


Music Curriculum Information



Year		Topics	 How does this build on from previous learning?	The key concepts we cover
7	Autumn	Music Theory and Vocal Skills 'Carnival of the Animals' by Saint Saens	In Primary School students will have had some experience singing. However, they may not have been introduced to music theory or the keyboard. During this introductory topic students will be taught how to warm up their voices correctly, sing with timing, improving intonation and build confidence as performers. Students will be taught the basic note lengths and how to read treble clef pitch on the staff. Students will then be introduced to the keyboard and taught the correct technique when performing with one hand.	The Elements of Music Performing Composing Appraising Standard notation
	Spring	African Music	In this topic, students are taught to sing more complex vocal melodies, including different time signatures and a wider range in pitch. Students build upon their notation reading by learning more complex note lengths and rest symbols (rhythm) and perform these as polyrhythmic pieces on African percussion. Students also develop instrument specific performance techniques on the African percussion and incorporate contrasts in dynamics and tempo.	Instrument specific techniques Keyboard Geography The Orchestra Families Graphic Scores
	Summer	Blues Music	Students develop their singing skills by singing in two-part harmony with extended structure. Standard notation understanding is developed with the addition of dotted notes and swung rhythms. Keyboard skills are developed with the incorporation of chords and improvising using the blues scale. An understanding of structure is developed through the 12-bar form.	Improvisation Call and Response
8	Autumn	Western Classical Music Theme & Variations	Vocal skills are developed through sight-singing exercises and this in turn develops notation reading. Score direction marking are taught, including expression and articulation. This theory understanding is then transferred to performance and aural analysis when the students are expected to identify and perform with expression. Students chordal understanding is developed through the knowledge of major/minor and inversions.	The Elements of Music Performing Composing Appraising
	Spring	Hip Hop & Rap Music	Students vocal skills are developed through rap performance and literacy is a focus for successful lyric writing. Notation understanding is developed with a clear focus on the function of sharps and flats. Keyboard skills are built upon, this time with a focus on melodic composition. The role music technology plays is introduced and analysed through aural exercises.	Standard notation Instrument specific techniques Chords and Riffs
	Summer	Film and Game Music	Notation is once again developed, this time with the addition of Bass clef. Keyboard skills are built upon with two hand performances, larger ranges of pitch in the melody and more expected articulation and expression. Aural skills are further developed with a more detailed examination of the instruments of the orchestra and role of the conductor and composer. Students' understanding of Music technology is developed through the exploration of the film music compositional process.	Leitmotif The Orchestra – instruments and conductor Lyric Writing Foley Music

9	Rotation	<p>Music from around the world (in particular the Caribbean and Reggae)</p> <p>Band Skills</p> <p>Ensemble Song Writing</p>	<p>Notational understanding is built upon with the addition of ledger lines and tablature reading. Instrument specific skills are developed through exploration of the electric guitar, bass guitar and drum kit and ensembles skills are developed within larger groups. Students also develop their understanding of the harmonic function and sequence of chords in popular music.</p> <p>Keyboard skills are once again built upon, this time with more complex rhythmical pieces of music.</p> <p>Students also learn about the history of music composition and can make links between Reggae, the Blues and African music from previous topics.</p>	<p>The Elements of Music</p> <p>Performing</p> <p>Composing</p> <p>Appraising</p> <p>Standard notation</p> <p>Instrument specific techniques</p> <p>Inverted chords</p> <p>Reading Tablature</p>
10 and 11		<p>GCSE Music: Performing on your chosen instrument as a soloist and within an ensemble</p> <p>Using Logic Pro X Sequencing Software to compose</p> <p>Composing for your own instrument</p> <p>Developing your Listening and Appraising skills in preparation for the Listening Exam in Y11.</p>	<p>Solo Performing – Students build upon their KS3 performance skills by selecting their solo performance instrument and embarking on a structured and SMART targeted practise regime. Students are expected to perform more complex and extended pieces at KS4 with more expression and instrument specific techniques. We aim to record a solo performance in both year 10 and 11 – selecting the best performance for the student’s coursework.</p> <p>Ensemble Performing – Students build upon their KS3 ensemble skills by selecting a full length piece of music and embarking on a structured rehearsal process. Students are expected to develop and demonstrate the ensemble skills of following other musicians within the group, and adapting their own performance in reaction to the group sound.</p> <p>Composing/Sequencing – During KS4 students build upon their music technology knowledge by learning how to compose and sequence using Logic Pro X. Students develop production skills and learn how to edit their own music using the software. The students develop their KS3 compositional skills by composing to a brief, using more complex melodic and harmonic techniques.</p> <p>Analysis – Students build upon their KS3 aural skills and music genre knowledge through more detailed musical analysis. Students are taught how to identify key signatures, time signatures, scales, intervals, world instruments and genre/instrument specific features, Italian performance directions and music technology techniques.</p>	<p>The Elements of Music</p> <p>Performing</p> <p>Composing</p> <p>Analysis</p> <p>Standard notation</p> <p>Instrument specific techniques</p> <p>Improvising</p> <p>Sequencing</p> <p>Fusion Music</p> <p>World Music</p> <p>Big composers</p> <p>Western Art Music</p>

