

MUSIC: CURRICULUM SUMMARY & STATEMENT

KS3

	Year	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
SG	7	Elements	Samba	Keyboards	Garage Band	Garage Band	Ukulele
	8	Chords	West African Drumming	Ground Bass	Garage Band	Garage Band	Ukulele
	9	Blues	Garage Band	Video Games	Horror	Horror	Song writing
RW	7	Elements	Keyboards	Samba	Ukulele	Ukulele	Garage Band
	8	West African Drumming	Chords	Ukulele	Ground Bass	Ground Bass	Garage Band
	9	Blues	Video Games	Garage Band	Song writing	Song writing	Horror

KS4

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10	AoS1: Forms and Devices Composition Skills	Forms and Devices Set Work - Bach Composition Skills	AoS3: Film Music Composition Skills Performance Skills	AoS3: Film Music	AoS4 Pop Music Coursework Composition 1	Coursework Composition 1 AoS4: Pop Music
11	Set Piece – Africa Coursework Composition 2	Revision of Areas of Study including link to AoS2 Coursework Composition 2	Performance Coursework Composition Coursework	Revision	Revision	

Rationale

The music curriculum has been adapted continually over the last few years with the challenges of Covid and cover issues. In 2022-2023, the order of units were altered for SG and RW due to the timetabling of two music lessons at the same time with only one room / set of equipment available. Despite these difficulties, units have been ordered to best build on skills and knowledge throughout KS3. There are now only five units of work (instead of six) per year to allow for more time to master skills, and this may be altered further to four per year.

Year 7

- The PoS begins with *Elements of Music* in year 7 as this involves the key vocabulary and building blocks upon which all music is based. Pupils learn what all of the elements are but particularly focus on rhythm as this will underpin all of the other units in KS3. Pupils learn to play in time, listen to each other, create their own rhythms and notate them in different ways.
- The PoS then develops that sense of rhythm in the *Samba Unit*, where pupils now work together as a class to put together a performance, learning about the importance of different rhythms and how they work together. They also look more at structure with the different sections involved in such a piece.
- In term 3 the PoS moves on to keyboards, focusing on instrumental skill as well as theoretical knowledge as keyboards will be an instrument pupils will use for many future units. They use prior learning of rhythm to play in time, and learn how to notate and read rhythms/notes. They also learn about melody to add to the elements studied in terms 1 and 2.
- *Garage Band* gives pupils a chance to experience an alternative way to learn music (on ICT), but put into practice their previous learning on rhythm and structure, as well as using their keyboard skills to input their work. They learn how to put together a piece of music with a pop music structure, learning how to balance repetition and contrast and select timbres that work together.

- At the end of the year pupils will learn how to play the ukulele, to give them another instrumental skill, and to learn about chords and harmony to add to previous elements. Rhythms will be developed through learning about strumming patterns and combining it with melodies on voice. They will also apply knowledge of dynamics from previous terms to their performances.

Year 8

- In year 8, pupils start with *African Drumming*, a unit that builds upon the *Samba* unit in year 7, revisiting all their skills in rhythm, structure and dynamics. They are taught typical African rhythms that they perform as a class, creating their own structure, before going off and composing their own group pieces. This revisits skills, and reminds them of the importance of timing and rhythm needed for the rest of their music learning.
- Pupils then move onto keyboards to study a unit on chords. This will give them more understanding of how chords work, differences between major and minor chords and how to play them on a keyboard. This will give them skills which they will be able to use in later composition units.
- As current year 8 were unable to learn ukulele last year due to staffing they follow the curriculum above (for year 7). This will follow on from the chords unit, applying their knowledge onto a different instrument as well as cementing knowledge of rhythm, structure and melody.
- The PoS then moves onto a composition topic that uses skills learnt in chords, ukulele and keyboards. Pupils use a number of pieces of music that use the *Ground Bass from Pachelbel's Canon* and learn how to play the chords and melody from this, before composing their own melodies and turning it into their own preferred style of music. This enables them to revisit the skills in playing melodies, chords and using rhythm/timing built upon in term 1 as well as how to use the elements of music such as dynamics.
- Again, current year 8 were unable to use *Garage Band* last year, so will follow a similar scheme to that of year 7; however they will apply more knowledge of structure and learn about musical effects.

