



## Music Department – Curriculum Intent

KS3 Curriculum Intent - Music			
Head of Department: Ms J Langham			
	Year 7	Year 8	Year 9
<b>Autumn Term</b>	<p><b>Samba / Introduction to Rhythm</b></p> <ul style="list-style-type: none"> <li>- Rhythmic skills and musicianship</li> <li>- Notational understanding</li> </ul> <p><b>Christmas Keyboards</b></p> <ul style="list-style-type: none"> <li>- Pitch notation</li> <li>- Keyboard skills and basic notation skills</li> <li>- Practical performance</li> </ul>	<p><b>Minimalism</b></p> <ul style="list-style-type: none"> <li>- Melodic devices including sequences and phase shifts</li> </ul> <p><b>Introduction to Music Technology</b></p> <ul style="list-style-type: none"> <li>- Using Cubase</li> <li>- Composition using motifs</li> <li>- Rhythmic and melodic development of a motif</li> </ul>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>- Musical devices and clichés for common genres</li> <li>- Analysis of musical effectiveness</li> <li>- Keyboard skills</li> </ul> <p><b>Film (Music Technology)</b></p> <ul style="list-style-type: none"> <li>- Horror music case study</li> <li>- Horror music composition using scary devices and clichés</li> </ul> <p><i>Lessons alternate between music and music technology</i></p>
<b>Spring Term</b>	<p><b>The Elements of Music</b></p> <ul style="list-style-type: none"> <li>- Instruments of the Orchestra</li> <li>- Programme music and descriptive features</li> <li>- Composition using soundscapes / graphic scores</li> <li>- Case Study: The Planets</li> </ul>	<p><b>Reggae</b></p> <ul style="list-style-type: none"> <li>- Historical and cultural context</li> <li>- Syncopated chords</li> <li>- Textures</li> <li>- Ensemble performance</li> </ul>	<p><b>Ukuleles</b></p> <ul style="list-style-type: none"> <li>- Practical skills</li> <li>- Chord sequences</li> </ul>
<b>Summer Term</b>	<p><b>World Music - Indian Classical &amp; contrasting styles</b></p> <ul style="list-style-type: none"> <li>- Exploring cultural context of World Musics</li> <li>- Focus on rhythmic understanding</li> </ul> <p><b>Find your voice</b></p> <ul style="list-style-type: none"> <li>- Singing project</li> </ul>	<p><b>All that Jazz</b></p> <ul style="list-style-type: none"> <li>- The Blues Historical context</li> <li>- Extended chords</li> <li>- Walking basslines</li> <li>- Blue scales</li> <li>- Improvisation</li> </ul>	<p><b>Music as Protest</b></p> <ul style="list-style-type: none"> <li>- Rock 'n Roll case study</li> <li>- Brit Pop case study</li> <li>- Spoken Word Poetry</li> <li>- Lyric writing</li> <li>- Composition</li> </ul>



## Music Department – Curriculum Intent

Overview of KS4 Curriculum		
Subject: GCSE Music		Exam Board: OCR
	Year 10	Year 11
Autumn Term	<p><b>Music Appraisal Skills</b></p> <ul style="list-style-type: none"> <li>- MAD T-SHIRT</li> <li>- Listening analysis</li> <li>- Instrument recognition</li> </ul> <p><b>Conventions of Pop</b></p> <ul style="list-style-type: none"> <li>- 1950s Rock 'n Roll</li> <li>- Drum kit and rhythm analysis</li> <li>- Rock Anthems</li> <li>- Guitar effects and techniques</li> <li>- Use of technology</li> <li>- Voice types and techniques</li> <li>- Pop Ballads</li> <li>- Modern Solo Artists</li> </ul> <p><b>Introduction to Compositional Techniques</b></p>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>- Range of film genres</li> <li>- Descriptive techniques</li> <li>- Game music</li> <li>- Instrumental analysis</li> <li>- Score question</li> <li>- Introduction to Dictation Skills</li> </ul> <p><b>Performance 1 Composition 2</b></p> <p>NOVEMBER LISTENING MOCK</p>
Spring Term	<p><b>Rhythms of the World</b></p> <ul style="list-style-type: none"> <li>- Samba</li> <li>- African Drumming and rhythmic devices</li> <li>- Indian Classical Music</li> <li>- Calypso</li> <li>- Bhangra</li> <li>- Palestinian, Israeli and Greek Music</li> </ul> <p><b>Composition 1</b></p>	<p><b>Dictation Skills</b></p> <p><b>Revision</b></p> <p><b>Exam Technique</b></p> <p><b>Performance 2 Composition 2</b></p>



