an A Minor key. Students will experiment with a chromatic scale and the A minor scale making simple melodic ideas. Students will also examine using notes from their chord sequence to make a melody.</p> | <p><b><u>Jazz and Blues</u></b><br/> <b>Appraising / Technical</b><br/> Through listening to various artists performing improvisations, students will work to understand it as a concept, in the context of Blues and Jazz music. Students will learn about the 12 Bar Blues, where it comes from and the impact it has had on many styles. Students will Listen to and understand how to improvise using both the C Blues and Pentatonic scales and develop an understanding and recognition of Jazz and some of its stylistic features and composers.</p> <p><b>Performance</b><br/> Using the keyboard, students will continue to develop their playing technique through improvisation practice, by way of pentatonic and Blues scales, first learning the scales and trying to improvise from them. They will work to develop confidence in improvisation around a chord progression and a jazz head. Continue singing practice of famous Blues songs will help understand the lyrics that can define the style.</p> <p><b>Composition</b><br/> Students will learn to compose and express themselves musically through improvisation: making up music on the spot. In line with their performance skills, students will create live in time to the metronome / backing track inventing their own music that lasts for the correct number of beats in the given cycle.</p> | <p><b><u>Film Music</u></b><br/> <b>Appraising / Technical</b><br/> Students will learn about soundscape, film music techniques and the use of musical elements in film / moving pictures. Through examination of effective sound and music, students will understand how atmosphere is created through music to support the moving images in TV and film. We will listen to different famous film composers such as John Williams, looking at his use of leitmotif through his films, such as Star Wars and Harry Potter. Students will examine the D minor key, learning what scales and chords can be used to create a piece of music in this key, that evokes an intended emotion / idea for a film.</p> <p><b>Performance</b><br/> Using the keyboard students will learn to perform famous Leitmotifs, focusing on timing and fluency. Then, students will Perform their own created compositions, taking into account how they can play for creating expression, not just through the planned elements in composition but through their playing technique.</p> <p><b>Composition</b><br/> Students will compose the music to accompany a film. We will explore different chords, such as diminished and scales, within the D minor key to create an appropriate atmosphere. Students will consider musical elements such as texture and harmony to further develop at atmosphere for film. Their pieces will comprise of their own leitmotifs, with their own developed chord progressions.</p> |
| MU1, MU2, MU3, MU4, MU5, MU6   | MU1, MU2, MU3, MU4, MU5, MU6   | MU1, MU2, MU3, MU4, MU5, MU6  | MU1, MU2, MU3, MU4, MU5, MU6   |
| Keyboard Skills: Performing the Minuet in G  | Performing Fur Elise   | 12 Bar Blues Improvisation<br>Jazz Head Improvisation   | Leitmotif: understanding and performance<br>Composing music for Film.  |
| <p>Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used in music. Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.</p>   |  |   |  |

Useful Resources – Years 7 & 8

|         |  |
|---------|--|
| Y7 & Y8 | <p>Focus on Sound – Lessons and quizzes: <a href="https://portal.focusonsound.com/">https://portal.focusonsound.com/</a></p> <p>BBC Bitesize: <a href="#">KS3 Music - BBC Bitesize</a></p> <p>BBC Ten Pieces: <a href="#">Ten Pieces Tasters - BBC Teach</a></p> <p>Chrome Music Maker: <a href="#">Chrome Music Lab (chromeexperiments.com)</a></p> <p>BandLab Education: <a href="#">BandLab for Education   FREE Award-Winning Education Platform</a></p> <p>Music Education Quizzes: <a href="https://www.educationquizzes.com/ks3/music/">https://www.educationquizzes.com/ks3/music/</a></p> <p>Aural training: <a href="http://www.dolmetsch.com/musictheory43.htm">www.dolmetsch.com/musictheory43.htm</a></p> <p>Dictation: <a href="http://www.philharmonia.co.uk/thesoundexchange/">http://www.philharmonia.co.uk/thesoundexchange/</a></p> <p>Music theory and aural training: <a href="https://www.teoria.com">https://www.teoria.com</a></p> <p>Teaching Gadget: <a href="https://teachinggadget.com">https://teachinggadget.com</a></p> <p>Real music aural training: <a href="http://trainer.thetamusic.com">http://trainer.thetamusic.com</a></p> |
|---------|--|

|            | Autumn Term  | Spring Term   | Summer Term  |
|------------|--|---|--|
