

Music 2022/23

Yearly Overview



Group	Autumn Term 1 and 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Yr7 Music					
Skills	<p>Introduction to music. Students learn the basic elements of music theory, notes on the staff, rhythm and the keyboard skills.. Students will study the context behind the 'why' musical styles evolved. Songs included: Stand by me, bad romance, cheerleader,</p> <p>Basics of melody and pitch</p> <ul style="list-style-type: none"> • Tone, semitone • Intervals • Scales • Vocal range • Notes on the keyboard • Basic chords • Basic time signatures • Dynamics • Pitch 	<p>Students will study a variety of film scores from 1960's to present day. Students will explore techniques and conventions used for composing Music for Film and T.V. Horror, Action, Adventure, Drama will be explored. Concepts such as Leit Motif, Mickey Mouse-ing and musical clichés will be explored. Skills include</p> <p>Harmony and tonality</p> <ul style="list-style-type: none"> • Chromaticism • Semitones (recap sharps and flats) • Drone • Atonality/dissonance (cluster chords) • Tempo • Dynamics • Duration • Structure • Texture • Pitch • Timbre (instruments of the orchestra) <p>Additional concepts</p> <ul style="list-style-type: none"> ➤ Ostinato, repetition ➤ Timbre including digital effects, reverb etc ➤ Orchestral instruments 	<p>Students learn the basics of music and rhythm notation and begin compose their own rhythm beats and melodies through Focus on Sound song maker. Students will explore composing for media in tv, adverts, jingles and gaming through bandlab.</p> <p>Students will familiarise themselves with a graphic score and understand the basics of musical structure.</p> <p>Pitch and notation</p> <ul style="list-style-type: none"> • Treble and bass clef • Notes on the staff • Sharps, flats and naturals <p>Introduction to Digital Audio based workstation</p>	<p>Students will gain an appreciation of Classical Music through performing well-known Classical Pieces. Students will also develop their knowledge of the musical elements.</p> <p>Students have an compose a melody in the style of Danse Macabre.</p> <p>Main concepts</p> <p>Expression and performance directions</p> <ul style="list-style-type: none"> • Dynamic key words including Italian markings • Tempo key words e.g. accelerando • Articulation key words e.g. staccato and legato, pizzicato and con arco. <p>Additional concepts</p> <ul style="list-style-type: none"> • Historical context of Classical Music 	<p>Students will recap their genres module and explore reggae. Students will perform 'Three Little Birds' in a collaboration or a solo task.</p> <p>Main concepts</p> <p>Performance skills</p> <ul style="list-style-type: none"> • Rehearsal technique <p>Additional concepts</p> <ul style="list-style-type: none"> • Amplification • Electronic and pop instruments • Lead/backing vocals • Solo <p>Performance</p> <ul style="list-style-type: none"> • Stage presence • Dynamics • Tone • Range • Solo
Year7 condensed Music curriculum (1 term)					
1: Students will investigate how the staff is used in music. They will also investigate the notes on the STV and how they are representative of the notes on an instrument. Students will also gain knowledge that there are more than one Clef and they will predominantly focus on the treble Clef. They will also learn the rhymes to assist them in developing this area.					
2: Once students have gained an understanding of how the treble Clef and staff are used they will begin developing their knowledge of note values correct names and pronunciations of the semi brief, crotchet, minim, quaver, semiquaver.					
3: Students will continue to develop these main areas of learning cementing their developed knowledge. Once students have demonstrated strong knowledge of note values and the correct placement of each note they can then start to investigate key signatures and develop their understanding of major and minor keys. Besides is opportunity for students to showcase they are able to identify the differences between these key signatures					
4: Students will investigate and build their knowledge of time signatures comparing 3-4 and 4/4. Students will be able to use listening exercises too demonstrate their understanding of this area					
5: Students were build on their understanding of dynamics and how these are used in music they would be able to showcase this by performing a piece of music and identifying where to increase.					
6: Students will begin to develop basic understanding of triads and chord progressions. they will begin showcasing this with a performance of them playing a piece of music					

