



# MUSIC CURRICULUM LEARNING JOURNEY



Knowledge & Concepts increase students depth/ challenge and build on previous learning where topics are revisited throughout their learning journey

		Year 7	Year 8	Year 9			Year 10	Year 11
Teaching Block 1	Topic	<b>Elements of Music / Instruments of the Orchestra</b>	<b>The Blues/ Influence of the Blues</b>	<b>Musical Futures / Trap music</b>	Half Term 1	Topic	<b>AOS 1: Musical Forms &amp; Devices</b>	<b>AOS 4: Popular Music Composition 1 / Solo Performance</b>
	Knowledge	<b>Instrument classroom:</b> The elements of music (dynamics, pitch, structure, etc.) are their musical meanings. Basic keyboard skills and how to read notation.  <b>Computer classroom:</b> How an orchestra plays together and what it consists of – Grouping instruments into families. Composing music with these instrumental families on Garage Band.	<b>Instrument classroom:</b> The history and context of blues music. Learning how chord structures such as the 12-bar blues are used as the foundation of song writing.  <b>Computer classroom:</b> The music that The Blues influenced, especially rock and roll. Blues musicians such as, The Beatles, Elvis Presley. Using Garage Band to look at the creation of rock and roll songs using chords from The Blues.	<b>Instrument classroom:</b> Using Just Play playalongs to learn popular songs on the guitar and keyboard as a classroom ensemble. Focus on rhythm and harmony.  <b>Computer classroom:</b> History of trap music, learning how to implement different rhythms, basslines, samples and melodies into Garage Band.		Knowledge	Baroque, classical and romantic music, musical devices and structures. Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary, rondo, variation and strophic forms.	Understanding popular music: pop, rock and pop, bhangra and fusion (of different styles). Students will look at the history of popular music, which artists influenced great changes in popular music, and what technological advances allowed music to be accessed by the masses (making it possible to be 'popular') and how technology has influenced changes in the music itself, production, and recording process and capabilities.
						Skills	Recognising musical devices and structures used by composers through listening to, playing, and reading music.	
	Skills	Basic keyboard – Reading notation – Discriminating between different instruments, and instrument families, through listening.  Composing melodies in a DAW.	Keyboard and guitar - Chord progressions – Improvisation – Solo and ensemble performing.  Learning how to build chord structures in a DAW.	Ensemble performing, arranging performances. Reading music for their chosen instruments and turning it into performances		Half Term 2	Topic	<b>AOS 1: Musical Forms &amp; Devices</b>
					Knowledge		Students will learn how composers use musical devices to create and develop music, and be able to recognise these in pieces of music through listening and reading notation.  <b>Focus on Set piece 1</b> (Badinerie by J.S.Bach from September 2020 onwards).	Students will listen to pieces of popular music that break away from normal song writing tradition, through difficult rhythm patterns, time signatures, or fusion of musical genres.  <b>Focus on set piece 2</b> (Africa: Toto for assessment from September 2020 onwards).



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			<p>carried out in front of the class</p> <p>Composing melodies, drum beats and basslines in a DAW. Using samples effectively.</p>	<p><b>Skills</b></p>	<p>As well as developing their listening skills, students will learn to play their chosen instrument at a high level now, with the goal of recording solo and ensemble pieces at a GCSE standard.</p>	<p>Students will use the performing and composing skills they have developed since Year 7 to coursework to a high level, focusing on their chosen instrument and music technology.</p>
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# MUSIC CURRICULUM LEARNING JOURNEY



		Year 7	Year 8	Year 9			Year 10	Year 11
Teaching Block 2	Topic	Riffs & Ostinatos / Composing to A Brief	Music and the Media / Composing for Film	Classical Music / Video Game Music	Half Term 3	Topic	AOS 2: Music for Ensembles	Composition 2 / Ensemble Performance / Exam Practice
	Knowledge	<p><b>Instrument classroom:</b> Recognising ostinatos and guitar riffs</p> <p>Leading/managing performances and arrangements of ensemble performances.</p> <p><b>Computer classroom:</b> Composing music to match a brief given.</p> <p>Music will explore different atmospheres and moods and will match the content given to students.</p>	<p><b>Instrument classroom:</b> Exploring tonalities and leitmotifs through famous film composers and their works. Performing famous pieces of music as well as composition of new pieces using techniques and devices learned through the unit.</p> <p><b>Computer classroom:</b> Looking at film composition techniques and musical devices and applying them to film scenes and trailer to match</p>	<p><b>Instrument classroom:</b> Looking at famous pieces of western classical music as well as some Asian pieces. Performing these in solos and ensembles, as well as learning to annotate and read sheet music.</p> <p><b>Computer classroom:</b> Game composers and their works – How and why certain effects and musical clichés are used in film scores to connect the audience to</p>		Knowledge	<p>Sonority and texture, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues.</p>	<p>Understanding of Areas of Study – Understanding of the assessment criteria for composition and performance coursework pieces – A wide knowledge of music history and theory.</p>