| Topics     | <p><b><u>Ensemble Skills</u></b><br/><b>Skills / Knowledge</b><br/>Students will develop understanding of skills required to be part of a successful musical ensemble. Students will focus initially on improving their teamwork, organisation, and use of lead sheets. They will then use this to create musical performances of a popular song. Students will listen to music paying close attention to how these ensembles use texture and musical elements to differentiate their music within a group. Students will examine key textures in music: Monophonic, Polyphonic and Homophonic / Melody and Accompaniment. Students will then create an arrangement of a piece with a focus on demonstrating different textures as an ensemble.</p> <p><b>Performance</b><br/>Students to perform as a group, playing a cover of a popular song. Students will then develop another piece, focusing on Textural differences. Students will work to improve their singing skills, in the context of the piece Stand by Me. Students will then take their understanding of textures and ensemble to perform their own arranged cover.</p> <p><b>Composition</b><br/>Students will examine how to create an arrangement of someone else’s music. This will involve them considering how they can use musical elements, especially texture, to make the same chords and melody unique to their own groups.</p> <p><b><u>Expanded Rhythms</u></b><br/><b>Skills / Knowledge</b><br/>Through listening to various rhythms, students will gain knowledge in practice of how tempo, metre and rhythm is used in various musical styles and genres. Students will improve their knowledge of rhythm notation, dictation listening skill and composition and performance rhythmically interesting music.</p> <p><b>Performance</b><br/>Students will perform various rhythms from different metres, in varying tempos to improve their grasp of timing in performance. Students will perform rhythms from famous composers and perform their own created rhythms.</p> <p><b>Composition</b><br/>Students will build and learn composition skills through music technology. They will start to learn how to input rhythms and notes into notation software and DAWs. They will then learn how to create effective rhythms in different meters to create a rhythmically interesting composition.</p> | <p><b><u>Expert Melodies</u></b><br/><b>Skills / Knowledge</b><br/>Students will develop understanding of how to compose melodies is music. Students will listen to melodies made by professional composers and examine why they work and how they are built. Students will build upon and use their knowledge of rhythms and learn effective ways to add pitches to them, considering scales and keys.</p> <p><b>Performance</b><br/>Students will be tasked with performing a solo piece, that has a strong melodic line. Working towards their performance coursework at GCSE level, students will aim to prepare a piece that is at least Grade 2.</p> <p><b>Composition</b><br/>Students will continue to build and learn composition skills through music technology. They will input pitches and rhythms into notation software and DAWs, to create effective melodies. Students will learn devices and techniques to create interesting music.</p> <p><b><u>Harmonic Connections</u></b><br/><b>Skills / Knowledge</b><br/>Students will develop understanding of how to build harmony in music. Students will listen to music paying attention the keys and chords used, to create meaning an expression. Students will build their composition skills by learning how to add chords to melodies and how to have melodies led by chords. Continued learning of keys and scales and how they link they harmony.</p> <p><b>Performance</b><br/>Students will perform various exercises using keyboards that create chords. Through performing on the keyboard, students will improve their access to DAW software. Students will also be given the opportunity to perform live aspects from their composition.</p> <p><b>Composition</b><br/>Students will continue to build and learn composition skills through music technology. Students will learn how to input chords effectively, using various instruments and sounds with a DAW and notation software. Students will understand how chords can be chosen correctly from various keys to create cohesive coherent pieces of music and how some different chord types can be used to express meaning to a listener.</p> | <p><b><u>Modern Songwriting</u></b><br/><b>Skills / Knowledge</b><br/>Students will develop contextual understanding of popular music and its origins, exploring styles chronologically from the blues, in Jazz and then modern pop styles, such as hip-hop. Students will learn how to add simple chord extensions, building on understanding of chords, numerals, intervals, and scale degrees. Students will learn the construction of less conventional scales such as modes, pentatonic and blues scales. They will develop lyric writing and look at pulses use in modern styles.</p> <p><b>Performance</b><br/>As an ensemble, students will prepare to learn and play each other’s songs, they will develop team skills, interacting musicianship skills and further hone their songwriting craft, arranging their pieces as a team.</p> <p><b>Composition</b><br/>Creation of a modern pop style song. Students will develop and use their knowledge of styles, keys, scales, rhythms, and notation / DAW software, to compose a working piece of modern music. Students will then work toward arranging their pieces with each other to create unique compositions that can be performed.</p> <p><b><u>Western Classical Tradition</u></b><br/><b>Skills / knowledge</b><br/>Students will learn contextual knowledge and its impact on music through the different time periods of the Western Classical Tradition: Baroque, Classical, Romantic and 20<sup>th</sup> Century music. Students will listen to great composers from these time periods, exploring key techniques, instruments, and devices they used. Students will also investigate forms that were commonly used to structure music through these eras, and how these forms developed over time.