



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
<b>Teaching Block 1</b>	<b>Topic</b>	<b>Elements of Music / Instruments of the Orchestra</b>	<b>The Blues/ Influence of the Blues</b>	<b>Band Skills</b>	<b>Half Term 1</b>	<b>Topic</b>	<b>AOS 1: Musical Forms &amp; Devices</b>	<b>AOS 4: Popular Music Composition 1 / Solo Performance</b>
	<b>Knowledge</b>	The elements of music (dynamics, pitch, structure, etc.) – How an orchestra plays together and what it consists of – Grouping instruments into families.	The history and context of blues music, and the music that it influenced, especially rock and roll. Blues musicians such as, The Beatles, Elvis Presley.	Many genres and composers are explored in this unit and students are encouraged to have freedom in their performing and listening choices, letting them discover music that inspires them.		<b>Knowledge</b>	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.
						<b>Skills</b>	Recognising musical devices and structures used by composers through listening to, playing, and reading music.	Through listening and performing, students will learn to be able to comment on the style of a song, its song writing process and structure, how the studio has modified and amplified the music, and through what software, as well as commenting on the live or digital instruments present.
					<b>Half Term</b>	<b>Topic</b>	<b>AOS 1: Musical Forms &amp; Devices</b>	<b>AOS 4: Popular Music Composition 1 / Solo Performance</b>



	<b>Skills</b>	Basic keyboard – Reading notation – Discriminating between different instruments, and instrument families, through listening.	Keyboard and guitar - Chord progressions – Improvisation – Solo and ensemble performing.	Ensemble performing, arranging performances. Reading music for their chosen instruments and turning it into performances carried out in front of the class.		<b>Knowledge</b>	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).
						<b>Skills</b>	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.	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.

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<b>Teaching Block 2</b>	<b>Topic</b>	<b>Ostinato: Rhythm and Melody</b>	<b>Music and the Media</b>	<b>Classical Music</b>		<b>Topic</b>	<b>AOS 2: Music for Ensembles</b>	<b>Composition 2 / Ensemble Performance / Exam Practice</b>



	<b>Knowledge</b>	Recognising ostinatos and guitar riffs – Leading/managing performances and arrangements of ensemble performances.	Tonalities – Leitmotifs – Film Composers.	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.	<b>Half Term 3</b>	<b>Knowledge</b>	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.	Understanding of Areas of Study – Understanding of the assessment criteria for composition and performance coursework pieces – A wide knowledge of music history and theory.
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								<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. 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>
								<p><b>Skills</b></p>	
	<b>Skills</b>	<p>Keyboard and guitar – Reading guitar tab – Solo and ensemble performing - Recognising ostinato patterns through listening -</p>	<p>Composing for film and characters – Major and minor chords – Two handed keyboard playing</p>	<p>Further developing instrument skills as well as learning about what directions musicians receive from reading sheet music and</p>	<b>Half Term 4</b>			<p><b>Topic</b></p> <p><b>AOS 2: Music for Ensembles</b></p>	<p><b>Composition 2 / Ensemble Performance / Exam Practice</b></p>
								<p><b>Knowledge</b></p>	<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>



				applying them to performing.		<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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<b>Teaching Block 3</b>	<b>Topic</b>	<b>Musical Cycles</b>	<b>Minimalism</b>	<b>Video Game Music</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.	Minimalist composers – Steve Reich, Phillip Glass and John Cage.	Game composers and their works – How and why certain effects and musical clichés are used in film scores to connect the audience to what is happening on screen. Composing with music technology.		<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>	
					<b>Half Term</b>	<b>Topics</b>		<b>AOS 3: Film Music</b>



	<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.		



Scholarship Project 1	Topics	<b>Djembe Drums</b>
	Knowledge	Reading rhythm patterns – Playing cyclical rhythms.
	Skills	Playing the djembe in time with their group – arranging and organising – Leadership – Djembes in African culture
Scholarship Project 2	Topics	<b>Just Play</b>
	Knowledge	Chords
	Skills	Timing – Chords
Scholarship Project 3	Topics	<b>Samba</b>
	Knowledge	Instruments that make up a Samba bateria – How to read drum notation – History of Samba
	Skills	Complicated drum patterns played in time with others, making polyrhythms – Leading the bateria.