

Year 7 - Curriculum Overview

Autumn 1	Autumn 2	Spring 1
<p>Rhythm and Keyboard</p> <p>Students will develop their knowledge of rhythm through being able to read/respond to basic simple time rhythms and perform more syncopated rhythms by ear. All rhythmic work will take place as a whole class or in small groups – the foundation stage of ensemble performance.</p> <p>Students will complete basic entry level skills on keyboard. They will combine their knowledge of rhythm with notes on the stave to perform ‘3 Note Rock’ (right hand only).</p> <p>Music Tech F3 – Incredibox and Chrome Music Lab. Entry level computer literacy in using online music technology apps/programs.</p> <p>Vocab: rhythms and Italian tempo words.</p> <p>Assessment: whole class performance of ‘3 Note Rock’ using keyboards and guitar.</p>	<p>Instruments of the Orchestra and Introduction to Guitar</p> <p>Students will learn about the four orchestral families and develop their listening and appraising skills in identifying instruments by ear.</p> <p>They will explore orchestral music and key composers using DSO Kids (also during homework) and develop their keyboard skills further by performing ‘Ode to Joy’ (including left hand chords).</p> <p>While developing their keyboard skills they will also learn the basics of guitar playing – strumming technique and entry level chords.</p> <p>Music Tech F3: Introduction to Garageband – using loops and navigating key functions.</p> <p>Vocab: Orchestral instrument names and Italian dynamic words.</p> <p>Assessment: whole class performance of ‘Ode to Joy’ using keyboards and guitar.</p>	<p>Introduction to Drum Kit and intro to whole class ensemble.</p> <p>Students will further build upon their guitar and keyboard skills by learning how to play ‘I Need a Dollar’. On keyboard they will learn full triad chords and perform full chords on guitar.</p> <p>Students will add drum kit to their instrumental skills and will perform I Need A Dollar as a whole class ensemble with vocals.</p> <p>Music Tech F3: recording rhythms. Students will learn how to use the Midi Keyboard to record and will compose layers of ostinato patterns to create a complex rhythm.</p> <p>Vocab: Texture and Tonality.</p> <p>Assessment: whole class performance of ‘I Need a Dollar’ using keyboards, guitar and drums.</p>

Spring 2	Summer 1	Summer 2
<p>Ensemble Band Skills – Counting Stars</p> <p>Students will tackle a more challenging whole class ensemble arrangement – Counting Stars.</p> <p>Students will carousel round the instruments and then be given an option of ‘specialising’ in an instrument for the rehearsal and recording of Counting Stars.</p> <p>Music Tech F3 – Students will create a popular music accompaniment using two note chords, bass line and drum kit rhythm.</p> <p>Vocab: structural terms used to create a whole class performance with contrasting textures.</p> <p>Assessment: whole class performance of ‘Counting Stars’ using all classroom instruments.</p>	<p>World Music & Fusion</p> <p>Students will complete an introduction to World Music through Samba performance and Raga compositions on keyboard.</p> <p>They will learn about world music influences on Popular Music to create fusion and develop their knowledge and understanding through a whole class ensemble performance of Havana.</p> <p>Music Tech F3 – Students will experiment with a Raga scale to compose their own melodic composition using an Indian Music Garageband template.</p> <p>Vocab: samba instrument names, Indian instrument names and articulating fusion elements.</p> <p>Assessment: whole class performance of ‘Havana’ using all classroom instruments.</p>	<p>Choral Singing</p> <p><i>Only 2/3 weeks due to timetable rollover.</i></p> <p>Students will work on preparing their year group choral performance for the Year 11 Graduation. Performance to include 2-part harmony and a variety of soloists.</p>

Year 8 - Curriculum Overview

Autumn 1	Autumn 2	Spring 1
<p>EDM – Electronic Dance Music</p> <p>In this unit students will explore key features of EDM through listening tasks and performing Animals (Martin Garrix) as a whole class ensemble.</p> <p>All students will learn the riff on keyboard and then choose which of the classroom instruments they wish to perform in the ensemble.</p> <p>Music Tech F3: students will deepen their knowledge of EDM by using Buttonbass and Ableton Learning. They will also compose a short piece of EDM on Logic using the loops and recording in their own riff and bass line.</p> <p>Vocab: riff, Major/minor, effect, distortion, four on the floor, synthesiser, texture, beat drop, drum machine, Launchpad/Push unit.</p> <p>Assessment: whole class performance of 'Animals' using all classroom instruments.</p>	<p>Popular Music – Shake it Off</p> <p>In this unit students will develop their knowledge of Popular Music by playing a whole class ensemble arrangement of Shake it Off. As well as performing the piece they will work with the teacher to create their own structure, choosing the textures/parts that will perform during the Intro, Verse, Pre-Chorus and Chorus.</p> <p>Students will develop their knowledge of theory and music analysis by breaking down the arrangement.</p> <p>Music Tech F3: students will develop their technology skills by recording in the standard Pop I, V, vi, IV chord progression and create their own melody and bass line.</p> <p>Vocab: Intro/Verse/Pre-Chorus/Chorus, chords (root and inversion), developing understanding of texture.</p> <p>Assessment: whole class performance of 'Shake it Off' using all classroom instruments.</p>	<p>Music in the Media</p> <p>In this unit students will explore how music is used in media – TV, advertising, jingles etc.</p> <p>They will perform the X Factor main theme as a whole class ensemble and analyse/discuss what makes it effective as a TV jingle. They will then perform the theme to Strictly Come Dancing and develop their knowledge of Fusion music from Year 7.</p> <p>Music Tech F3: students will use a guided Logic template to create a piece of music for an advert that combines pre-existing loops with their own ideas.</p> <p>Vocab: Pedal Note, Ostinato, Power Chord, Distorted Guitar, Syncopation, using terms displayed in F2 to compare contrasting themes used in TV/advertising.</p> <p>Assessment: whole class performances of 'X Factor Theme' and 'Strictly Come Dancing' themes using all classroom instruments.</p>