Year 9

- Year 9 begins with the *Blues*, this will build on their confidence to perform and compose. Using their skills in playing harmony and melodies they will develop their improvisation skills through playing in the blues style. They will develop their keyboard skills by playing a walking bass and chords, and put this together in a pair for performance. Rhythm is very important in Blues and pupils will develop this skill by learning about syncopation.
- To develop their composition skills in writing for a brief and a different style of composition, pupils will learn about *Video Games*, and how music is written to suit a genre and character. This leads on from *Horror Music* and pupils will be able to further develop their skills, now thinking about new composition techniques.
- Due to Covid, year 9 have not yet been able to use *Garageband* so they will develop their skills with music software through a range of lessons based on skills. Pupils will learn about loops, midi keyboard, effects, structure and then combine these in a final piece of music.
- In the next unit on *Horror Music* pupils will be able to use their skills from the *Video Game* composition unit, as well as *Garageband* skills to create a piece of music suitable for a horror film. Pupils will learn about typical devices used by composers, and use vocabulary that will prepare them for GCSE. Learning about how music is written for film is a key topic at GCSE and this will prepare them for that.
- The year will end with *Song writing* – this gives pupils an opportunity to combine all of the learning in composition – chords, melody, composition techniques, keyboard and ukulele to create their own song. This is also good preparation for GCSE where they could choose to write a song for their coursework.

Year 10 starts with *Unit 1: Forms and Devices*. This builds easily on KS3 work on elements of music, and contains most of the key concepts and vocabulary needed for the other 4 units. For example, pupils will look at the different textures such as monophony and polyphony, these are then used a lot in the *Music for Ensemble and Film Music* areas of study. Complex vocabulary will be learnt through analysis of classical music, performances and composition so that pupils have the skills to analyse, perform and compose effectively in all future areas of study. Pupils will also study their first set work, *Bach Badinerie*. *Forms and Devices* leads into *Film Music* due to the link between romantic programmatic music and the intention of film music. In this pupils build upon skills learnt in year 8 and 9 for writing to a brief, looking how music can match the purpose and emotions of a scene. They will develop skills in analysis by listening to a variety of film music, using the vocabulary learnt at the start of the year and adding to it. The next area of study is *Music for Ensemble*, and as this includes both classical chamber music, jazz and musical theatre it is important to have a grounding in AoS1 and 3 which they will already have learnt. Pupils will develop their skills in analysis as they learn about different styles and ensembles that use them. The last one they look at is *Pop Music*. This relies on a good knowledge of harmony and chord sequences, which we will have studied throughout the year. Pupils will learn about the development of pop music, leading from the classical, and then jazz units that they have previously studied. They will perform and compose based on different decades of pop music, using their instrumental skills and developing them using more complex chords and melodies. Throughout the year, pupils will study composition and performance alongside the areas of study. Each area of study will give them more knowledge, skill and choice to compose and alongside the areas of study they will develop their skills in composing melodies, harmony, structures and using the elements. In term 5 pupils will start their first coursework composition which they will complete in one of their lessons per week. This will use all of their learning throughout the year. Performance skills are also constantly developed, and at key points in the year pupils will perform a piece on their chosen instrument, and will receive feedback to develop this skill in readiness for coursework in Y11.

In Year 11 pupils look at their second set work, *Africa*. This will recap and develop all of their knowledge on *Popular Music*. Pupils will learn all of the facts that they need to know through performance, therefore developing their skills in playing chords, melodies and playing as an ensemble developing skill from year 9 and 10. Over the following terms the focus will shift to coursework. Ensuring *Composition 1* is complete and developing their skills to complete *Composition 2*. Pupils will also develop their skills as soloists and ensemble musicians in order to record their performance coursework. Alongside this pupils will revise all areas of study and set works studied throughout the course. The constant listening and analysis will also help to develop their composition and performance coursework.

SAMPLE FROM MASTERY CURRICULUM MUSIC 1: CREATING

Skill	F1, F2, F3	1-3	4-6	7-9
Use and development of ideas	<p>Pupils create short rhythms or melodies using ideas given by the teacher or peers</p> <p>Pupils play a simple constant rhythm on a shaker to portray the rain</p> <p>Pupils create a simple melody using a few notes on a keyboard</p>	<p>Pupils develop their simple idea to reflect the style or brief given</p> <p>Pupils create their own rhythm on the shaker to portray the rain and how it might change</p> <p>Pupils develop their melody to reflect the sound of a game over motif</p>	<p>Pupils use some stylistic conventions and develop their own and other' musical ideas to create more satisfying pieces of music</p> <p>Pupils listen to the rhythms of the group, adapting some of them so that their piece sounds more like a storm, considering how they could use those ideas and add to them to create the feeling of a whole storm</p> <p>Pupils develop their game over melody, using a descending melodic line, minor tonality and suitable tonality to reflect the appropriate style.</p>	<p>Pupils are imaginative in their use of ideas and stylistic conventions to create musically satisfying and expressive pieces of music.</p> <p>Pupils develop each rhythm to gradually change the feeling of the storm, using dynamics and tempo to create a more effective piece of music.</p> <p>Pupils create imaginative motifs that develop the game over style, including appropriate harmony, tonality, rhythm, structure and dynamics.</p>