**Ormiston Park Academy Curriculum Overview Years 7-11 Department: Music Curriculum Leader: Rachael Austen**

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|  | **Half Term 1** | **Half Term 2** | **Half Term 3** | **Half Term 4** | **Half Term 5** | **Half Term 6** |
| Year 11 | Key Content   * Composing a song which contains the key ingredients. * Bassline, this includes a walking bass that links each chord together. * Rhythm track, creating an interesting rhythm underneath which is stylistic and inkeeping. * Creating a poem which embodies the style chosen for composition. * Chord progressions, learning about the grades of the scale in a key and how to makes a successful chord progression. * Melody using the lyrics and the chords to create a melody over the top, improvisation can work in this section. | Key Content:   * Score annotation. This could be via staff notation, chord charts, rhythm tracks etc. * Analyse chord progressions * Rhythm choices, drum fills. * Lyrical content and how it influenced melody. * Structure of song and choice of tonality. | Key Content:   * Interpretation and performing a song which evokes emotion. * Learning chord progressions and transitions to create a smooth performance. * Learning the skills to create a pleasing sound while playing their instrument. * Working together and being able to identify key elements to work on. * Logging each rehearsal to identify sections which need more work for the performance. * Plan the performance and everything you will need to put on the performance.   . | * Key Content: Final performance of Set List. * Finishing any of the evaluation and logs which should be completed. * Peer evaluation of performance. * Looking over rehearsal videos to identify key areas which improved and which could improve further. * Write full evaluation to go with the video of their performance. | Key Content: NA | Key Content:  N/A |
|  | Key Skills:   * Bassline * Rhythm tracks. * Lyrics * Melody * Chord progressions and Harmony | Key Skills:   * Graphic diagrams * Chord charts * Stave notation * Annotated sequencer screen shots * Music analysis of own work. | Key Skills:   * Performance skills. * Chord progressions * Instrumental techniques * Ensemble skills * Rehearsal logging. * Production planning * Rehearsal techniques * Musicality development. | Key skills :   * Self evaluation * Essay writing skills * Peer evaluation. |  |  |
|  | **Assessment opportunities:**    **Composition which is marked internally.** | **Assessment opportunities:**  **Evaluatuon essay with a print off of composition which is annotated.** | **Assessment opportunities:**  **Mock all skills** | **Assessment opportunities:** |  |  |
| Year 10 | Key Content:   * Musical timeline of popular music, creating a music genre map. * Looking and the fashion and imagery that is attached to the genres and the influence it had on the music. * Styles of music which this genre was born out of. * How the political climate and social acceptance affected the music. * Looking at artists etc that embody the style of music in question and how their music fit the genre. | Key Content:   * Looking at keys and chord progressions and evaluate their effect. * Looking at tempo and how that influences the mood of the music. * Research instrumentation and special effects and how it is inkeeping with the genre of music. * Looking at the lyrics and how the music reflects what the words are saying. | Key Content:   * Interpretation and performing a song which evokes emotion. * Learning chord progressions and transitions to create a smooth performance. * Learning the skills to create a pleasing sound while playing their instrument. * Working together and being able to identify key elements to work on. * Logging each rehearsal to identify sections which need more work for the performance. * Plan the performance and everything you will need to put on the performance.   . | * Key Content: Final mock performance of 1 item from their set list. * Finishing any of the evaluation and logs which should be completed. * Peer evaluation of performance. * Looking over rehearsal videos to identify key areas which improved and which could improve further. * Write full evaluation to go with the video of their performance. | Key Content:   * Structuring lyrics in the verse chorus pop song template. * Using syllabic and melismatic word painting to create melody. * Looking at playing chords in inversions and using 7th and 9th chords to create interest. * Putting the chords into a progression to put melody over the top. * Work on improving their instrumental skills through self-practise. * Working together to create a harmonious sound as an ensemble. | Key Content**:**   * Structuring lyrics in the verse chorus pop song template. * Using syllabic and melismatic word painting to create melody. * Looking at playing chords in inversions and using 7th and 9th chords to create interest. * Putting the chords into a progression to put melody over the top. * Work on improving their instrumental skills through self-practise. * Working together to create a harmonious sound as an ensemble. |
| Key Skills:   * Music History * Imagery and fashion * Influential Styles. * Political and historical influences * Iconic artists, labels and producers. | Key Skills:   * Tonality * Tempo * Instrumentation * Lyrical content (where applicable) * Production techniques | Key Skills:   * Performance skills. * Chord progressions * Instrumental techniques * Ensemble skills * Rehearsal logging. * Production planning * Rehearsal techniques * Musicality development. | Key skills :   * Self evaluation * Essay writing skills * Peer evaluation. | Key skills :   * Lyric structure. * Melody writing. * Chord structure. * Chord progressions * Instrumental skills * Ensemble skills | Key skills :   * Lyric structure. * Melody writing. * Chord structure. * Chord progressions * Instrumental skills * Ensemble skills |