</p> <p><b>Performance</b><br/>Students will perform various compositional devices to aid their understanding of them. Also, students will perform short extracts from great works to examine how features and elements are used. Students will prepare and perform their final solo performance of the year, aiming for a Grade 2 standard piece.</p> <p><b>Composition</b><br/>Students to compose using software a Ternary or Rondo piece of music, using varying devices used by the great composers. Students will learn to compose for different keys, within a structure to create contrast. The composition will also explore how melodies and musical ideas can be developed through devices and structure.</p> |
| Exam Spec  | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a><br/><b>AO1</b> Perform with technical control, expression, and interpretation<br/><b>AO2</b> Compose and develop musical ideas with technical control and coherence<br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>  | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a><br/><b>AO1</b> Perform with technical control, expression, and interpretation<br/><b>AO2</b> Compose and develop musical ideas with technical control and coherence<br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>   | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a><br/><b>AO1</b> Perform with technical control, expression, and interpretation<br/><b>AO2</b> Compose and develop musical ideas with technical control and coherence<br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>  |
| Assessment | <p>Ensemble Performance<br/>Creating an arrangement</p> <p>Rhythmic Notation Composition and performance<br/>Listening and Appraising - 1</p>  | <p>Creating a Melody<br/>Solo Performance (Graded pieces)</p> <p>Adding Harmony Composition assessment<br/>Listening and Appraising - 2</p>   | <p>Modern Song Composition<br/>Modern Song Arranged Ensemble Performance</p> <p>Binary Form Composition<br/>Listening and Appraising - 3</p>   |
| E/L        | <p>Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used it music. Students will be expected to practice their instrument regularly, working towards the various performance platforms that take place throughout the year. Students will also be encouraged to work on composition work as part of their extended learning. At times, tasks will also be set for students to complete composition related tasks using websites that can facilitate it. If students have access to alternative sequencing / recording software, they are encouraged to use it as they may be more familiar with it. Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.</p>  |   |  |





|                  | Autumn Term  | Spring Term  | Summer Term  |
|------------------|--|--|--|
| Topics           | <p><b><u>AOS 1 Forms and devices + Bach Set Work</u></b></p> <p><b>Skills / knowledge</b><br/>Exploration of key terms and features, linked in the context of the area of study.<br/>Binary Form, Ternary Form, Rondo Form – Recap.<br/>Devices: Repetition, contrast, sequence, ostinato, Pedal, Drone, conjunct/disjunct movement, regular phrasing, syncopation, anacrusis</p> <p><b>Performance</b><br/>Students to prepare performance pieces for a Grade 2 – 3 level performance. Students will perform these pieces to each other.</p> <p><b>Composition</b><br/>Composing a diatonic melody and developing it, using the various devices. Students will practice creating a simple melody, after picking a simple key of their choice. Then, students will use knowledge and examples of the Devices covered, to develop their melody.</p> <p><b><u>J S Bach ‘Badinerie’ from Orchestral Suite No.2 – Set Work</u></b><br/>Context and background, Instrumentation, basso continuo, form / structure, Melodic and rhythmic motifs, B minor and F# minor, key relationships, Cadences, Texture, Anacrusis, sequence, ornamentation, 2/2 metre.</p>                                  | <p><b><u>AOS 4: Popular Music + Toto Set Work</u></b></p> <p><b>Skills / knowledge</b><br/>Exploration of key terms and features, linked in the context of the area of study.<br/>Rock/pop stylistic features, Verse/Chorus form, 32 bar song form, Middle 8, bridge, intro/outro, instrumental break, Rock and pop instrumentation, Melody and lyric-writing, Primary and secondary chords, standard chord progressions, power chords, Rhythmic features e.g. syncopation, driving rhythms and Tonality.</p> <p><b>Toto ‘Africa’</b><br/>Context and background, Instrumentation, lead and backing vocals, Verse/chorus structure, Riffs and Hooks, Melody and word-setting, syllabic/melismatic, B major and A major, key relationships and cadences, Rhythmic features, African influences / fusion</p> <p><b>Performance</b><br/>Students to perform the set work: Africa, as an ensemble.</p> <p><b>Composition</b><br/>Composition exercises related throughout to stylistic features of popular music. Students to experiment within a pop song style, using common chord progressions, riffs and popular music instruments. Students to start Free Compositions.