

<b>Music – Spring Term</b> <b>YEAR 7 CURRICULUM INFORMATION</b> <i>'Building knowledge, understanding, memory and performance.'</i>		
	Spring 1	Spring 2
<b>What will students be learning?</b>	<b>Sonority</b>  This unit develops pupils' knowledge and understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra	<b>Ukulele</b>  Unlock the joy of music with our Ukulele Classes! Join our engaging sessions designed for all skill levels, where you'll learn to strum, pick, and play your favourite tunes on this delightful instrument. Our experienced instructors make learning the ukulele a breeze, focusing on fundamentals, chords, and fun songs. Explore the world of music in a relaxed and supportive class environment. Whether you're a beginner or looking to enhance your skills, our Ukulele Classes offer a harmonious blend of learning and enjoyment. Discover the ukulele's unique charm and start your musical journey with us!
<b>How will students be assessed?</b>	Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria. For this topic, teachers observe and listen to student singing and question students understanding of the building blocks to music.	Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria.
<b>Literacy – What keywords will be taught?</b>	Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., <, >), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score.	Ukulele, Pitch, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, strumming, Melody, Keyboard, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C"
<b>What employability skills are being developed?</b>	Students build confidence and learn to perform as part of a large ensemble. In addition, students learn to engage in listening skills, applying their knowledge, and understanding. <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Confidence</li> </ul>	Students develop mastery and navigation of the keyboard and computer software. Their hands develop nimbleness and proficiency. In addition, students decode notes on a stave, understanding how to read notation. <ul style="list-style-type: none"> <li>• Dexterity</li> <li>• Perseverance</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Observation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Performance feedback</li> <li>• Verbalising feedback</li> </ul>
Wider Curriculum Links?	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> <li>• MFL – learning words from different languages</li> </ul>	<ul style="list-style-type: none"> <li>• DT – developing dexterity in students' hands.</li> <li>• Maths – problem solving notation and symbols.</li> <li>• Drama – memorising passages</li> <li>• Physics – how sound is measure in hertz.</li> </ul>
What useful websites are there for this topic?	<a href="#">teoria - Tutorials</a> <a href="#">Ear Trainer (good-ear.com)</a>	<a href="#">Ear Trainer (good-ear.com)</a> <a href="#">(5) What's in My Case? - YouTube</a>
What wider reading could be done for this topic?	<a href="#">Complete Vocal Technique – Complete Vocal Institute</a> <a href="#">Vocal Techniques for Singers   Vocalist</a>	<a href="#">Piano Technique (key-notes.com)</a> <a href="#">Reading Notation and Tablature - Guitar Lesson World</a>
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> <li>• Volunteer to perform to the class.</li> </ul>

**Music – Autumn Term**  
**YEAR 8 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

	Spring 1	Spring 2
<b>What will students be learning?</b>	<b>Adverts and Guitar Skills</b>  Students will develop skills in using Mix Craft, using a microphone, and developing skills in audio manipulation. In addition, students will build on skills from the ukulele and attempt to use the guitar, performing simple chords and melodies. In addition, students will develop reading notation and use a guitar simultaneously.	<b>Latin American Rhythms and Film Music</b>  Embark on a rhythmic journey with our Latin American Rhythms classes! Immerse yourself in the vibrant and diverse beats of Latin America as you learn the fundamental rhythms, percussion techniques, and cultural nuances of this rich musical tradition. Our classes provide an engaging and dynamic experience, allowing you to explore the infectious rhythms of salsa, samba, merengue, and more.
<b>How will students be assessed?</b>	Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria. Students will be observed in using a computer program called Mix Craft.	Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria.
<b>Literacy – What keywords will be taught?</b>	Voiceover, Underscore, Jingle, Improvisation, MIDI recording Quantise / edit, Musical elements – texture, pitch, tempo, dynamics, duration, timbre and structure, Rhythm, Melody	Leitmotif, Ostinato, Voiceover, Underscore, Jingle, Improvisation, MIDI recording, Quantise / edit, Musical elements – texture, pitch, tempo, dynamics, duration, timbre and structure, Rhythm, Melody,
<b>What employability skills are being developed?</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Digital Skills</li> <li>• Problem solving</li> <li>• Attention and concentration.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Skills</li> <li>• Organisation skills</li> <li>• Adaptability</li> <li>• Time management</li> </ul>
	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> </ul>	<ul style="list-style-type: none"> <li>• Business – creating adverts.</li> <li>• DT – developing dexterity in students' hands.</li> </ul>

