

Curriculum overview: Music

YEAR 6 Core Objectives				
<ul style="list-style-type: none"> ▪ To be able to identify a number of instruments. ▪ To have some understanding of basic notation e.g. the use of a treble clef ▪ To have had experience of using a musical instrument and understand how sound is produced. 				
Key skills/content requirements at GCSE				
<u>Performing (30% of GCSE)</u>	<u>Composing (30% of GCSE)</u>		<u>Listening (40% of GCSE)</u>	
<ul style="list-style-type: none"> • Students are required to make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following means: playing or singing music, improvising, or realising music using music technology. • Students must be able to perform music with control, making expressive use of phrasing and dynamics appropriate to the style and mood of the music. • Students will be required to perform as a soloist and as part of an ensemble. Both of these performances should add up to a minimum of 4 minutes (with 1 minute dedicated to ensemble performing). 	<ul style="list-style-type: none"> • Students are required to make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence. Students will compose one composition based on a chosen brief and one composition of free choice. • Students must be able to compose music that develops musical ideas, uses conventions, and explores the potential of musical structures and resources. • Students will be required to compose two compositions, which must add up to a minimum of 3 minutes in total. 		<ul style="list-style-type: none"> • Students must analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire within the Areas of Study. • Students will be required to use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music. • Students will need to make critical judgements about music, using appropriate musical vocabulary. • Students will sit a listening exam (1 hour and 30 minutes) in the summer term of Year 11 	
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Year 7	Year 8	Year 9	Year 10	Year 11
<u>Composing</u>	<u>Composing</u> Y7 +	<u>Composing</u> Y7 & 8+	<u>Composing</u> Y7, 8 & 9 +	<u>Composing</u> Y7, 8, 9 & 10 +
<ul style="list-style-type: none"> ▪ To be able to compose a piece based on a specific mood or theme using a range of relevant programmatic elements. ▪ To be able to compose a variation based on a given theme exploring a number of melodic devices. 	<ul style="list-style-type: none"> ▪ To be able to compose a set of rap lyrics and appropriate accompaniment. ▪ To be able to develop an understanding of piano accompaniments in popular song and classical music. 	<ul style="list-style-type: none"> ▪ To be able to compose an entire song or arrangement based on understanding learnt in popular music units of work. ▪ To be able to compose a range of key elements for a song – melody, chord pattern/accompaniment, bass line & drum pattern. 	<ul style="list-style-type: none"> ▪ Develop compositional skills using music sequencing and programming software. ▪ Understand how to correctly combine different aspects of each part. ▪ Develop an understanding of the abilities of a range of instruments in order to be able to correctly compose parts on that instrument. 	<ul style="list-style-type: none"> ▪ Using appropriately the skills developed in order to compose a piece to a set brief and a piece of the learner's choice. ▪ Ensuring appropriate expression and techniques are applied where relevant.

