

<p><b>Intent</b></p> <p>The aim of the KS3 curriculum is for students to master the key elements of music and apply their knowledge to developing their skills both instrumentally and analytically. The curriculum has been designed to increase student’s musical vocabulary and develop their instrumental and listening skills. Lessons are designed to support all learners. The structure of each lesson allows students to complete the basic skill practice as well as support and challenge. Low threshold high ceiling tasks are embedded into the scheme of learning to allow all students to develop deep understanding of Musical terms and implementing them. Cultural diversity is embedded into the curriculum to enable students to learn about different world music. The year 7 curriculum is designed to introduce them to basic instrumental skills and develop their vocabulary to be able to analyse music. There is a heavy emphasis on basic introductory skills. This year lays the foundation for the remaining year of KS3.</p> <p>The year 8 curriculum builds on the knowledge and skill gained in year 7. We have some cross curricular links with English and poetry with the module on Rap and we explore other world music further.</p> <p>The aim of year 9 curriculum is to begin to build upon the knowledge they already have accrued, this means they can explore chord structure further and create music as a group using an array of different instruments. They will be consolidating their learning by composing on the music technology forum which will help them build the understanding of how music is constructed from scratch.</p> <p>The aim of KS4 is to build up upon and refine the skills that were developed in KS3. The curriculum is designed to allow students to develop both their analytical skills and their musicianship skills. Each topic is taught so that the key skills are mastered. Students will then learn how to implement them into something that is musical along with technical. A greater focus is put upon analytical skills and composition techniques in this year. These are the two units that accompany the performance external unit which is done in Yr 11.</p> <p>Year11 has been designed to allow the students time to work on their performance skills before they embark on their final performance in the spring term.</p>	<p><b>Implementation</b></p> <p>Typical curriculum allocation: 1 hour per week for one half term per term. Through coverage of the basic musical elements, a historical musical style and a world music style, the year 7’s are introduced to a wide range of musical genres they may not have accessed before. This gives them the opportunity to learn both the skills to analyse new music but to create it in its basic form while developing their instrumental skills.</p> <p>Students in Year 8 extend and explore more deeply aspects music and different genres</p> <p>The instrumental skills are learned more in depth, and they grow further in understanding of the theory behind them. They learn more complex rhythms and how to perform them against others and also how to compose music to create a certain feeling behind it. They also combine the learning they have of drama when they explore the world of musical theatre.</p> <p>In year 9 they will be 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 ‘Star Wars’.Showing how notes when they clash create tension. Showing how speed and volume can affect how the viewer feels about a scene.</p> <p>Term2Learning 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. Term 3 Learning the notes of a triad and playing 1 3 5 of each chord on keyboards. Learning rhythm to create strumming patterns for the guitar and ukulele.</p> <p>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.</p> <p>In the first year of this Vocational course, we focus on music history and the genres within popular culture. The students will also learn how to ‘dismantle’ a piece of music and recognise the musical elements within it rather than just ‘listening’. Students will delve into how Music is put together and societal impacts on the style/genre. Eg: Political influences, whether it is influenced by a different style. Students will also delve into music theory in a basic form. They will learn to construct drum patterns, chord structures, chord progressions, melody and harmony and writing lyrics.