</p> <p><b><u>AOS 2: Music for ensemble</u></b></p> <p><b>Skills / Knowledge</b><br/>Understanding of performing in smaller ensembles, with a focus on texture and sonority: Musical Theatre and Chamber groups. Students will view styles according to their context and will listen to how textures are combined in vocal and instrumental groupings of styles. Study of Textures: Homophonic, unison, chordal, melody and accompaniment and countermelody. Aural listening practice: melodic / harmonic features, such as: tonality, modulations, inversions, Range Alto + Bass clefs and intervals.</p> <p><b>Performance</b><br/>Students to perform exercises to deepen understanding of key terms and features linked to key terms and features. Students to perform pieces, focusing on their role within an ensemble.</p> <p><b>Composition</b><br/>Students to compose short sections of music relevant to different styles of ensembles, with differing textures. At the end, they will combine selections of these sections into a cohesive piece of chamber music, considering ranges and devices also.</p> | <p><b><u>AOS 3: Film Music</u></b></p> <p><b>Skills / Knowledge</b><br/>A view into film music, through the works of composers; Danny Elfman, John Williams, Hans Zimmer and more. Through listening to these works students will learn about Leitmotifs, themes, dissonance, chromatics, atonality and the effect of these on music and screen. Students will take an in-depth look into the relationship between music / sound and plot, via the elements of music (MADTSHIRT). Use of comparison and analysis to highlight mood enhancement through music, setting and effect for the audience.</p> <p><b>Performance</b><br/>Performance platform, students must perform a song from a film soundtrack or, a piece of underscored music from a scene in a film.</p> <p><b>Composition</b><br/>Students to compose their own leitmotifs, for contrasting characters. Students will then develop these themes into a structured piece of music to be used within a film.</p> <p><b><u>Free composition: Coursework</u></b></p> <p><b>Skills / Knowledge</b><br/>Focus on the free composition.<br/>Students to be guided knowledge and skills for each element of music to assist with composition work.</p> <p>Revisiting and referencing to composition techniques from the set works and Areas of Study. Focusing on devices and stylistic features of styles covered throughout the year.</p> <p>Students will continue listening work, listening to and appraising elements of music whilst they compose their coursework, helping them draw inspiration.</p> <p><b>Performance</b><br/>Final Solo Performance Platform of the year. Students to perform Graded pieces to their class, playing a different grade 2 or 3 piece on their chosen instrument.</p> <p><b>Composition</b><br/>Students to receive support and guidance on how to utilize appropriate music technologies to create their pieces. Students will be guided through how to write and record their composition logs.</p> |
| Exam Spec w/link | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a></p> <p><b>AO1</b> Perform with technical control, expression and interpretation<br/><b>AO2</b> Compose and develop musical ideas with technical control and coherence<br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>  | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a></p> <p><b>AO1</b> Perform with technical control, expression and interpretation<br/><b>AO2</b> Compose and develop musical ideas with technical control and coherence<br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>  | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a></p> <p><b>AO1</b> Perform with technical control, expression and interpretation<br/><b>AO2</b> Compose and develop musical ideas with technical control and coherence<br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>  |
| Assessment       | <p>Solo performance – Graded pieces.<br/>Devices – Listening Assessment</p> <p>AOS 1 – Badinerie Assessment<br/>AOS 1 – Unfamiliar Listening Assessment</p>  | <p>Africa Ensemble Performance<br/>Set works and appraisal – Exam Question</p> <p>AOS 2 Listening Questions<br/>Composing for ensemble assessment</p>  | <p>Film Music Performance.<br/>Film Music Composition</p> <p>Listening and Aural skills assessment.<br/>Solo Performance – Graded pieces.</p>  |
| E/L              | <p>Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used it music. Students will be expected to practice their instrument regularly, working towards the various performance platforms that take place throughout the year. Students will also be encouraged to work on composition work as part of their extended learning. At times, tasks will also be set for students to complete composition related tasks using websites that can facilitate it. If students have access to alternative sequencing / recording software, they are encouraged to use it as they may be more familiar with it.</p> <p>Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.</p> |  |  |

|                  | Autumn Term   | Spring Term  | Summer Term  |
|------------------|---|--|--|
