

# Subject Narrative

## {Music}

From year 7 we offer curriculum music alongside an extensive enrichment programme which allows every student to engage with and learn a musical instrument alongside their classroom curriculum studies . This individual learning paired with a curriculum which will encourage students creativity through developing skills of performance, composition, listening and analysis.

We believe it is important for our students to experience a diverse range of musical styles and genres by encouraging group and solo performance work, technology based composition through the use of music software and rigorous listening, appraising and analysis made accessible through our knowledge based vocabulary rich curriculum allows students the opportunity to deepen their creativity and communicate musically between each other.

We believe that studying an engaging repertoire will challenge them to explore music further. Each learning cycle will identify and embed abstract musical concepts and encourage students to interact with and put into practice whilst providing many opportunities for wider listening.

	LC1	LC2	LC3	LC4	LC5
YEAR 7	<u>Find your voice</u> 1. Explore your	<u>I Got Rhythm</u> 1. Introduction to	<u>Keyboard Skills</u> 1 - How to read and	<u>Instruments of the Orchestra</u> 1 - The Orchestra	<u>West African Drumming</u> 1 - Explore

	<p>voice</p> <p>2. R&amp;B vocal sounds</p> <p>3. Using Music Technology &amp; virtual instruments to aid creativity.</p> <p>4. Combine 4 chord songs with loops.</p> <p>5. Practice performing lyrics to 4 chord songs in groups.</p> <p>6. Rehearse/ Performance in groups.</p> <p>7. Gap week, Assessment reflection.</p> <p><i>Formative - week 3 assess use of music technology &amp; understanding of chord progression. Summative - Group performance &amp; use of Music technology.</i></p>	<p>notation</p> <p>2. Notation in use</p> <p>3. Rhythm Clock</p> <p>4. Notes on the staff and group compositions.</p> <p>5. Continue group Compositions.</p> <p>6. Rehearsal and group performances.</p> <p>7. Gap week/ Assessment/ Reflection</p> <p><i>Formative - week 3/4 ability to perform in large groups to rhythmic score. Summative - Quiz &amp; smaller group performances.</i></p>	<p>play a C major scale on the keyboard, reading basic melodies.</p> <p>2 - Play a simple melody using just their right hand fluently. Students will explore the concept of sharps and flats.</p> <p>3 - Develop their playing ability, looking at adding bass notes in the left hand.</p> <p>4 - Chords and the difference between recognising major and minor chords.</p> <p>5 - Practice one piece of music using a lead sheet and try to play the melody fluently, and add chords/bass notes if they are working at a more advanced level.</p> <p>6 - Rehearse and refine their pieces</p>	<p>2 - Strings: Look at the strings family and begin technology based composition with a focus on the strings family.</p> <p>3 - Woodwind: Continue composition with a focus on adding woodwind.</p> <p>4 - Brass: Continue composition with a focus on adding brass.</p> <p>5 - Percussion: Continue composition with a focus on adding percussion.</p> <p>6 - Finalise Assessment piece.</p> <p>7 - Gap week/ reflection.</p> <p><i>Formative - after week 3 (woodwind) to assess</i></p>	<p>elements of music through dynamics, pitch, tempo, texture and melody.</p> <p>2 - Explore the concept of a 'leitmotif' analysing famous leitmotifs using music terminology.</p> <p>3 - Learn to play a famous leitmotif, adding expressions to make it more engaging.</p> <p>4 - Compose their own leitmotif patterns based on different characters.</p> <p>5 - Refine their own leitmotifs ready to be assessed based on the step criteria.</p> <p>6 - Final practice time and assessment based on the step criteria</p> <p><i>Formative - week 3 assess keyboard</i></p>
--	---	---	--	---	--

			<p>ready for an assessment next week.</p> <p>7 – Final practice time and assessment based on the step criteria.</p> <p><i>Formative - week 3 assess keyboard skills, fluency, technique, accuracy.</i> <i>Summative - Quiz &amp; Performance.</i></p>	<p><i>understanding of technology and task specifics.</i> <i>Summative - Assessment of final piece.</i></p>	<p><i>skills, fluency, technique, accuracy.</i> <i>Summative - Quiz &amp; Performance.</i></p>
<b>YEAR 8</b>	<p><b><u>Samba</u></b></p> <p>1 - Introduction to the Samba Batucada.</p> <p>2 - Kodaly Rhythms, instruments of the Bateria, the Batucada introduction and ending</p> <p>3 - Samba Breaks and Grooves.</p> <p>4 - Student bateria. Students work in groups to practise</p>	<p><b><u>Hooks and Riffs</u></b></p> <p>1 - Keyboard skills</p> <p>2 - Riffs</p> <p>3. Ostinato</p> <p>4. Hooks</p> <p>5 - Riff, hook or ostinato composition.</p> <p>6 - Complete composition.</p> <p>7 Assessment/ Gap</p> <p><i>Formative - Week 3</i></p>	<p><b><u>Reggae</u></b></p> <p>1 - Intro to Reggae</p> <p>2 - 3 Little Birds: piano and chords.</p> <p>3 - 3 Little Birds Bass</p> <p>4 - 3 Little Birds Hooks</p> <p>5 - Group performance task</p> <p>6 - Performance/ Assessment.</p> <p>7 - Gap Week.</p>	<p><b><u>Beatles</u></b></p> <p>1 - Who were the Beatles 7 Let It Be</p> <p>2 - The British Invasion</p> <p>3 - Beatlemania</p> <p>4 - 60's musical evolution and counterculture</p> <p>5 - The beginning of the end of the the Beatles</p> <p>6 - Performance of Let It Be/</p>	<p><b><u>Film Music &amp; Foley</u></b></p> <p>1 - Introducing film music.</p> <p>2 - Create a soundtrack using loops.</p> <p>3. - Music spotting &amp; hit points.</p> <p>4 - Leitmotifs Listening appraising &amp; Performing.</p> <p>5 - Leitmotifs performing.</p>