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			the action musically with music technology.	what is happening on screen. Composing with music technology.							
	<b>Skills</b>	<p>Keyboard and guitar – Reading guitar tab – Solo and ensemble performing</p> <p>Recognising ostinato patterns through listening</p>	Composing for film and characters	Further developing instrument skills as well as learning about what directions musicians receive from reading sheet music and applying them to performing.	<b>Skills</b>	<p>Recognising (through listening) the different textures that composers can create by combining musical lines to create different types of texture and analysing describing these musically.</p> <p>How texture is used in specific instrumental and vocal groupings such as jazz trios, musical theatre, etc.</p>	<p>Performance skills on their chosen instrument to a high level – How to perform on their own and within an ensemble setting – How to use music technology to a high level to achieve their desired compositions – Listening to music and analysing it using music vocabulary to a high level</p>				
			Major and minor chords					<b>Half Term 4</b>	<b>Topic</b>	<b>AOS 2: Music for Ensembles</b>	<b>Composition 2 / Ensemble Performance / Exam Practice</b>
			Two handed keyboard playing						<b>Knowledge</b>	<p>Students will consider how texture is manipulated and they are encouraged to use small instrumental/vocal groupings in their own music. Learners are required to perform as part of an ensemble, and through this to actively engage with ensemble music, understanding the relationship between performers on the stage and the audience.</p>	<p>While completing their final coursework pieces, students focus on applying all of their theory and appraisal knowledge to exam practises. This will use all of their general music knowledge as well as the areas of study looked at through Years 10 and 11.</p>



# MUSIC CURRICULUM LEARNING JOURNEY



						<b>Skills</b>	Students will perform difficult pieces of music written for ensembles that require a high understanding of harmony and rhythm to achieve their chosen effect on the audience.	Students will use debating skills to compare the two set pieces together to deepen knowledge of each piece. Students will develop their exam technique through times assessments.
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# MUSIC CURRICULUM LEARNING JOURNEY



		Year 7	Year 8	Year 9			Year 10	Year 11
<b>Teaching Block 3</b>	<b>Topic</b>	<b>Musical Cycles / Assessment &amp; Scholarship</b>	<b>Minimalism / Assessment &amp; Scholarship</b>	<b>Band Skills / Assessment &amp; Scholarship</b>	<b>Half Term 5</b>	<b>Topic</b>	<b>ASOS 3: Film Music</b>	<b>Revision</b>
	<b>Knowledge</b>	Reading cyclical patterns – Music styles from Indonesia, India and Africa and the instruments used in these cultures.  Final half-term will be made up of consolidation all knowledge and skills learned through KS3 so far and applying them to a final exam. After the exam has taken place, students will take part in scholarship lessons.	Minimalist composers – Steve Reich, Phillip Glass and John.  Final half-term will be made up of consolidation all knowledge and skills learned through KS3 so far and applying them to a final exam. After the exam has taken place, students will take part in scholarship lessons. Cage.	Looking at popular music and how songs are created, plus their contextual effect on the Western World.  Final half-term will be made up of consolidation all knowledge and skills learned through KS3 so far and applying them to a final exam. After the exam has taken place, students will take part in scholarship lessons.		<b>Knowledge</b>	The use of timbre, tone colour and dynamics for effect. Students look at creative compositions that can manipulate how the viewer interprets a film. Through listening to and/or performing examples of film music learners will study how composers use musical elements appropriately to respond to a specific commission.	Understanding of Areas of Study – A wide knowledge of music history and theory.
		<b>Skills</b>	Composing music to a brief - Performing film music – Using music technology to compose music in varying styles.	Listening to music and analysing it using music vocabulary to a high level				
	<b>Half Term 6</b>	<b>Topics</b>	<b>AOS 3: Film Music</b>					



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	<b>Skills</b>	Ensemble performing – Djembe drumming – Gamelan / Xylophone performing.	Two handed keyboard – Performing complicated keyboard ostinatos – Arranging pieces of music.	Recognising diegetic and non-diegetic music in films. Understanding tonality and its use in conveying emotion with video games.		<b>Knowledge</b>	Students will learn to break down film music and analyse it in essay style answers in preparation for the 10 mark question in the GCSE exam.	
						<b>Skills</b>	learners are encouraged to consider how music for film is created, developed and performed, and the impact this has on the audience. Learners will have the opportunity to compose and perform film music and are encouraged to use musical technology to create mood and atmosphere through engaging with the story of the film.	

<b>Scholarship Project 1</b>	<b>Topics</b>	<b>Boomwhackers</b>
	<b>Knowledge</b>	Reading rhythm patterns – Playing rhythms.
	<b>Skills</b>	Playing the boomwhackers in time with their group –
<b>Scholarship Project 2</b>	<b>Topics</b>	<b>Just Play</b>
	<b>Knowledge</b>	Chords
	<b>Skills</b>	Timing – Chords. Ensemble skills
<b>Scholarship Project 3</b>	<b>Topics</b>	<b>Samba</b>



# MUSIC CURRICULUM LEARNING JOURNEY



	<b>Knowledge</b>	Instruments that make up a Samba bateria – How to read drum notation – History of Samba
	<b>Skills</b>	Complicated drum patterns played in time with others, making polyrhythms – Leading the bateria.