Wider Curriculum Links?	<ul style="list-style-type: none"> <li>English – singing songs and understanding meaning.</li> <li>MFL – learning words from different languages</li> </ul>	<ul style="list-style-type: none"> <li>Maths – problem solving notation and symbols.</li> <li>Drama – memorising passages</li> <li>Physics – how sound is measure in hertz.</li> </ul>
What useful websites are there for this topic?	<a href="#">teoria - Tutorials</a> <a href="#">Ear Trainer (good-ear.com)</a>	<a href="#">Ear Trainer (good-ear.com)</a> <a href="#">(5) What's in My Case? - YouTube</a>
What wider reading could be done for this topic?	<a href="#">How to Read Bass Tab   StudyBass</a> <a href="#">How To Create BASS RIFFS: 4 Step Process - Online Bass Courses</a>	<a href="#">Advertising jingle definition and meaning   Collins English Dictionary (collinsdictionary.com)</a> <a href="#">8 Reasons Why Jingles are Powerful in Advertising - Score a Score</a>
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> <li>Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>Students can learn an instrument in school to develop their skills further.</li> <li>Attend a concert with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>Students can learn an instrument in school to develop their skills further.</li> <li>Attend a concert with friends and family.</li> </ul>

**Music – Autumn Term**  
**YEAR 9 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

	Spring 1	Spring 2
<b>What will students be learning?</b>	<b>Computer and Video Game Music and Guitar skills</b>  The topic begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. The characteristic musical features of computer and video game music: jumping bass lines, staccato articulation, chromatic movement, and syncopation are included as musical knowledge through composing and performing tasks. In addition, students can develop their guitar skills.	<b>Blues and Jazz Music</b>  Discover the soulful and expressive world of Blues and Jazz in our music classes! Delve into the rich history and unique characteristics of these iconic genres. In class you will understand the 12-bar blues progression to exploring improvisation in jazz. Immerse yourself in the emotive storytelling of the blues and the sophisticated improvisation of jazz. Learn to play timeless classics and create your improvisational masterpieces. Join us on this musical journey, where every note tells a story, and the rhythm of blues and jazz becomes a part of your musical identity. Unleash your creativity and explore the magic of these timeless genres!
<b>How will students be assessed?</b>	Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria. Students will be observed in using a computer program called Mix Craft.	Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria. Students will be observed in using a computer program called Mix Craft.
<b>Literacy – What keywords will be taught?</b>	Chord / chord sequence MIDI recording Quantise / edit Major / minor Musical elements – texture, pitch, tempo, dynamics, duration, timbre, structure, Rhythm, Melody, Loops	Blues, Jazz, Improvisation, 12-Bar Blues, Swing, Jazz Standards, Musical Storytelling, Jazz Harmony, Blues Guitar, Jazz Improv, Syncopation, Jazz Ensemble, Swing Rhythm, Soulful Expression, Jazz History, Jazz Piano, Blues Progression, Jazz Saxophone, Blues Vocals, Jazz Fusion
<b>What employability skills are being developed?</b>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Computer literacy</li> <li>• Collaboration</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Adaptability</li> <li>• Time management</li> <li>• Decision-making</li> </ul>

Wider Curriculum Links?	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> <li>• MFL – learning words from different languages</li> </ul>	<ul style="list-style-type: none"> <li>• Business – creating adverts.</li> <li>• DT – developing dexterity in students’ hands.</li> <li>• Maths – problem solving notation and symbols.</li> <li>• Drama – memorising passages</li> <li>• Physics – how sound is measure in hertz.</li> </ul>
What useful websites are there for this topic?	<a href="#">teoria - Tutorials</a> <a href="#">Ear Trainer (good-ear.com)</a>	<a href="#">Ear Trainer (good-ear.com)</a> <a href="#">(5) What’s in My Case? - YouTube</a>
What wider reading could be done for this topic?	<a href="#">The History of Dance Music   Armada Music</a>	<a href="#">Composing Classics: A History of Video Game Music — Google Arts &amp; Culture</a>
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> </ul>