| **Assessment opportunities:**  Written Essay as part of their final assessment Unit 201ta. | **Assessment opportunities:**  Written Essay as part of final assessment Unit 201ta. | **Assessment opportunities:**  Working together and creating a piece of music to perform as an ensemble and logging their progress. | **Assessment opportunities:**  Essay on the evaluation of the performance. Pitfalls and things to improve. | **Assessment opportunities:**  Re cap of skills and gradual evaluation of each skill | **Assessment opportunities:**  Re cap of skills and gradual evaluation of each skill |
| Year 9 | Key content:  Mickey Mousing   * Looking at copying the action in the film scene with music creating the slapstick effect. * Looking at how the timbre of instruments and the pitch effect how the scene plays out and how it makes the viewer feel. * Showing how a motif can be attached to a character eg ‘StarWars’. * Showing how notes when they clash create tension. * Showing how speed and volume can affect how the viewer feels about a scene. |  | Key content:   * Learning the steps of the scale to find chord VI IV I V * Learning the notes of a triad and playing 1 3 5 of each chord. * Learning rhythm to create strumming patterns. * When using keyboards, further development of skills by using inversions of chords to make playing easier. * Practising the chords in sequence to smooth transitions. * Learning chair drumming to put together a full performance together using drums, ukulele, guitar, bass, keyboard and vocals. |  | Key content:   * Learning the notes of a triad and playing 1 3 5 of each chord on keybopards. * Learning rhythm to create strumming patterns for the guitar and ukulele. * When using keyboards, further development of skills by using inversions of chords to make playing easier. * Practising the chords in sequence to smooth transitions. * Learning chair drumming to put together a full performance together using drums, ukulele, guitar, bass, keyboard and vocals. * Looking at strengthening their vocal technique to improve projection and interpretation. |  |
| Key skills:  Film music.   * Mickey mousing * Pitch and instruments. * Leitmotif * Consonance and Dissonance. * Tempo and dynamics. |  | Key skills:   * Use of chords VI IV I V * Strumming patterns * Triads * Inversions * Chord transitions * Basic drumming. |  | Key skills:   * Strumming patterns * Keyboard chords * Guitar chords * Ukelele chords * Vocal techniques * Basic drumming |  |
|  | **Assessment opportunities:**  Assessment in October, a performance or print out of composition which they annotate. |  | **Assessment opportunities:**  Assessment of performance of four chords plus vocal on a variety of instruments. |  | **Assessment opportunities:**  Final assessment which is a performance of a pop song in groups and evaluation afterwards. |  |
| Year 8 | Key Content: How we use music in everyday society.  Unit 1 Triads and chords  Unit 2 Feed the world and Bob dylan looking at chord progressions.  Unit 3 Music used in adverts. .Jingles and underscores  Unit 4 Music Therapy, sleep, relaxation, speech therapy, engagement.  Unit 5 Music for sport. Anthems to catcalls. |  | Key Content:   * History of the style ‘musical theatre’. * Analysing a scene from a musical theatre production to identify the key themes which make it what it is. * Looking at the golden age and the jazz and opera roots it has within it. * The input of electric instruments into the musical theatre style. * Integration of other styles eg, POP – Mamma Mia, Rock – We Will Rock You and Hip Hop – Hamilton. |  | Key Content:   * Learning the culture of Samba and what it represents for Brazil. * Learning different Samba rhythms and how to create a polyrhythmic texture. * Learn different styles of samba including separate performances. * Putting a samba performance together and learning their indicidual part for full class performance. |  |
| Key Skills:  Unit 1 Composition skills  Unit 2 Charity/Politics  Unit 3 Adverts/Film  Unit 4 Therapy/Sport |  | Key Skills:   * Musical Theatre * Song * Dance * Libretto * Golden age * Modern Musicals * Integration of styles |  | Key Skills:   * Samba rhythms * Samba history * Styles of samba * Peforming and reacting |  |
| **Assessment opportunities:**  **End of Unit assessment : October performance of Jingle and written assessment.** |  | **Assessment opportunities:**  **End of Unit assessment : Feb performance and written assessment.** |  | **Assessment opportunities:**  **Assessment on engagement and participation of the final performance.** |  |
| Year 7 | Key Content: Musical Elements   * Identifying the seven elements. * Baseline Assessment * Aural analysis of music identifying frequency/pitch. * Learning basic rhythm using Kodaly technique. * Basic treble clef lines and spaces rhymes. * Working as a team to prepare a performance. * Anaylsis of music taking apart the structure of popular music. * Looking at the different musical instrument families. * Music basics assessment * Singing assessment   **6 and half weeks** |  | **Key Content:**   * The country and culture Reggae music was born from. * Stylistic features such as the ska-rhythm and how to perform it. * The lyrical content and the racial injustice. * Learning to play ‘Three little Birds’ on Keyboard, Ukelele and Bass for a group assessment at the end of half term. * Learning basic chords and how to transition between them. * Keyboard skills * Strumming patterns.   **6 weeks** |  | Key Content:   * Learning chords I IV and V in the 12 bar blues pattern on both ukulele and keyboard. * Learning the blues scale and how to improvise with it. * Understanding the history and culture of blues and create some lyrics in the style of this. * Put together a performance which includes all the skills above.   **5 weeks** |  |
| Key Skills:  Unit 1 Pitch  Unit 2 Rhythm  Unit 3 Dynamics  Unit 4 sound and speed  Unit 5 structure |  | Key Skills:   * Reggae * Ska Rhythm * Political themes * Keyboards * Ukeleles * Bass |  | Key Skills:   * 12 bar blues * Blues scale * Improvisation * Writing lyrics * Keyboards * Ukeleles |  |
| **Assessment opportunities:**  **Base line assessment : September**  **End of Unit assessments: October** |  | **Assessment opportunities:**  **Performance and evaluation of ‘three little birds’.**  **End of Unit assessment: February** |  | **Assessment opportunities:**  **Assessment of the performance and formative peer assessment of each individual skill.** |  |