<p><u>Performing</u></p> <ul style="list-style-type: none"> To be able to perform a simple melodic line using the correct hand position in your right hand on keyboard. To be able to maintain a basic rhythmic pattern on djembe drums. To be able to perform fluently and accurately. 	<p><u>Performing</u> Y7 +</p> <ul style="list-style-type: none"> To be able to perform a complex melody with chordal accompaniment using both your left hand and right hand on the keyboard. To be able to perform syncopated accompaniments with a continuous melody line. 	<p><u>Performing</u> Y7 & 8+</p> <ul style="list-style-type: none"> To be able to perform a complex melodic, rhythmic or accompaniment part as part of an ensemble. Continued development of the use of two hands on the keyboard at the same time to play individual parts fluently and accurately. 	<p><u>Performing</u> Y7, 8 & 9 +</p> <ul style="list-style-type: none"> Develop the ability to perform coherently and fluently on a chosen instrument using appropriate expression and control. Enhance ability to perform as part of an ensemble. 	<p><u>Performing</u> Y7, 8, 9 & 10 +</p> <ul style="list-style-type: none"> Developing ability to record a final solo performance which is accurate, fluent and expressive to the required level of difficulty. Developing ability to record a final ensemble performance which is accurate, fluent and expressive to the required level of difficulty.
<p><u>Listening</u></p> <ul style="list-style-type: none"> To be able to identify and describe basic musical elements within a piece of music correctly. To develop instrument recognition through listening. 	<p><u>Listening</u> Y7 +</p> <ul style="list-style-type: none"> To be able to identify, describe and analyse more complex musical elements and write about them in a coherent and succinct manner. To develop recognition of basic key elements such as modulations, rhythmic patterns and time signatures. 	<p><u>Listening</u> Y7 & 8+</p> <ul style="list-style-type: none"> To be able to identify, describe and analyse more complex musical elements and write about them in a coherent and succinct manner. To develop understanding and appreciation of a range of musical genres and the difference we can expect to hear within them. Also developing the ability to succinctly and coherently complete comparison questions based on similar or different musical genres. 	<p><u>Listening</u> Y7, 8 & 9 +</p> <ul style="list-style-type: none"> Develop more specific understanding of the style in which questions can be asked at GCSE. Consolidate understanding and recognition of instrumental sounds. Development of understanding of key terms and how to identify them e.g. melodic devices and cadences. 	<p><u>Listening</u> Y7, 8, 9 & 10 +</p> <ul style="list-style-type: none"> Use knowledge and understanding of musical elements, musical contexts and musical language to analyse unfamiliar music in four areas of study. Ensuring that understanding of all areas of study is appropriately secure.

GCSE external assessment:

- Two performances will be internally assessed/externally moderated (30% of the qualification)
- Two compositions (based on different areas of study) will be internally assessed/externally moderated (30% of the qualification)
- One written examination which is externally assessed (40% of the qualification)

SMSC in performing arts

Through drama and music we focus on ensuring that the academic work students engage in facilitates their spiritual, moral, social and cultural development. Every task or project within the department expects students to consider their own thoughts or responses or consider other people's thoughts in relation to different situations. For example, through the GCSE Drama course, unit 2 focuses on exploration of a theme. This involves students exploring how different people, including themselves, feel within a variety of situations. E.g. persecution, bullying, etc. Much of the work in the department focuses on the personal development of students, looking at how they can develop as mature, young adults being confident within themselves. This can take the form of lessons or extra-curricular activities within lessons, or can involve projects outside of the classroom including outside workshops, theatre visits or external master-classes. We encourage young people to explore, consider, analyse and create ideas of how to improve themselves both in and beyond lessons.

Spiritual development in music

Music lessons provide pupils with the opportunities to be creative and express their response to a range of stimuli. Pupils are encouraged to share their responses to a range of genres, instruments, lyrics and rhythm. Pupils develop their spiritual awareness of music through their enjoyment of listening to and making music either alone or with others.

Moral development in music

Moral education in Music, involves pupils expressing their own response to moral dilemmas and emotions. Encouraging critical discussion in response to challenging music is an integral process in learning and development. Students are required to express their own views of a range of musical styles and comment fairly on peers work.

Social development in music

Social education in Music provides an individual and collective experience that contributes to a student's social development. Through group collaboration pupils develop social skills as they realise the necessity of pooling ideas, then selecting and developing them with a large degree of co-operation and mutual agreement. Similarly, a performer requires the ability to accept their appropriate place in the group, whether it is as the soloist or a supportive role. Music provides the opportunity to explore and express ideas and feelings. Throughout this process, students will develop their ability to identify, listen to, understand and respect the views and values of others in discussion.

Cultural development in music

Cultural education in Music involves students developing appreciation of music drawn from a wide variety of traditions with a diversity of genres, forms and purposes. Pupils have an opportunity to explore aspects of their own culture and begin to recognise, and appreciate, differences in music from different times and places. They can also begin to make connections between different cultures.