| Topics           | <p><b>AOS 1 – Forms and Devices + Bach Set work</b><br/><b>Skills / knowledge</b><br/>Improve listening skill in context of AOS 1 identifying the musical devices and other elements on music.<br/>Students will review and expand on knowledge between Bach and extended listening to music from the Western classical Tradition to develop aural skills in identifying devices and musical elements.<br/>Features of Baroque, Classical, Romantic eras, and degrees of the scale. Students to practice melodic and rhythmic dictation.</p> <p><b>Revisit and expand: J S Bach ‘Badinerie’ from Orchestral Suite No.2</b><br/>Baroque era, context and background, Instrumentation, basso continuo, Tonality, Chordal analysis, Bass and Harmony, Motivic / melodic analysis, Compositional devices used and Dynamics.</p> <p><b>Performance</b><br/>Final solo pieces selected, students to be working toward end of course solo performance.</p> <p><b>Composition</b><br/>Composition skills and coursework – Coursework skills as needed by cohort. Students to work towards completion of free composition coursework, completing coursework logs, associated scores and recordings for NEA Composition exam.</p> | <p><b>AOS 4 – Popular music</b><br/><b>Skills / knowledge</b><br/>Students to explore popular music styles such as: Soul, Hip-Hop, Reggae and Bhangra, to cover associated features. Continued aural practice of Elements to improve listening skills, through popular song context. Review Popular Styles through elements: Soul, hip-hop, reggae, ballad, Fusion, and Bhangra. Review popular song structures. Popular music performance techniques e.g., belt, falsetto, rap, distortion, hammer-on, rim shot, slap bass and the use of Technology.</p> <p><b>Revisit and expand: “Africa” Toto.</b><br/>Instrumentation; lead and backing vocals, verse/chorus structure, repetitive chord sequences /chordal analysis, chord extensions and inversions, riffs, rhythmic features; syncopation, key / modal changes.</p> <p><b>Performance</b><br/>Solo performance platform, of final solo pieces. All solos are to be completed for final submissions. Students to start learning and preparing ensemble pieces.</p> <p><b>Composition</b><br/>NEA Compositions continued. Students to have finalised free composition pieces and have started on the Brief composition, from the exam board. Students to view ideas and techniques from listening, for practical use in composition.</p> <p><b>AOS 2: Music for Ensemble</b><br/><b>Skills / knowledge</b><br/>Continued exploration of the relationship between texture and sonority including Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody, through listening and aural skills.</p> <p><b>Performance</b><br/>Ensemble performance pieces to be selected, rehearsed, and performed. Students preparing for NEA submissions, for component 1 (Performance). Solo performances reviewed and recorded as needed.</p> <p><b>Composition</b><br/>Brief and free composition coursework will be ongoing. Students to continue completing brief composition and reviewing free composition work. Students to use work on listening skills to consider further compositional techniques.</p> <p><b>NEA Coursework</b><br/>Students shall work towards completing all aspects of their NEA coursework. All students shall have the following four pieces of work: Solo performance, Ensemble performance, Free choice Composition and an Exam brief composition. Students will submit final versions for internal moderation and then to be sent to the exam board for final moderation.</p> | <p><b>AOS 3: Film music</b><br/><b>Skills / knowledge</b><br/>Revisit and expand on film music. Students to continue learning about the use of musical elements (MADTSHIRT) in film music. Students will focus on listening to pieces of music for film and developing aural skills to identify elements used in film to create atmosphere and effect linked to on screen action.</p> <p><b>Performance</b><br/>All solo and ensemble pieces to have been recorded and associated scores and information submitted. Students will continue performance exercises in class, to embed understanding of key terms from the elements of music.</p> <p><b>Composition</b><br/>Both free and brief compositions are to be completed. Students will have completed both recordings, composition logs and scores / commentaries. Students will continue to complete composition exercises to further understanding of musical elements</p> <p><b>Area of Study Review and Exam Skill</b><br/><b>Skill/knowledge</b><br/>Students will review previous learning as they prepare for their GCSE listening exam. There will be a focus on Essay questions, for each Area of Study, practicing technique and the links to the Elements of music. Students will practice listening to various pieces of music from the differing areas of study, developing further the skills necessary for the listening and appraising exams. There will be a focus on areas based on student need: each Area of Study and both Set works will be revisited as needed by the cohort.</p> <p><b>Performance</b><br/>All pieces completed and submitted.<br/>Further performance exercises alongside aural skills to further develop understanding of key terminology and skill to identify them in music.</p> <p><b>Composition</b><br/>All pieces completed and submitted.<br/>Further composition exercises alongside aural skills to further develop understanding of key terminology and skill to identify them in music.</p> |