</p> <p>In the second year of the course, they will be focusing on improving their repertoire list and their performance skills. We will do this by learning different songs as a group and increasing their performance opportunities, so they get used to performing in front of an audience. They will undertake their external assessment where they will have to put together their own concert including lighting, health and safety and organising rehearsals.,</p>	<p><b>Impact</b></p> <p>Students use assessment sheets and worksheets to record their classwork. Students receive detailed individualised feedback from teachers. Lessons are delivered such that intervention can take place every lesson ensuring no student is left behind. Students' complete assessments each half term and assess their progress post assessment. Students’ knowledge gaps are identified, and relevant intervention is put in place.</p> <p>Lessons are designed so that they address the 3 modules of the course. These are musical knowledge, composing music and an external performance. Students gradually work through the coursework throughout the 2-year course with each module focusing on three phases. The foundations and planning, performance, composition or written essays and evaluation. This course is all coursework based so they won’t have to pass an exam, each module is passed or failed individually. In year 11 They will do their external assessment where they will have to perform in front of an audience and write up the feedback from it. This will be assessed externally by the exam board.</p>
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Year 11	<p>Key Content</p> <ul style="list-style-type: none"><li>Composing a song which contains the key ingredients.</li><li>Bassline, this includes a walking bass that links each chord together.</li><li>Rhythm track, creating an interesting rhythm underneath which is stylistic and inkeeping.</li><li>Creating a poem which embodies the style chosen for composition.</li><li>Chord progressions, learning about the grades of the scale in</li></ul>	<p>Key Content:</p> <ul style="list-style-type: none"><li>Score annotation. This could be via staff notation, chord charts, rhythm tracks etc.</li><li>Analyse chord progressions</li><li>Rhythm choices, drum fills.</li><li>Lyrical content and how it influenced melody.</li><li>Structure of song and choice of tonality.</li></ul>	<p>Key Content:</p> <ul style="list-style-type: none"><li>Interpretation and performing a song which evokes emotion.</li><li>Learning chord progressions and transitions to create a smooth performance.</li><li>Learning the skills to create a pleasing sound while playing their instrument.</li><li>Working together and being able to identify key elements to work on.</li><li>Logging each rehearsal to identify sections which need more work for the performance.</li></ul>	<ul style="list-style-type: none"><li>Key Content: Final performance of Set List.</li><li>Finishing any of the evaluation and logs which should be completed.</li><li>Peer evaluation of performance.</li><li>Looking over rehearsal videos to identify key areas which improved and which could improve further.</li><li>Write full evaluation to go with the video of their performance.</li></ul>	<p>Key Content: NA</p>	<p>Key Content:</p> <p>N/A</p>

	<p>a key and how to makes a successful chord progression.</p> <ul style="list-style-type: none"> <li>• Melody using the lyrics and the chords to create a melody over the top, improvisation can work in this section.</li> </ul>		<ul style="list-style-type: none"> <li>• Plan the performance and everything you will need to put on the performance.</li> </ul>			
	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Bassline</li> <li>• Rhythm tracks.</li> <li>• Lyrics</li> <li>• Melody</li> <li>• Chord progressions and Harmony</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Graphic diagrams</li> <li>• Chord charts</li> <li>• Stave notation</li> <li>• Annotated sequencer screen shots</li> <li>• Music analysis of own work.</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Performance skills.</li> <li>• Chord progressions</li> <li>• Instrumental techniques</li> <li>• Ensemble skills</li> <li>• Rehearsal logging.</li> <li>• Production planning</li> <li>• Rehearsal techniques</li> <li>• Musicality development.</li> </ul>	<p>Key skills :</p> <ul style="list-style-type: none"> <li>• Self evaluation</li> <li>• Essay writing skills</li> <li>• Peer evaluation.</li> </ul>		
