**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.
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|  | **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.
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| 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.
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| 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 chordsUnit 2 Feed the world and Bob dylan looking at chord progressions.Unit 3 Music used in adverts. .Jingles and underscoresUnit 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.
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| Key Skills:Unit 1 Composition skillsUnit 2 Charity/PoliticsUnit 3 Adverts/FilmUnit 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
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| **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 PitchUnit 2 RhythmUnit 3 DynamicsUnit 4 sound and speedUnit 5 structure |   | Key Skills:* Reggae
* Ska Rhythm
* Political themes
* Keyboards
* Ukeleles
* Bass
 |  | Key Skills:* 12 bar blues
* Blues scale
* Improvisation
* Writing lyrics
* Keyboards
* Ukeleles
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| **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.** |  |