| Exam Spec w/link | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a><br/><b>AO1</b> Perform with technical control, expression and interpretation<br/><b>AO2</b> Compose and develop musical ideas with technical control and coherence<br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>  | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a><br/><b>AO1</b> Perform with technical control, expression and interpretation<br/><b>AO2</b> Compose and develop musical ideas with technical control and coherence<br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>   | <p><a href="#">eduqas-gcse-music-spec-from-2016 (28.04.15)</a><br/><b>AO3</b> Demonstrate and apply musical knowledge<br/><b>AO4</b> Use appraising skills to make evaluative and critical judgements about music</p>  |
| Assessment       | <p>Solo Performance<br/>AO1 – Exam Question<br/>AO2 – Exam Question<br/>Assessment opportunity 1 – Year 11.<br/>Continued work on GCSE NEA Coursework: Performance and Composition.</p>   | <p>Solo performances.<br/>Ensemble Performances<br/>AOS 2 Exam questions.<br/>Set work Assessment.<br/>Continued work on GCSE NEA Coursework: Performance and Composition.</p>   | <p>Set work essays.<br/>Listening and Appraising assessments.</p>  |
| E/L              | <p>Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used it music. Students will be expected to practice their instrument regularly, working towards the various performance platforms that take place throughout the year. Students will also be encouraged to work on composition work as part of their extended learning. At times, tasks will also be set for students to complete composition related tasks using websites that can facilitate it. If students have access to alternative sequencing / recording software, they are encouraged to use it as they may be more familiar with it.<br/>Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.</p>                                 |  |  |

|                  | Autumn Term  | Spring Term   | Summer Term  |
|------------------|--|---|--|
| Topics           | <p><b><u>Unit 1: Practical Music Theory and Harmony</u></b><br/> <b>Examine the signs and symbols used in musical notation:</b> <b>A1</b> Rhythm and pitch in staff notation <b>A2</b> Rhythm and pitch in alternative forms of notation <b>A3</b> How tempo, dynamics and expression can be notated.<br/> Task A - Create: report, video tutorial or presentation to demonstrate and explain the signs and symbols used in various examples of notated music.<br/> <b>Explore the application of melodic composition based on musical elements:</b><br/> <b>B1</b> Constructing scales <b>B2</b> Melodic construction and development <b>B3</b> Rhythmic devices <b>B4</b> Application of melodic compositional skills.<br/> Create: A practical or recorded demonstration of the creation of melodies, in response to chosen or given harmonic starting points.<br/> <b>Explore the application of chords and cadences for composition/arrangement:</b><br/> <b>C1</b> Application of chordal harmony <b>C2</b> Application of chord progressions<br/> Create: A practical or recorded demonstration of the harmonisation of melody with chords, in response to chosen or given melodies.<br/> <b>Assignment Briefs for Unit 1 started.</b></p> <p><b><u>Unit 2: Professional Practice in the Music Industry</u></b><br/> <b>Professional practice for industry - A1</b> Professional behaviours <b>A2</b> Project planning <b>A3</b> Legal requirements <b>A4</b> Health and Safety<br/> Plan and run a music event, for an audience.<br/> <b>Music industry roles, organisations and requirements - B1</b> Working with others in music industry organisations <b>B2</b> Financial requirements.</p> <p><b><u>Unit 3: Ensemble Music Performance</u></b><br/> <b>Exploring Skill and technique - A1</b> Personal ensemble management skills <b>A2</b> Ensemble performance skills <b>A3</b> Teamwork and collaboration<br/> <b>B1</b> Initial response <b>B2</b> Planning individual process<br/> Song Styles project and Film themes.</p> | <p><b><u>Unit 1: Practical Music Theory and Harmony</u></b><br/> Produce correct musical notation for performance.<br/> Task B Chords and task C Melody coursework started and completed.<br/> <b>D1</b> Appropriate forms of notation for the context – arranging <b>D2</b> Transposition <b>D3-</b> Production of notation. Task D (Arranging) Create: A set of parts for an arrangement or composition that are appropriate for the performers and context.<br/> <b>Assignment Briefs for Unit 1 continued until completion</b></p> <p><b><u>Unit 2: Professional practice for industry</u></b><br/> Skills for working in the music sector – Conduct project: Single Release - <b>C1</b> Communication skills <b>C2</b> Working on a freelance basis.<br/> Presenting ideas to others – Project: The Proposal - <b>D1</b> Preparing ideas - exploring ideas and opportunities. <b>D2</b> Presenting ideas - putting your ideas forward.</p> <p><b><u>Unit 3: Ensemble Music Performance</u></b><br/> <b>C1</b> Planning rehearsals for ensembles <b>C2</b> Participating in rehearsals for ensembles <b>C3</b> Responding to musical developments <b>C4</b> Reflecting on a rehearsal – Motown and Soul focused ensemble project.<br/> Ensemble Music Performance <b>D1</b> (Performance skills as part of an ensemble)<br/> D1 Musical performance skills for an ensemble <b>D2</b> Physical performance and presentation skills for an ensemble. <b>D3</b> Communication skills for ensemble performance – Protest songs Project.