	<p><b>Assessment opportunities:</b></p> <p>Composition which is marked internally.</p>	<p><b>Assessment opportunities:</b></p> <p>Evaluatuon essay with a print off of composition which is annotated.</p>	<p><b>Assessment opportunities:</b></p> <p>Mock all skills</p>	<p><b>Assessment opportunities:</b></p>		
Year 10	<p>Key Content:</p> <ul style="list-style-type: none"> <li>• Musical timeline of popular music, creating a music genre map.</li> <li>• Looking and the fashion and imagery that is attached to the genres and the influence it had on the music.</li> <li>• Styles of music which this genre was born out of.</li> <li>• How the political climate and social acceptance affected the music.</li> <li>• Looking at artists etc that embody the style of music in question and how their music fit the genre.</li> </ul>	<p>Key Content:</p> <ul style="list-style-type: none"> <li>• Looking at keys and chord progressions and evaluate their effect.</li> <li>• Looking at tempo and how that influences the mood of the music.</li> <li>• Research instrumentation and special effects and how it is inkeeping with the genre of music.</li> <li>• Looking at the lyrics and how the music reflects what the words are saying.</li> </ul>	<p>Key Content:</p> <ul style="list-style-type: none"> <li>• Interpretation and performing a song which evokes emotion.</li> <li>• Learning chord progressions and transitions to create a smooth performance.</li> <li>• Learning the skills to create a pleasing sound while playing their instrument.</li> <li>• Working together and being able to identify key elements to work on.</li> <li>• Logging each rehearsal to identify sections which need more work for the performance.</li> <li>• Plan the performance and everything you will need to put on the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Content: Final mock performance of 1 item from their set list.</li> <li>• Finishing any of the evaluation and logs which should be completed.</li> <li>• Peer evaluation of performance.</li> <li>• Looking over rehearsal videos to identify key areas which improved and which could improve further.</li> <li>• Write full evaluation to go with the video of their performance.</li> </ul>	<p>Key Content:</p> <ul style="list-style-type: none"> <li>• Structuring lyrics in the verse chorus pop song template.</li> <li>• Using syllabic and melismatic word painting to create melody.</li> <li>• Looking at playing chords in inversions and using 7<sup>th</sup> and 9<sup>th</sup> chords to create interest.</li> <li>• Putting the chords into a progression to put melody over the top.</li> <li>• Work on improving their instrumental skills through self-practise.</li> <li>• Working together to create a harmonious sound as an ensemble.</li> </ul>	<p>Key Content:</p> <ul style="list-style-type: none"> <li>• Structuring lyrics in the verse chorus pop song template.</li> <li>• Using syllabic and melismatic word painting to create melody.</li> <li>• Looking at playing chords in inversions and using 7<sup>th</sup> and 9<sup>th</sup> chords to create interest.</li> <li>• Putting the chords into a progression to put melody over the top.</li> <li>• Work on improving their instrumental skills through self-practise.</li> <li>• Working together to create a harmonious sound as an ensemble.</li> </ul>