Spring 2	Summer 1	Summer 2
<p>Film Music</p> <p>In this unit students will build upon knowledge gained during Music in the Media and extend this to Film Music. They will perform a short action theme and horror theme as a whole class ensemble. Students will identify key features in each of the pieces and develop their ability to analyse/appraise music in contrasting styles.</p> <p>Music Tech F3: students will create a soundtrack to accompany a film clip from The Woman in Black. Students will incorporate the following key features: ostinato, pedal note, drone, riff, minor chords, dissonance and accented rhythms.</p> <p>Vocab: revisit dynamic, texture, tonality and tempo terms. Revisit orchestral instruments and describe their timbres/effects within film music.</p> <p>Assessment: whole class performance of Film themes.</p>	<p>The Blues</p> <p>In this unit students will learn about the historical context of Blues music and key musical features of Blues through vocal and band skills performance. Students will learn about the 12 Bar Blues harmonic structure and extend their performance skills to now include improvisation.</p> <p>Students will work as a whole class ensemble to perform a Blues piece. They will learn key features of improvisation and learn how to improvise a melody or rhythm in the Blues style as part of a whole class ensemble. Students will then look at the harmonic structure within the context of popular songs.</p> <p>Music Tech F3: students will record improvisations using the Blues scale. They will learn how to input a walking bass using the step editor.</p> <p>Vocab: 12 Bar Blues, Blues scale, improvisation, Blues instrumentation, mute, slide guitar, pitch bend, turnaround, call and response.</p> <p>Assessment: whole class performance of the 12 Bar Blues including individual improvisations.</p>	<p>Final Ensemble Performance (short term due to rollover)</p> <p>Students will use instrumental skills developed over the course of KS3 to perform a final class arrangement of a current popular song.</p>

Autumn 1	Autumn 2	Spring 1
<p>Area of Study 1 – Musical Forms and Devices. Mozart set work.</p> <p>Forms and devices are of fundamental importance in musical composition, and many of the common musical forms and devices used by composers today have their origin in the Western Classical Tradition. The music of the Baroque, Classical and Romantic eras provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms. Learners are encouraged to engage with a variety of music from the prescribed eras, through a range of performing, composing and appraising activities. They are also encouraged to make links between music they listen to, pieces they perform and their own compositions, as well as music by composers from the twentieth and twenty-first centuries who use these forms and devices.</p>	<p>Area of Study 2 – Music for Ensemble</p> <p>Music for ensemble forms the basis for a study of texture and sonority. Through a study of diverse musical styles composed for ensemble, such as jazz and blues, musical theatre and chamber music, learners will consider how music is composed for small groups of instruments and voices. Learners will also 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>Develop & Complete Free Composition.</p>	<p>Area of Study 3 – Film Music.</p> <p>The film industry is of considerable commercial and cultural interest in both the UK and abroad. There are many areas of specialism for musicians within this industry such as composer, orchestrator, arranger, performer, music editor, producer and more. A film composer scores music to accompany a motion picture for film or television. This includes dramatic underscore and thematic music as well as popular songwriting. Through this area of study 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.</p>

<p>Begin Free Composition.</p> <p>Solo Performing: Choose repertoire and practise solo piece with their instrumental teacher in preparation for the exam recordings in December.</p>	<p>Solo Performing Recordings.</p>	<p>Begin Brief Composition.</p> <p>Ensemble Performing: students will work on a duet piece with their instrumental teacher or choose to work with others in the class to prepare an ensemble performance for their exam recording in March.</p>
<p>Spring 2</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Area of Study 4 – Popular Music. Rainbow set work.</p> <p>Popular music is a wide-ranging and diverse art form encompassing several distinct genres. The popular music industry offers a wide range of opportunities for both composers and performers, including singer, song-writer, music producer, arranger and more. Through this area of study learners are encouraged to explore the musical idioms associated with a variety of popular music, and they will have the opportunity to</p>	<p>Complete/Refine Composition Scores and Logs</p> <p>Complete Any Final Rerecording.</p> <p>At this stage the marks are submitted to the WJEC Secure Site and the composition and performance moderation students are selected.</p>	<p>Mock Questions completed regularly throughout the year.</p> <p>Full Mock Papers and Revision.</p>

perform popular music as well as compose music associated with a popular music genre. Learners are also encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.

Develop & Complete Brief Composition.