</p> <p><b><u>Selected Unit: Solo Performance</u></b><br/> Develop skills required for a solo performance, prepare and deliver a solo performance<br/> <b>A1</b> Solo performance skills <b>A2</b> Technical instrumental or vocal skills <b>B1</b> Design an effective practice routine <b>B2</b> Following a practice routine to improve as a musician and performer <b>C1</b> Preparation for performance <b>C2</b> Choice of material <b>C3</b> Performance.</p> | <p><b><u>Unit 2: Professional practice for industry</u></b><br/> Consolidating learning – Projects: HEXABELLUM and Wedding Set project. - <b>A1</b> Professional behaviours <b>A2</b> Project planning <b>A3</b> Legal requirements <b>A4</b> Health and Safety<br/> <b>B1</b> Working with others in music industry organisations <b>B2</b> Financial requirements <b>C1</b> Communication skills <b>C2</b> Working on a freelance basis.<br/> <b>D1</b> Preparing ideas - exploring ideas and opportunities. <b>D2</b> Presenting ideas - putting your ideas forward.</p> <p><b><u>Optional Unit - Solo Performance</u></b><br/> Solo Performance Projects: First dance and Country -Explore the skills required for a solo performance A and Develop skills for a solo performance – Country Project - <b>A1</b> Solo performance skills <b>A2</b> Technical instrumental or vocal skills <b>B1</b> Design an effective practice routine <b>B2</b> Following a practice routine to improve as a musician and performer <b>C1</b> Preparation for performance <b>C2</b> Choice of material <b>C3</b> Performance</p> <p><b><u>Ensemble Music Performance</u></b><br/> Projects: Wedding music and 1980’s Project – <b>A1</b> Personal ensemble management skills <b>A2</b> Ensemble performance skills <b>A3</b> Teamwork and collaboration <b>B1</b> Initial response <b>B2</b> Planning individual process <b>C1</b> Planning rehearsals for ensembles <b>C2</b> Participating in rehearsals for ensembles <b>C3</b> Responding to musical developments <b>C4</b> Reflecting on a rehearsal<br/> <b>E</b> - Critical review of process and performance - <b>E1</b> Review and reflect on the use of musical elements and techniques <b>E2</b> Review and reflection the effectiveness of the process <b>E3</b> Review and reflect on the effectiveness of the performance.</p> |
| Exam Spec w/link | <a href="#">BTEC 2016 Specification (pearson.com)</a>  | <a href="#">BTEC 2016 Specification (pearson.com)</a>   | <a href="#">BTEC 2016 Specification (pearson.com)</a>  |
| Assessment       | Running a Music Event – Planning Assessment<br>Developing Ensemble Skills – Performance Project<br>Music Theory assessment<br><i>Internal Assessment – Unit 1</i>  | Music Industry Project<br>Ensemble Performance Project<br>Solo Performance assessment<br>Internal Assessment – Unit 1   | Hexabellum Event project<br>Wedding Set Project<br>Country Music Project<br>1980’s Music Project   |
| E/L              | Focus on Sound extended learning tasks. Focus on Sound is an online interactive learning platform that delivers lessons and quizzes. Tasks are chosen based on their relevance to skills and knowledge covered within each unit. Students will be set regular lessons, quizzes and activities using the platform, to help them improve their listening skills and understanding of technical language and skill used in music. Students will be expected to practice their instrument regularly, working towards the various performance platforms that take place throughout the year. Students will also be encouraged to work on composition work as part of their extended learning. At times, tasks will also be set for students to complete composition related tasks using websites that can facilitate it. If students have access to alternative sequencing / recording software, they are encouraged to use it as they may be more familiar with it.<br>Further Extended Learning Challenges can be found on the Music Teams App in the extended learning challenges folder. Upon completion of challenge tasks, students will be awarded with a school certificate.  |   |  |



KS4 / KS5 Useful Links

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| Y9 – Y11 | <p><b>Skills / Knowledge</b></p> <p>Focus on Sound – Lessons and quizzes: <a href="https://portal.focusonsound.com/">https://portal.focusonsound.com/</a><br/>BBC Bitesize: <a href="#">GCSE Music - Eduqas - BBC Bitesize</a><br/>Young Musicians Trust: <a href="#">#21cMusician   Young Classical Artists Trust (ycat.co.uk)</a><br/>Eduqas Music - <a href="#">Eduqas Digital Educational Resources</a><br/>BBC Ten Pieces: <a href="#">Ten Pieces Tasters - BBC Teach</a><br/>Music Education Quizzes: <a href="https://www.educationquizzes.com/ks3/music/">https://www.educationquizzes.com/ks3/music/</a><br/>Aural training: <a href="http://www.dolmetsch.com/musictheory43.htm">www.dolmetsch.com/musictheory43.htm</a><br/>Dictation: <a href="http://www.philharmonia.co.uk/thesoundexchange/">http://www.philharmonia.co.uk/thesoundexchange/</a><br/>Music theory and aural training: <a href="https://www.teoria.com">https://www.teoria.com</a><br/>Teaching Gadget: <a href="https://teachinggadget.com">https://teachinggadget.com</a><br/>Real music aural training: <a href="http://trainer.thetamusic.com">http://trainer.thetamusic.com</a></p> <p><b>Performance</b></p> <p>ABRSM: Graded pieces: <a href="#">ABRSM: Performance Grades</a><br/>Rockschool: Graded pieces: <a href="#">Music grades for all levels   Tailor-made music qualifications   Rockscool (rslawards.com)</a><br/>Trinity Graded pieces: <a href="#">Music   Trinity College London</a><br/>Guitar Masterclass: <a href="#">Free 10 Part Guitar Masterclass, Kris Barras via Music Masterclass (academyofmusic.ac.uk)</a></p> <p><b>Composition</b></p> <p>I Can Compose - <a href="#">icancompose.com   Music tutorials</a><br/>Academy of Sound Songwriting: <a href="#">Free Lyric Writing Tutorial - Songwriting: Creative Lyric Writing Approaches   Udemy</a><br/>Passing Notes Composition Guide - <a href="#">Getting started with composition (derbyshiremusichub.org.uk)</a><br/>NMC – Composers and techniques <a href="#">GCSE Composition   NMC (nmcrec.co.uk)</a><br/>Advanced composition support - <a href="#">MT0116 scheme KS4-5 Composition FOR BECCA new.pdf (rhinegold.co.uk)</a><br/>Composition in a Hour (notation software) - <a href="#">Writing a GCSE Music Composition in less than an hour - YouTube</a><br/>Song Structure ideas - <a href="#">Do THIS with every song you write   Hit Song Architect S1E3 - YouTube</a><br/>BandLab Education: <a href="#">BandLab for Education   FREE Award-Winning Education Platform</a><br/>Chrome Music Maker: <a href="#">Chrome Music Lab (chromeexperiments.com)</a></p> |
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| Key Stage | Careers in the curriculum   |
|-----------|---|
| KS3       | <p>Performance opportunities</p> <ul style="list-style-type: none"> <li>Performing rehearsed pieces of music, as a performer.</li> <li>Covering famous chart songs as a performer, linked to best-selling music from the charts over the years.</li> <li>Viewing note reading an important skill for music industry professionals, linked to session work in performance.</li> </ul> <p>Song writing / Composition opportunities</p> <ul style="list-style-type: none"> <li>Writing music for briefs, as an industry professional would, from patronage to music for specific audiences and film, Learning about famous composers, examining their work and how music can be composed, to generate income for a composer.</li> <li>Writing song lyrics, adapting from existing lyrics, building skills toward being a paid songwriter.</li> </ul> <p>Appraising / Listening</p> <ul style="list-style-type: none"> <li>Listening to famous works of music, exploring patronage in the western classical tradition and chart success for more popular styles for income.</li> </ul> <p>Samba Workshop</p> <ul style="list-style-type: none"> <li>Visiting music professional, explaining the importance of Samba music in Brazilian culture as a profession for performers. Linked to Rhythm and Bass unit for Year 8.</li> </ul>  |
| KS4       | <p>Song writing / appraising</p> <ul style="list-style-type: none"> <li>Creating music, to fit formulas and structures used by professionals to make music suitable for sale, as a songwriter.</li> <li>Experience using DAW's and learning IT skills to be able to create music with them, in line with similar programs that are industry standard.</li> <li>Contextual study of a best-selling artist, their career and work as session musicians.</li> <li>Appraisal of Musical theatre and role of musicians, singers and musical directors in creating music to fit the purpose of the show.</li> <li>Composing music to a brief, reflecting patronage income for musicians.</li> </ul> <p>Performance Opportunities</p> <ul style="list-style-type: none"> <li>Performing graded pieces of music, as an instrumentalist similar, to a professional musician.</li> <li>Ensemble performance work as a revenue stream, performing famous pieces to audiences to generate income.</li> </ul> <p>Music Trips</p> <ul style="list-style-type: none"> <li>Orchestral trip, with talks from the conductor and Orchestra discussing the various instruments, composers and how they started creating their works.</li> </ul>   |
| KS5       | <p>Performance Opportunities</p> <ul style="list-style-type: none"> <li>Advanced ensemble performance, reflecting professional expectations (e.g., BTEC Unit 3: Ensemble Music Performance).</li> <li>Solo performance workshops with professional feedback, developing skills akin to session musicians and recitalists (e.g., BTEC Optional Unit 6: Solo Performance).</li> </ul> <p>Arranging Opportunities</p> <ul style="list-style-type: none"> <li>Using DAW software (e.g., Logic Pro, Sibelius) to arrange and produce compositions, learning industry-standard tools and workflows.</li> </ul> <p>Professional Practice</p> <ul style="list-style-type: none"> <li>Engaging in mock project bids, budgeting, and creating portfolios to simulate freelance music industry work (e.g., BTEC Unit 2: Professional Practice in the Music Industry).</li> <li>Learning about contracts, copyright, and licensing as part of preparing for careers as self-employed professionals or working within the industry.</li> </ul> <p>Appraising / Contextual Studies</p> <ul style="list-style-type: none"> <li>Conducting case studies of successful artists, focusing on their career development, marketing strategies, and financial management (e.g., BTEC Units 2 &amp; 3).</li> <li>Analysing live and recorded performances to identify professionalism and technical expertise, fostering an understanding of high-level performance standards.</li> </ul> |