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<b>Summer Term</b>	<p><b>The Concerto Through Time</b></p> <ul style="list-style-type: none"><li>- Baroque Concerto Grosso</li><li>- Baroque Concerto and contextual features</li><li>- Classical Concerto</li><li>- Instrument recognition</li><li>- Paragraph question preparation</li><li>- Comparison Question preparation</li><li>- Romantic Concerto</li></ul> <p>Composition 1 and Performance 1 Preparation</p> <p>YEAR 10 LISTENING MOCK</p>	Final revision and exam preparation
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## Music Department – Curriculum Intent

Overview of KS5 Curriculum				
Subject: A Level Music		Exam Board: WJEC		
	Year 12		Year 13	
	Teacher A	Teacher B	Teacher A	Teacher B
<b>Autumn Term</b>	Score reading and orchestration Theory: <ul style="list-style-type: none"> <li>- Circle of Fifths and relative key relationships</li> <li>- Diatonic and chromatic chords</li> <li>- Key identification, modulations, tonicization, pivot chords</li> <li>- Dominant Preparation</li> </ul> Early Classical context of the Symphony E.C. Symphony Case studies  Haydn 104 Movement 1 analysis State and Locate question introduction	Rock and Pop: <ul style="list-style-type: none"> <li>- Psychedelia and the British Invasion</li> <li>- Soul and the wall of sound</li> <li>- Baby Love</li> <li>- Jackie Wilson the sweetest feeling – long answer (EDUQAS)-</li> <li>- Country/Folk</li> <li>- Soft Rock and Hard Rock</li> <li>- Heavy Metal</li> <li>- Prog/folk/glam Rock</li> <li>- New Wave</li> <li>- Funk</li> <li>- Disco</li> <li>- Synth Pop and HipHop</li> <li>- House and Techno</li> <li>- Rock and Indie</li> <li>- Madchester and BritPop</li> <li>- Dance and Manufactured -Pop</li> </ul>	Ongoing Symphony context Essay preparation practice (review from Y12 learning)  20 <sup>th</sup> Century <ul style="list-style-type: none"> <li>- Impressionism</li> <li>- Expressionism</li> <li>- Neo-classicism</li> </ul> Debussy Analysis  Poulenc Trio Analysis  DECEMBER MOCK	Set brief Composition
<b>Spring Term</b>	JANUARY MOCK Haydn 104 Movements 2-4  Late Classical context of the Symphony (Beethoven)	Mock Recital Free composition <ul style="list-style-type: none"> <li>- Intervals</li> <li>- Chord recognition</li> <li>- Instrument recognition</li> <li>- Time signatures</li> <li>- Modulations</li> <li>- Cadences</li> </ul>	Exam preparation and revision of all topics	Set brief composition  Performance Recital
<b>Summer Term</b>	Mendelssohn Italian symphony analysis Romantic context to Symphony and case studies  Introduction to Essay writing	Free composition	<b>Final exam preparation</b>	<b>Final exam preparation</b>



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### **Curriculum Rationale**

The aim of the Music department is to allow students to develop an appreciation music. Be it listening to, performing, composing or producing music, exposing student to a range of music genres and actively participating will help each individual develop a range of transferrable skills.

All KS3 Music is linked to practical musicianship and composition skills, including music technology. Historical case studies also link to history and anthropology.

The KS4 Music curriculum is linked to the OCR specification. Practical musicianship and composition skills are developed alongside music technology production. Performance skills are developed and linked to ensemble playing. Students develop understanding of scoring and production in Pop music and Film music composition

The A Level Music course follows the Eduqas specification. As well as honing the skills developed at GCSE, students also gain expertise in research, writing and essay skills. There is a focus on gaining a deeper knowledge and understanding of creative media, popular and world cultures as well as technical analysis.

The formal curriculum in Music is supplemented by an extensive range of extra-curricular opportunities. School choir, band and composition clinics provide opportunities for all students to extend their learning beyond the classroom, and the support of a team of peripatetic music teachers enable students to develop musicianship skills in their instrument of choice.

### **Careers in Music**

The requisite skills for professional musicianship are regularly referenced across the curriculum. In performance, students are assessed on technical prowess but also ensemble awareness at KS3 and 4. All students are encouraged to perform in choirs and, as appropriate, school band, and learn about conducting and group performance in lessons. At A-level, students prepare for a recital and discuss communication techniques, constructing a programme and concert etiquette. They coordinate in promoting a mock recital at the start of y13, complete with ticketing, which gives insight into Arts Management careers.

Professional musicians are referred to, as relevant, in all units; we follow the work of recording artists and composers particularly. In all descriptive composition work and particularly film music, composition skills consider audience effect and composing to a brief. Our music technology units all refer heavily to music production and sound engineering pathways. The study of music genres across all key stages also links to historical and anthropological research.

More generally in music, frequent reference is made to transferable skills which can support careers outside of the Arts, including analysis and research skills, essay writing, group presentations and oracy, teamwork and leadership.