	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Music History</li> <li>• Imagery and fashion</li> <li>• Influential Styles.</li> <li>• Political and historical influences</li> <li>• Iconic artists, labels and producers.</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Tonality</li> <li>• Tempo</li> <li>• Instrumentation</li> <li>• Lyrical content (where applicable)</li> <li>• Production techniques</li> </ul>	<p>Key Skills:</p> <ul style="list-style-type: none"> <li>• Performance skills.</li> <li>• Chord progressions</li> <li>• Instrumental techniques</li> <li>• Ensemble skills</li> <li>• Rehearsal logging.</li> <li>• Production planning</li> <li>• Rehearsal techniques</li> <li>• Musicality development.</li> </ul>	<p>Key skills :</p> <ul style="list-style-type: none"> <li>• Self evaluation</li> <li>• Essay writing skills</li> <li>• Peer evaluation.</li> </ul>	<p>Key skills :</p> <ul style="list-style-type: none"> <li>• Lyric structure.</li> <li>• Melody writing.</li> <li>• Chord structure.</li> <li>• Chord progressions</li> <li>• Instrumental skills</li> <li>• Ensemble skills</li> </ul>	<p>Key skills :</p> <ul style="list-style-type: none"> <li>• Lyric structure.</li> <li>• Melody writing.</li> <li>• Chord structure.</li> <li>• Chord progressions</li> <li>• Instrumental skills</li> <li>• Ensemble skills</li> </ul>

	<b>Assessment opportunities:</b> Written Essay as part of their final assessment Unit 201ta.	<b>Assessment opportunities:</b> Written Essay as part of final assessment Unit 201ta.	<b>Assessment opportunities:</b> Working together and creating a piece of music to perform as an ensemble and logging their progress.	<b>Assessment opportunities:</b> Essay on the evaluation of the performance. Pitfalls and things to improve.	<b>Assessment opportunities:</b> Re cap of skills and gradual evaluation of each skill	<b>Assessment opportunities:</b> Re cap of skills and gradual evaluation of each skill
Year 9	Key content: <ul style="list-style-type: none"> <li>• Mickey Mousing</li> <li>• Looking at copying the action in the film scene with music creating the slapstick effect.</li> <li>• Looking at how the timbre of instruments and the pitch effect how the scene plays out and how it makes the viewer feel.</li> <li>• Showing how a motif can be attached to a character eg 'StarWars'.</li> <li>• Showing how notes when they clash create tension.</li> <li>• Showing how speed and volume can affect how the viewer feels about a scene.</li> </ul>		Key content: <ul style="list-style-type: none"> <li>• Learning the steps of the scale to find chord VI IV I V</li> <li>• Learning the notes of a triad and playing 1 3 5 of each chord.</li> <li>• Learning rhythm to create strumming patterns.</li> <li>• When using keyboards, further development of skills by using inversions of chords to make playing easier.</li> <li>• Practising the chords in sequence to smooth transitions.</li> <li>• Learning chair drumming to put together a full performance together using drums, ukulele, guitar, bass, keyboard and vocals.</li> </ul>		Key content: <ul style="list-style-type: none"> <li>• Learning the notes of a triad and playing 1 3 5 of each chord on keybopards.</li> <li>• Learning rhythm to create strumming patterns for the guitar and ukulele.</li> <li>• When using keyboards, further development of skills by using inversions of chords to make playing easier.</li> <li>• Practising the chords in sequence to smooth transitions.</li> <li>• Learning chair drumming to put together a full performance together using drums, ukulele, guitar, bass, keyboard and vocals.</li> <li>• Looking at strengthening their vocal technique to improve projection and interpretation.</li> </ul>	
	Key skills: <b>Film music.</b> <ul style="list-style-type: none"> <li>• Mickey mousing</li> <li>• Pitch and instruments.</li> <li>• Leitmotif</li> <li>• Consonance and Dissonance.</li> <li>• Tempo and dynamics.</li> </ul>		Key skills: <ul style="list-style-type: none"> <li>• Use of chords VI IV I V</li> <li>• Strumming patterns</li> <li>• Triads</li> <li>• Inversions</li> <li>• Chord transitions</li> <li>• Basic drumming.</li> </ul>		Key skills: <ul style="list-style-type: none"> <li>• Strumming patterns</li> <li>• Keyboard chords</li> <li>• Guitar chords</li> <li>• Ukelele chords</li> <li>• Vocal techniques</li> <li>• Basic drumming</li> </ul>	
	<b>Assessment opportunities:</b>  Assessment in October, a performance or print out of composition which they annotate.		<b>Assessment opportunities:</b>  Assessment of performance of four chords plus vocal on a variety of instruments.		<b>Assessment opportunities:</b>  Final assessment which is a performance of a pop song in groups and evaluation afterwards.	