**Music – GCSE**  
**YEAR 10 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

	Spring 1	Spring 2
<b>What will students be learning?</b>	<b>Composing and Music for the Stage</b>  Students will continue to develop skills in performing and composing, effectively reflecting, and evaluating their progress. Set work 5 – Area of Study 3: Music for Stage and Screen – 'Defying Gravity' from Wicked. This is one of eight pieces, which students will have an extract of in the final listening examination. Questions will relate to the part of the music played. The listening paper accounts for 40% of the GCSE.	<b>Fusions (Afro Celt Sound System) analysis</b>  Studying Fusions (Afro Celt Sound System) for the GCSE Edexcel specification involves a detailed analysis of the Afro Celt Sound System's unique musical fusion. Students explore the blending of traditional African and Celtic elements with modern electronic music. The analysis delves into the instrumentation, rhythms, melodies, and cultural influences that shape Afro Celt Sound System's compositions. Through this study, students gain insights into the diverse world of musical fusion, understanding how artists creatively merge different genres to produce innovative and culturally rich musical expressions.
<b>How will students be assessed?</b>	Students are assessed on their ability to analyse and evaluate music in written form, using knowledge and understanding of musical elements and contexts to make critical judgements about repertoire within the chosen areas of study. In addition, students will have opportunities to record their performances and analyse and evaluate their progress using the GCSE performance criteria. Furthermore, students' creations and ideas are assessed using the GCSE criteria to reflect their progress accurately.	Students continue to be assessed on their performance and composing skills, enhancing and fine-tuning skills further. Students move onto a new area of study and are assessed on their understanding of elements and ability to analyse and evaluate music effectively.
<b>Literacy – What keywords will be taught?</b>	Modulation Retrograde Rhythmic Chords Ostinato Contrary Motion Sequence Melisma Imitation Pedal Diminution Augmentation Counter Melody Inversion	Afro Celt music, keyword list: Fusion, World Music, Traditional, Electronic, Rhythmic, Cultural Blend, Instrumentation, Synthesis, Global, Innovation, Collaboration, Ethereal, Beats, Melodic, Cross-Cultural, Afrobeat, Celtic, Percussion, Synthesizers, Diverse Influences, Harmonic, Groove, Unique Sound, Folkloric, Genre-blurring.
<b>What employability skills are being developed?</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Adaptability</li> <li>• Time management</li> <li>• Decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Computer literacy</li> <li>• Collaboration</li> <li>• Technology</li> <li>•</li> </ul>

Wider Curriculum Links?	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> </ul> <p>MFL – learning words from different languages</p>	<ul style="list-style-type: none"> <li>• Business – creating adverts.</li> <li>• DT – developing dexterity in students' hands.</li> <li>• Maths – problem solving notation and symbols.</li> <li>• Drama – memorising passages</li> <li>• Physics – how sound is measure in hertz.</li> </ul>
What useful websites are there for this topic?	<p><a href="#">GCSE Music - Edexcel - BBC Bitesize</a></p> <p><a href="#">16 Tips on Composing Music - Bob Reynolds (bobreynoldsmusic.com)</a></p>	<p><a href="#">GCSE Music - Edexcel - BBC Bitesize</a></p>
What wider reading could be done for this topic?	<p><a href="#">Edexcel GCSE (9-1) Music Student Book   Musicroom.com</a></p>	<p><a href="#">Edexcel GCSE (9-1) Music Student Book   Musicroom.com</a></p>
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> <li>• Enhance their performance skills outside class.</li> <li>• Record their performances and listen back.</li> <li>• Keep a practice diary, update regularly to keep track of their progress.</li> <li>• Set goals for their performance, what do you want to achieve?</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance their performance skills outside class.</li> <li>• Record their performances and listen back.</li> <li>• Keep a practice diary, update regularly to keep track of their progress.</li> <li>• Set goals for their performance, what do you want to achieve?</li> </ul>