	<p>the Bateria intro and outro.</p> <p>5 - Students continue group work adding the breaks and grooves.</p> <p>6 - Rehearsal/ Performance/ Assessment.</p> <p>7 - Gap week, final performances, group bateria.</p> <p><i>Formative - After week 3 assessing timekeeping and musical understanding. Summative - Assessment of group performance.</i></p>	<p><i>to assess keyboard skills and riff understanding. Summative - Assessment of composition.</i></p>	<p><i>Formative - Week 4, assessment of hooks and keyboard skills. Summative - Assessment of group performance.</i></p>	<p>Assessment week.</p> <p>7 - Gap Week</p> <p><i>Formative - Week 3, assessment of instrument technique and musicality. Summative - Assessment of performance of Let It Be.</i></p>	<p>6 - Compose Leitmotif.</p> <p>7 - Assess Leitmotif.</p> <p><i>Formative - Performance of Leitmotif Summative - Leitmotif Composition</i></p>
YEAR 9	<p><b><u>What Makes A Good Song?</u></b></p> <p>1 - Hooks &amp; Riffs L&amp;A.</p> <p>2 - Hooks &amp; Riffs</p>	<p><b><u>What Makes A Good Song?</u></b></p> <p>1 - Three Chords and</p> <p>2 - Exploring Shotgr</p>	<p><b><u>Computer Game Music</u></b></p> <p>1 - Introduction to CGM.</p> <p>2 - The Elements of</p>	<p><b><u>Computer Game Music</u></b></p> <p>1 - Hit Points &amp; SFX</p> <p>2 - Soundbites, &amp;</p>	<p><b><u>Protest Songs (History &amp; Culture, song writing, performance)</u></b></p> <p>1.Civil Rights Movement</p> <p>2. Charity Singles</p>

	<p>Performance. C</p> <p>3 - Structure and Form L&amp;A</p> <p>4 - Structure and Form C</p> <p>5 - Exploring Shape of You L&amp;A</p> <p>6 - Practicing shape of you P</p> <p>7 - Performance of Shape of You.</p> <p><i>Assessment: Reach - Assess critical analysis H&amp;R, F&amp;S lessons. Summative - Performance</i></p>	<p>3 - Create an Arrangement from a lead sheet.</p> <p>4 - Create an Arrangement from a lead sheet</p> <p>5 - Create an Arrangement from a lead sheet.</p> <p>6 &amp; 7. Performance and assessment</p> <p><i>Assessment: Reach - Assess Performance Super Mario Brothers.</i></p>	<p>CGM sampling.</p> <p>3 - SFX composition.</p> <p>4 - Brief Composition</p> <p>5 - Extend / develop theme.</p> <p>6 - Performance of composition.</p> <p>7 - Performance of composition.</p> <p><i>Assessment: Reach - SFX and hitpoints. Summative - Brief Composition.</i></p>	<p>3. Hip Hop Revolution</p> <p>4. Current artists making a difference with music</p> <p>5. Composing Protest Song</p> <p>6. Composing Protest Song</p> <p>7. Performance &amp; Assessment.</p> <p><i>Assessment: Reach - Assess Performance lessons. Summative - Performance</i></p>	
YEAR 10	Comp 2 - Musical Skills Development	Comp 2 - Musical Skills Development	Comp 1- Exploring Musical Products and Styles	Comp 1- Exploring Musical Products and Styles	Comp 3 - Responding to a Commercial Music Brief
YEAR 11	Comp 3 - Responding to a Commercial Music Brief	Comp 1- Exploring Musical Products and Styles	Comp 3 - Responding to a Commercial Music Brief	Comp 3 - Responding to a Commercial Music Brief	

		----- <i>To run alongside each other</i> -----	----- <i>To run alongside each other</i> -----		
--	--	--	--	--	--