Year 8	Key Content: Rap <ul style="list-style-type: none"> <li>• Look at the origins of Rap</li> <li>• Show them how rap has evolved.</li> <li>• Looking at 70's, 80's, 90's, 00's and 2010's.</li> <li>• To be able to use the elements of Rap – content, flow and delivery</li> <li>• To be able to structure Rap lyrics</li> <li>• To be able rap in time to the beat</li> <li>• •To be able to perform your Rap confidently and in the style of an artist</li> </ul>		Key Content: <ul style="list-style-type: none"> <li>• History of the style 'musical theatre'.</li> <li>• Analysing a scene from a musical theatre production to identify the key themes which make it what it is.</li> <li>• Looking at the golden age and the jazz and opera roots it has within it.</li> <li>• The input of electric instruments into the musical theatre style.</li> <li>• Integration of other styles eg, POP – Mamma Mia, Rock – We Will Rock You and Hip Hop – Hamilton.</li> </ul>		Key Content: <ul style="list-style-type: none"> <li>• Learning the culture of Samba and what it represents for Brazil.</li> <li>• Learning different Samba rhythms and how to create a polyrhythmic texture.</li> <li>• Learn different styles of samba including separate performances.</li> <li>• Putting a samba performance together and learning their individual part for full class performance.</li> </ul>	

	<ul style="list-style-type: none"> <li>To understand how Rap has developed over the decades</li> <li>To understand the musical terminology associated with Rap</li> </ul>					
	Key Skills: <ul style="list-style-type: none"> <li>Composition skills</li> <li>Writing skills</li> <li>Performance skills</li> <li>Musicality</li> </ul>		Key Skills: <ul style="list-style-type: none"> <li>Musical Theatre</li> <li>Song</li> <li>Dance</li> <li>Libretto</li> <li>Golden age</li> <li>Modern Musicals</li> <li>Integration of styles</li> </ul>		Key Skills: <ul style="list-style-type: none"> <li>Samba rhythms</li> <li>Samba history</li> <li>Styles of samba</li> <li>Peforming and reacting</li> </ul>	
	<b>Assessment opportunities:</b>  <b>End of Unit assessment : October performance of their rap over a provided hook.</b>		<b>Assessment opportunities:</b>  <b>End of Unit assessment : Feb performance and written assessment.</b>		<b>Assessment opportunities:</b>  <b>Assessment on engagement and participation of the final performance.</b>	
Year 7	Key Content: Musical Elements <ul style="list-style-type: none"> <li>Identifying the seven elements.</li> <li>Baseline Assessment</li> <li>Aural analysis of music identifying frequency/pitch.</li> <li>Learning basic rhythm using Kodaly technique.</li> <li>Basic treble clef lines and spaces rhymes.</li> <li>Working as a team to prepare a performance.</li> <li>Anaylsis of music taking apart the structure of popular music.</li> <li>Looking at the different musical instrument families.</li> <li>Music basics assessment</li> <li>Singing assessment</li> </ul> <b>6 and half weeks</b>		<b>Key Content:</b> <ul style="list-style-type: none"> <li>The country and culture Reggae music was born from.</li> <li>Stylistic features such as the ska-rhythm and how to perform it.</li> <li>The lyrical content and the racial injustice.</li> <li>Learning to play ‘Three little Birds’ on Keyboard, Ukelele and Bass for a group assessment at the end of half term.</li> <li>Learning basic chords and how to transition between them.</li> <li>Keyboard skills</li> <li>Strumming patterns.</li> </ul> <b>6 weeks</b>		Key Content: <ul style="list-style-type: none"> <li>Learning chords I IV and V in the 12 bar blues pattern on both ukulele and keyboard.</li> <li>Learning the blues scale and how to improvise with it.</li> <li>Understanding the history and culture of blues and create some lyrics in the style of this.</li> <li>Put together a performance which includes all the skills above.</li> </ul> <b>5 weeks</b>	
	Key Skills: Unit 1 Pitch Unit 2 Rhythm Unit 3 Dynamics Unit 4 sound and speed Unit 5 structure		Key Skills: <ul style="list-style-type: none"> <li>Reggae</li> <li>Ska Rhythm</li> <li>Political themes</li> <li>Keyboards</li> <li>Ukeleles</li> <li>Bass</li> </ul>		Key Skills: <ul style="list-style-type: none"> <li>12 bar blues</li> <li>Blues scale</li> <li>Improvisation</li> <li>Writing lyrics</li> <li>Keyboards</li> <li>Ukeleles</li> </ul>	
	<b>Assessment opportunities:</b> <b>Base line assessment : September</b>  <b>End of Unit assessments: October</b>		<b>Assessment opportunities:</b> <b>Performance and evaluation of ‘three little birds’.</b>  <b>End of Unit assessment: February</b>		<b>Assessment opportunities:</b>  <b>Assessment of the performance and formative peer assessment of each individual skill.</b>	