	Information
Personal Development within the Curriculum	<p>Music has a hugely positive contribution in student personal development. Studying music allows students to be creative and express themselves through a universal language that brings people together. Learning an instrument is proven to relieve stress and anxiety, whilst enhancing intellectual development. Studies also show those who study have better memory function and language acquisition skills. On a physical note, singing and playing an instrument is a work out for the body and can lower blood pressure and reduce pain. Working within a musical ensemble develops communication skills and practising within a structured routine teaches time management and the understanding that hard work does pay. Performing to an audience develops confidence and self-esteem, which in turn can motivate and inspire others.</p> <p>“Where words fail, music speaks” – Hans Christian Anderson</p>
Extra Curricular Opportunities	<p>We offer many music extra-curricular opportunities including;</p> <ul style="list-style-type: none"> • Production – an excellent opportunity to be part of one of the best shows in Dudley • Choir • Orchestra • Rock Band • Music Technology • Keyboard Club
Assessment	<p><u>Key Stage 3 Assessment Information:</u> What is assessed? Performing, composing, aural skills, theory skills and knowledge of genres and composers. How it is assessed? Performing and composing tasks are assessed against standardised criteria in knowledge and assessment organisers. Aural and theory skills are assessed formatively and consistently by the teacher. Knowledge is assessed through knowledge tests and diagnostic quizzing. When it is assessed? Performing and composing skills are on a rotation and assessed at the end of every half term. Aural and theory skills are assessed every lesson in ‘do now’ retrieval tasks. Knowledge tests are set at the end of each term.</p> <p><u>Key Stage 4 Assessment Information: GCSE</u> Title of course studied: GCSE Music J536 (OCR Board) Course Content and assessment information: AOS1 – My Music AOS2 – The Concerto Through Time AOS3 - Rhythms of the World AOS4 – Film Music AOS5 – Conventions of Pop</p> <p>Coursework: Solo Performance (15%), Ensemble Performance (15%), Brief Composition (15%), Free Composition (15%) Exam: Written Listening Exam (40%)</p> <p><u>Key Stage 4 Assessment Information: BTEC</u> Title of course studied: BTEC Tech Award in Music Level 1/2 in Music (Pearson Board) Course Content and assessment information: C1 – Exploring Music Products and Styles – Internal Assessment (30%) C2 – Music Skill Development - Internal Assessment (30%) C3 – Responding to a Commercial Music Brief – External Assessment (40%)</p>

Qualification	<p>GCSE Specification Link: https://www.ocr.org.uk/Images/219378-specification-accredited-gcse-music-j536.pdf</p> <p>BTEC Specification Link: https://qualifications.pearson.com/content/dam/pdf/btec-tec-awards/music-practice/2017/specification-and-sample-assessments/Spec-BTEC-Tech-Award-in-Music-draft.pdf</p>
Ways to Support your Child in this subject	<ul style="list-style-type: none"> • Watch videos/listen to different musical genres at home – talk about the music styles you like and why you like them • Go to a live music event • Ask your child to sing their music piece/song for you at home • Ask your child to explain to you what music knowledge they have learnt in class. Ask them to explain the Elements of Music (DR C SMITTH) or how to read music • Visit the BBC iplayer and watch a music documentary or performance https://www.bbc.co.uk/iplayer/categories/music/featured • Learn an instrument/song from a youtube tutorial • Enrol your child DPA Music lessons https://www.dudley.gov.uk/things-to-do/dudley-performing-arts/information-for-parents-and-young-people/music-lessons-in-schools/ or performing arts school