

Music Year 7

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • fundamental building blocks of music – In the first term, The Elements of Music – and the beginnings of western musical notation, culminating in a performance of an original rhythmic composition. • rhythm, tempo, and dynamics – learners are equipped with the knowledge required to understand the more complex elements going forward, and the skills and confidence to apply them in a performance setting. • What the Elements of Music are, and how to combine them to create a piece of music 	<ul style="list-style-type: none"> • notation of the treble clef and apply it to the keyboard through the use of five-finger exercises and a performance of 'Ode-To-Joy' • understanding of the elements of music and western notation, translating their practical skills from a group context into a solo setting. • Hands-on use of the keyboard, and understanding of its layout • consolidates prior knowledge, and improves physical dexterity and fluency on one of the most common and accessible musical instruments, both as a teaching tool and as a vector for expression of life-long musical skills. • Understanding pitch through the treble clef • Right hand playing technique 	<ul style="list-style-type: none"> • explore the ukulele • historical context, anatomy, playing technique and involved genres. • Hawaiian culture or over 100 years, with its popularity in European • composing music. • Composers • timbre and texture within a song. • Learners will be able to learn the song 'Lava' on the ukulele. • Anatomy of ukulele • Playing technique, including strumming and fingering technique • Major and dominant 7th chord Structure

Assessment

- Written rhythmic composition/plan
- Recorded group performance
- Recorded solo performance
- Recorded solo / group performance

Music Year 8

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • exploration of West-African Drumming and percussive music, • introduction to African singing. • African Drums and percussion instruments – with particular focus on the Djembe • the history and culture from which these instruments come. • participate in taught and original polyrhythmic performances. • singing, • polyrhythms, • call-and-response, • improvisation • insight into the uses of music in West Africa (particular focus on Guinean and Malian), and guided through opportunities to re-create, and create from scratch, a similar performance. • Historical and social context of West African percussion • The Djembe – creation, technique, and performance • Performance techniques – call-and-response, polyrhythm, improvisation 	<ul style="list-style-type: none"> • Learners will partake in studying the history, idiosyncrasies and performance of blues music. • the historical context of the Blues as folk music of African-Americans, addressing the issues associated with slavery inherent in this tradition. • 12 Bar Blues • Shuffle rhythm • Improvisation using Blues Scale • Walking Bass Line 	<ul style="list-style-type: none"> • practical exploration of celebratory Samba Music of Brazil, with particular focus on Rio de Janeiro. • samba performers • ensemble, • jubilant stylistic and cultural context from which it comes. • structure, • rhythmic elements • use of melody. • performance of Samba De Jeneiro' • Polyrhythms • Call & Response • Improvisation • Use of dynamics • Structure

Assessment

- Written percussive composition/plan
- Recorded group performance
- Written composition/plan
- Recorded solo / group performance

Year 9

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • key skills needed to play guitar. • read guitar TAB • different playing techniques • pitch bends, • Slides • hammer on's. • using the correct finger technique and strumming patterns • Popular Music. • Chords • Hooks/Riffs • Melody • Anatomy of the guitar • Playing technique • Strumming • fingering technique 	<ul style="list-style-type: none"> • leitmotif. • how the musical elements are exploited to create certain effects on the audience by highlighting key moments during on-screen action. • films, TV shows, and adverts and give them the opportunity to reflect on why certain moments may have enhanced emotion through exploiting the musical elements. • Chords • Hooks/Riffs • Melody 	<ul style="list-style-type: none"> • musical, historical and cultural development of rap in the USA, from the 1970's to present day. • The technical aspects of composing lyrics and beats, and fitting the two together to form rap performances are introduced in turn, giving students the tools to take part in a group 'cypher', and compose a solo rap performance. • popular culture today. • produce a rap • Dexterity • What rap music is and how it's formed

Assessment

- Recorded solo / group performance of chosen piece
- Band-Lab MIDI submission
- Analysing and Evaluating through contextualised music vocabulary self and peer assessment.
- Written analysis of rap lyrics
- Lyrical material and composition/plan
- Recorded performance

Music GCSE Year 10

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • the study piece of Mozart's Clarinet Concerto in A Major, analysing the musical elements and how Mozart uses the musical elements to provide interest and excite the audience • Little Shop of Horrors; Prologue/Little Shop of Horrors, and Mushnik & Son • analyse how the musical elements were used to construct the piece and how they were used to excite their audience • develop their musicality through independent rehearsal, private tuition with their instrumental teacher and collaboratively as part of an ensemble. Students will be able to constantly self-evaluate. • maintain accuracy in performance as well exploring how to add their own flare to the piece through expression and interpretation. • Students will be able to use the correct terminology when analysing the music, • composers intentions. • stylistic features • Baroque, • Classical • Romantic periods. 	<ul style="list-style-type: none"> • Throughout their time studying GCSE Music, the pupils will be acquiring knowledge to prepare them for the Music exam This involves listening to unfamiliar works that span musical history • The pupils will be acquiring knowledge to prepare them for the Music exam This involves listening to unfamiliar works that span musical history. • musical elements (rhythm, metre, texture, melody, structure and form; and harmony, tonality, timbre, dynamics, phrasing, articulation). • They will develop their knowledge of how to replicate the stylistic features of the chosen genre of composition, including the appropriate instrumentation used. 	<ul style="list-style-type: none"> • listening to unfamiliar works that span musical history • develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing through two compositions. One must be in response to an externally set brief and the other a free composition. • Compositions can be composed in any style or genre to best reflect the skills, strengths, and interests of the individual students. They will write a programme note that informs the assessor of their compositional intention • Students will develop their understanding of the musical elements through their compositions.

Assessment

Recordings of solo performance and ensemble performance
Mock tests in analysis of listening and appreciating of music.

Music RSL Year 11

Term 1	Term 2	Term 3
<p><u>Completion of 201ta</u></p> <ul style="list-style-type: none">• musical knowledge• articulate their thoughts and feelings about music• industry & theoretical language• musical styles• build a wider contextual and theoretical knowledge of contemporary music.• identify and analyse the key stylistic and musical elements present within contemporary music.	<p><u>202a Live theatre performance</u></p> <ul style="list-style-type: none">• Students respond to a brief• create a performance documented with supported written evidence.	<p><u>202a Live theatre performance</u></p> <ul style="list-style-type: none">• Students respond to a brief• create a performance documented with supported written evidence.

Assessment

- written work, video presentation, blog, vlog or podcast
- Solo and group performance