7: Students will demonstrate knowledge of what pitches and how this is used in music this can be demonstrated through listening exercises and performances					
Assessment	Written Paper: Music Notation, Rhythms, Genres and listening task.	Key Task: Listening Task: Name the scenario using musical vocabulary	Quiz and Tests on Focus on Sound and practical tasks.	Practical explorations- aural task	Class Performance- peer and self-assessment
H/W	Research on artists Theory homework	Case study on film scores and composers	Tests on Focus on Sound	Research and theory assignments and keyboard practice	Rehearsals/ logs and evaluation
Year 7 Musical Theatre Condensed					
Students will be studying Musical theatre for one term only within Yr7. This will form part of a rotation to include Music. (the 3 rd subject will be given to maths) The purpose of studying Musical Theatre is to bring together the skills students will acquire in both their Music and Drama lessons. They will gain an appreciation of what it takes to put on a Musical and have an in-depth understanding of the various job roles and responsibilities involved. Musical Theatre pushes the boundaries of what is possible on stage with creativity, and technology at the forefront, showcasing performers in all genres coming together.					
FROM SCREEN TO STAGE BEHIND THE STORY AN ACTOR PREPARES MEET THE CHARACTERS DISCOVER THE COSTUMES MASKS AND PUPPETS			SETTING THE SCENE MAKING THE MUSIC AFRICAN DRUMS SINGING DANCE AND MOVEMENT LOG BOOKS		
As students only study Musical theatre for one term, the assessment will be a musical performance and form their AP.					
Group	Autumn Term 1 and 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Yr8 Music	Basic Theory	Lyrics /Songwriting	Keyboard and performing skills	Transferable skills	Performances
Skills	<p>Introduction to music. Students learn the basic elements of music theory, notes on the staff, rhythm and the keyboard skills.. Students will study the context behind the 'why' musical styles evolved. Songs included: Stand by me, bad romance, cheerleader, Skills include: <i>Basics of melody and pitch</i></p> <ul style="list-style-type: none"> • Tone, semitone • Intervals • Scales • Vocal range • Notes on the keyboard • Basic chords • Basic time signatures <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>AUTUMN TERM MUSIC CURRICULUM HAS BEEN REPLACED BY KEYBOARD, NOTE VALUES AND TIMESIGNITURES IN AN ATTEMPT TO PRODUCE INSTRUMENT PLAYING MUSICIANS. THIS WILL BE REVIEWED TERM BY TERM.</p> </div>	<p>Students are building their knowledge. Lyric and composing ideas to formulate their creative thinking.</p> <p>Skills include: Harmony and tonality</p> <ul style="list-style-type: none"> • Chromaticism • Semitones (recap sharps and flats) • Drone • Atonality/dissonance (cluster chords) • Tempo • Dynamics • Duration • Structure • Texture • Pitch • Timbre (instruments of the orchestra) <p><u>Additional concepts</u></p> <ul style="list-style-type: none"> • Ostinato, repetition • Timbre including digital effects, reverb etc • Orchestral instruments 	<p>Building on knowledge from treble clef and adding bass clef.</p> <p>Students will familiarise themselves with a graphic score and understand the basics of song structure. Skills include: Pitch and notation</p> <ul style="list-style-type: none"> • Treble and bass clef • Notes on the staff • Sharps, flats and naturals <p>Introduction to Digital Audio based workstation</p>	<p>Using prior knowledge transfer skills other to other instruments. Also looking at tech.</p> <p>Skills include:</p> <ul style="list-style-type: none"> • Timbre- band instruments • Pop song structure • Drum fills • Riffs, repetition • Pentatonic scale • Music Tech • Quantizing • Synthesiser, drum machine, multitracking • Loops 	<p>Student will take their knowledge and create their own perofrmace</p> <p><u>Main concepts</u></p> <p>Performance skills</p> <ul style="list-style-type: none"> • Rehearsal technique • Song writing • Exploring style <p><u>Additional concepts</u></p> <ul style="list-style-type: none"> • Amplification • Electronic and pop instruments • Lead/backing vocals • Solo <p>Performance</p> <ul style="list-style-type: none"> • Stage presence • Dynamics • Tone • Range • Solo
Assessment	Written Paper: Music Notation, Rhythms, Genres and listening task.	Key Task: Listening Task: Name the scenario using musical vocabulary	Quiz and Tests on Focus on Sound and practical tasks.	Practical compositions	Class Performance- peer and self-assessment