<b>Music – GCSE</b> <b>YEAR 11 CURRICULUM INFORMATION</b> <i>'Building knowledge, understanding, memory and performance.'</i>		
	Spring 1	Spring 2
What will students be learning?	Exploring and revising setworks for GCSE Music (Edexcel): Enhance your understanding of key setworks with in-depth analyses and engaging explorations. Uncover the historical context, musical elements, and cultural influences that shape each piece. Delve into the intricate details of composition, performance, and interpretation. Strengthen your knowledge to excel in assessments, with valuable insights into the artistic choices and techniques employed by the composers. Immerse yourself in a comprehensive study of setworks, unlocking the richness and complexity of each musical masterpiece.	Record performances for NEA as part of a GCSE performance. In addition, students will revisit Music for Stage and Screen. During this time they will answer exam questions based on the area of study, analysing and evaluating the music effectively.
How will students be assessed?	Students are assessed on their ability to analyse and evaluate music in written form, using knowledge and understanding of musical elements and contexts to make critical judgements about repertoire within the chosen areas of study. In addition, students will have opportunities to record their performances and analyse and evaluate their progress using the GCSE performance criteria. Furthermore, students' creations and ideas are assessed using the GCSE criteria to reflect their progress accurately.	Students continue to be assessed on their performance and composing skills, enhancing, and fine-tuning skills further. Students move onto a new area of study and are assessed on their understanding of elements and ability to analyse and evaluate music effectively.
Literacy – What keywords will be taught?	tonality, including major, minor and basic modulations within the music, tonic, supertonic, mediant, subdominant, dominant, submediant, leading note, verse and chorus, call and response, binary and theme and variations, legato and staccato, unison, chordal and solo, pulse, simple time, compound time, and basic rhythmic devices, for example dotted rhythms	tonality, including major, minor and basic modulations within the music, tonic, supertonic, mediant, subdominant, dominant, submediant, leading note, verse and chorus, call and response, binary and theme and variations, legato and staccato, unison, chordal and solo, pulse, simple time, compound time, and basic rhythmic devices, for example dotted rhythms, dynamics forte fortissimo piano pianissimo.
What employability skills are being developed?	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Adaptability</li> <li>• Time management</li> <li>• Decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Computer literacy</li> <li>• Collaboration</li> <li>• Technology</li> </ul>

Wider Curriculum Links?	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> <li>• MFL – learning words from different languages</li> </ul>	<ul style="list-style-type: none"> <li>• Business – creating adverts.</li> <li>• DT – developing dexterity in students’ hands.</li> <li>• Maths – problem solving notation and symbols.</li> <li>• Drama – memorising passages</li> <li>• Physics – how sound is measure in hertz.</li> </ul>
What useful websites are there for this topic?	<a href="#">Music Theory Academy - Free Music Theory Lessons</a> <a href="#">Randall’s Listening Lab – The Learning Exchange (tleliteracy.com)</a>	<a href="#">16 Tips on Composing Music - Bob Reynolds (bobreynoldsmusic.com)</a>
What wider reading could be done for this topic?	<ul style="list-style-type: none"> <li>• The Rough Guide to Classical Music</li> <li>• How Music Works by David Byrne</li> </ul>	<ul style="list-style-type: none"> <li>• How Music Works by David Byrne</li> <li>• The Music Instinct by Steven Pinker</li> </ul>
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> <li>• Enhance their performance skills outside class.</li> <li>• Record their performances and listen back.</li> <li>• Keep a practice diary, update regularly to keep track of their progress.</li> <li>• Set goals for their performance, what do you want to achieve?</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance their performance skills outside class.</li> <li>• Record their performances and listen back.</li> <li>• Keep a practice diary, update regularly to keep track of their progress.</li> <li>• Set goals for their performance, what do you want to achieve?</li> </ul>