H/W	Research on artists Theory homework	Case study on film scores and composers	Tests on focus on tasks, extended compositions tasks	Compositions at home	Rehearsals/ logs and evaluation
Group	Autumn Term 1 and 2	Spring Term 1	Spring Term	Summer Term 1	Summer Term 2
Yr9 Music	Basic theory	Chords	Music History	Classical	
Skills	<p>Introduction to music. Students learn the basic elements of music theory, notes on the staff, rhythm and the keyboard skills.. Students will study the context behind the 'why' musical styles evolved.</p> <p>Basics of melody and pitch</p> <ul style="list-style-type: none"> • Tone, semitone • Intervals • Scales • Vocal range • Notes on the keyboard • Basic chords • 2/2 time signatures • 5/4 time signatures • Tempo change • Quantising • Dynamics • Pitch <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>AUTUMN TERM MUSIC CURRICULUM HAS BEEN REPLACED BY KEYBOARD, NOTE VALUES AND TIMESIGNITURES IN AN ATTEMPT TO PRODUCE INSTRUMENT PLAYING MUSICIANS. THIS WILL BE REVIEWED TERM BY TERM.</p> </div>	<p>Students are looking at different genres of music and looking at basic chords. Major, minor 5th</p> <p>Skills include Harmony and tonality</p> <ul style="list-style-type: none"> • Tempo • Dynamics • Duration • Structure • Texture • Pitch • Quantising <p>Additional concepts</p> <ul style="list-style-type: none"> ➤ Ostinato, repetition ➤ Timbre including digital effects, reverb etc <p>Digital Audio based workstation</p>	<p>Students will develop their knowledge of this very important genre in music history, and its role in the progression of music. Students will develop keyboard skills by learning how to play the key elements of the 12-bar blues.</p> <p>Skills include Harmony and tonality</p> <ul style="list-style-type: none"> • Tempo • Dynamics • Duration • Structure • Texture • Pitch 	<p>Students will gain an appreciation of Classical Music through performing well-known Classical Pieces.</p> <p>Students will also develop their knowledge of the musical elements.</p> <p>Students have an compose a melody in the style of Danse Macabre.</p> <p>Main concepts</p> <p>Expression and performance directions</p> <ul style="list-style-type: none"> • Dynamic key words including Italian markings • Tempo key words e.g. accelerando • Articulation key words e.g. staccato and legato, pizzicato and con arco. <p>Additional concepts</p> <ul style="list-style-type: none"> • Historical context of Classical Music 	<p>Students will begin to look at skills for DAW workshops that will support them in readiness for GGCE.</p> <p>Main concepts</p> <ul style="list-style-type: none"> • Learning about DAW • Looking at multiple effect such as compassion, reverb <p>Additional concepts</p> <p>Performance</p> <ul style="list-style-type: none"> • Stage presence • Dynamics • Solo
Assessment	Written Paper: Music Notation, Rhythms, Genres and listening task.	Key Task: Listening Task: Name the scenario using musical vocabulary	Quiz and Tests on Focus on Sound and practical tasks.	Practical explorations- aural task	Class Performance- peer and self-assessment
Yr10 BTEC Tech Award Music	Component 1 Exploring Musical products and Styles		Component 1 <u>Take part in practical workshops to understand stylistic features and characteristics.</u>	Component 1 Performance skills	Component 2 Sills development as an artist
APS //	AP on stylistic features of Rock and pop.		Theory tests on Focus on Sound	Performance assessment	

Class based assessments		Practical tasks through Soundtrap and recordings of explorations into genres.	
HOMEWORK / Flipped learning	-Research and case studies of artists -Coursework slides	-Focus on sound homework tasks on vocal style, theory, rock, pop and blues -Coursework slides Practical tasks on Soundtrap	Rehearsal logs and research. Skills building.
Yr10 BTEC Music	Component 1 Explore different styles and genres of music.	COMPONENT 1 and 2 performance, creation or Apply skills and techniques in a music production.	COMPONENT 1 REVIEW AND MODERATION COMPONENT 2
	<p>Genres include 1960s Rock, (British Invasion) Pop, Disco, Film Music, Metal, Motown, Synth Pop, Hip Hop, Garage, RnB and EDM. Contextual links to music and historical events. Whilst also investigating DAW.</p> <p><u>Main concepts:</u></p> <ul style="list-style-type: none"> • Texture e.g. melody and accompaniment and solo • Recap of pitch notations • Amplification • Electronic and pop instruments • Lead/backing vocals • Solo • Pop structure • Texture- e.g. homophonic, polyphonic, melody and accompaniment <p>Compositional devices</p> <ul style="list-style-type: none"> • Micky mousing • Hit points • Leitmotif • Ostinato, loop, riff <p>Roles in the industry case studies</p>	<p>Popular song composition technique Musical layers e.g. melody, bassline, harmony (chords) counter-melody and drum beat</p> <ul style="list-style-type: none"> • Structure- Popular song forms <p><u>Main concepts</u> Popular song composition technique</p> <ul style="list-style-type: none"> • Musical layers e.g. melody, bassline, harmony (chords) counter-melody and drum beat • Structure- Popular song forms • Harmony and tonality • Major/minor • Scales e.g. modal, pentatonic, chromatic • Pedal/drone • Irregular time sigs 	<p>Learning aim B: Apply skills and techniques in performance, creation and production</p> <p>As a performer - learning repertoire, instrumental or vocal technique, practice routines, etc.</p> <p>As a creator - using rhythmic and melodic patterns, chords and progressions, riffs and hooks, exploring and extending ideas, etc.</p> <p>As a producer - using software instruments, samples, inputting and editing audio, using effects, automation, etc.</p> <p>Skills audit and development plan for summer break.</p> <ul style="list-style-type: none"> • video blogs • rehearsal/practice Videos/screencasts • diary write-ups
AP's / assessment Class based Assessments	Comp 1 and 2 Roles in the industry, health and safety, case studies	Coursework task for Comp 1	Component 1 Performance Coursework hand in for Comp 1 Component 2 progress check
FLIPPED / HOMEWORK (As required)	-Complete coursework tasks	-Coursework tasks Composition collaboration	Component 2; Rehearsals for Performance rehearsal filming/recording Coursework Completion
Yr11 BTEC MUSIC	COMPONENT 3 – Responding to a commercial brief COMPONENT 2 – Coursework check	COMPONENT 2 and 3 PERFORMANCE & COURSEWORK MODERATION	COMPONENT 1 REVIEW & MODERATION This term will be used to complete any outstanding coursework for Component 2; Evidence of CAG/TAGgrades

<p>SKILLS</p>	<p>Understand how to respond to a brief through discussion and practical exploration activities</p> <p>Component 1 recap to prepare for responding to a brief in a particular style/genre Britpop, Reggae, EDM</p> <p>Main concepts:</p> <ul style="list-style-type: none"> • Texture e.g. melody and accompaniment and solo • Recap of pitch notations • Amplification • Electronic and pop instruments • Lead/backing vocals • Solo • Pop structure • Texture- e.g. homophonic, polyphonic, melody and accompaniment <p>Compositional devices</p> <ul style="list-style-type: none"> • Micky mousing • Hit points • Leitmotif • Ostinato, loop, riff 	<p>Learning Aim A</p> <p>Personal and professional skills for the music industry</p> <ul style="list-style-type: none"> • time management • self-discipline • working with others • correct and safe use of equipment • identifying resources required • auditing existing skills and maintaining a development plan. <p>Learning aim B: Apply skills and techniques in performance, creation and production</p> <p>As a performer - learning repertoire, instrumental or vocal technique, practice routines, etc.</p> <p>As a creator - using rhythmic and melodic patterns, chords and progressions, riffs and hooks, exploring and extending ideas, etc.</p> <p>As a producer - using software instruments, samples, inputting and editing audio, using effects, automation, etc.</p> <p>Skills audit and development plan for summer break.</p> <ul style="list-style-type: none"> • video blogs • rehearsal/practice Videos/screencasts • diary write-ups <p>COURSEWORK DEADLINE FOR MODERATION</p>	<p>Coursework improvement tasks</p>
<p>AP/PPE</p> <p>Distance assessments</p>	<p>Mock Component 3 (Past paper)</p> <p>Exam plan- no practical</p>	<p>Component 2;</p> <p>Performance rehearsal filming</p> <p>Coursework Hand in</p> <p>Final Performance filming/ Soundtrap recordings</p>	<p>Coursework hand in</p>
<p>Flipped learning / Homework</p> <p>Class based Assessments</p>	<p>Research for Comp 3 PPE</p> <p>Rehearsal for Comp 3</p> <p>Comp 2 begin Soundtrap work</p>	<p>Component 2;</p> <p>Composing , developing skills</p> <p>Rehearsal for Performance</p> <p>Rehearsal filming</p> <p>Coursework improvements</p>	<p>Coursework improvement tasks</p> <p>Recap of Comp 1</p>