

CURRICULUM SUMMARY - Music

YEAR 7

TERM 1	TERM 2	TERM 3 /REPEAT – drama/music share
<p>CONTENT Elements of Music – extended listening examples to illustrate textures Graphic Scores Composition – Story in 3 parts , applying the Elements of music</p>	<p>CONTENT Keyboard skills Learning how to read music from the stave Learning basic rhythmic units Independent learning of 3 pieces showing increase and challenge in Level of Difficulty</p>	<p>CONTENT Elements of Music – extended listening examples to illustrate textures Graphic Scores Composition – Story in 3 parts , applying the Elements of music Keyboard skills Learning how to read music from the stave Learning basic rhythmic units Independent learning of 3 pieces showing increase and challenge in Level of Difficulty</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Baseline test • Group composition and performance of Bumps and Crashes Piece focusing on knowledge and application of Elements of Music 	<p>ASSESSMENT</p> <p>Test on position of notes on the keyboard Test on reading skills Extension – both clefs for G+T students Performing 3 pieces from the keyboard booklet, demonstrating student ability to assess and increase the level of Difficulty Assessment based on ABRSM criteria</p>	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Baseline test • Group composition and performance of Bumps and Crashes Piece focusing on knowledge and application of Elements of Music <p>Test on position of notes on the keyboard Test on reading skills Extension – both clefs for G+T students Performing 3 pieces from the keyboard booklet, demonstrating student ability to assess and increase the level of Difficulty</p>
<p>HOW PARENTS CAN SUPPORT LEARNING Encourage discussion of musical ideas that student are learning in class and encourage students to take up private instrumental tuition offered by the school, if they are interested.</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Support students in learning notes on the keyboard and basic reading skills Encourage your child to learn a musical instrument in school</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Encourage discussion of musical ideas that student are learning in class and encourage students to take up private instrumental tuition offered by the school, if they are interested.</p>

YEAR 8

TERM 1	TERM 2/TERM I	TERM 2/3
<p>CONTENT Variation in music Range of musical examples both played by teacher, CD and YouTube to embed ideas of Variation in music Extensive classroom discussion and sharing of ideas To extend their awareness of the concept of Variation, students in groups, create their own Cover version of a song , demonstrating the principles and application of variation techniques</p>	<p>CONTENT Exploring rhythm and ostinato in Music Students learn how to compose music based on rhythmic units Students create layered ostinatos based on London Underground Map and Harry Potter pals, learning how to combine rhythms effectively Students create a “Dance rhythm “ performance based on the application of layered ostinatos</p>	<p>CONTENT Same as Term One/Two</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Group work on variation form based on Frere Jaques • Test on vocabulary associated with Variation techniques • Final group assessment on 4 variations of Frere Jaques • Students perform their cover versions of songs • Reflective essay on variations SOW 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Students create and perform their own ostinato performances • Students do a test on rhythm and how to notate and recognize different rhythms • Students are assessed on the “Rhythm/Dance performances according to the given criteria 	<p>ASSESSMENTS</p>
<p>HOW PARENTS CAN SUPPORT LEARNING Encourage discussion of musical ideas that student are learning in class to do with variations in music. Encourage students to take up private music lessons instrumental tuition offered by the school, if they are interested.</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Parents can encourage their sons/daughters to research their PP presentations, ensuring that they understand the criteria.</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Encourage discussion of musical ideas that student are learning in class and encourage students to take up private instrumental tuition offered by the school, if they are interested.</p>

YEAR 9 - GCSE AQA 8271

TERM 1	TERM 2	TERM 3
<p>CONTENT GCSE music ESTABLISHING THE FOUNDATIONS OF THEORY <u>Composition</u> Students are introduced to the basic tools of composition, working in groups <u>Theory</u> Students work through theory tasks in order to support their compositions All theory knowledge is supported and consolidated by practical compositional activities <u>Unseen listening</u> Students begin to apply their knowledge of basic theory to answering simple listening exercises Students start to learn how to recognize/identify instruments Students do research on Orchestra project</p> <p><u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.</p>	<p>CONTENT <u>Composition</u> Students now work independently on composition and work on an ABA structure, with the theme of Water as their starting point, using ostinatos as a starting point <u>Theory</u> Ongoing theory tasks/exercises related to composition and listening skills <u>Set works</u> students begin on the first of the Beatles set works_</p> <p>AOS BROAD INTRODUCTION Students are given a broad stylistic introduction in to the 4 main genres of music covered by AQA GCSE Students create their own PP and independent research</p> <p><u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.</p>	<p>CONTENT <u>Composition</u> Students now work independently on their first composition ABA structure and learn how to use the Sibelius computer program to write their compositions <u>Set works</u> students begin the second of the Beatles songs</p> <p>AOS BROAD INTRODUCTION Students are given a broad stylistic introduction in to the 4 main genres of music covered by AQA GCSE Students create their own PP and independent research</p> <p><u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Theory tests • Vocabulary tests • Essay writing • Listening exercises 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Composition – ongoing development of ideas and exploration of different genres. • Theory tests • Vocabulary tests • Listening tests • Listening and appraising set works 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Composition – ongoing development of ideas and exploration of different genres. • Theory tests • Vocabulary tests • Listening tests • Listening and appraising set works
<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p>

YEAR 10 - GCSE AQA 8271

TERM 1	TERM 2	TERM 3
<p>CONTENT <u>Composition</u> Students work on their FREE compositions and start to plan out their GCSE compositions according to their plan. Students research their chosen genre and instruments. Students made aware of assessment criteria and work on composition according to given criteria <u>Set works</u> Haydn Clock Symphony Ongoing listening and advanced theory to support both composition and listening <u>Performance</u> Students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.</p>	<p>CONTENT <u>Composition</u> First composition now halfway through and notated either by hand or preferably, Sibelius score. <u>Deadline given to students for submission of first composition</u> <u>Year 10 mocks</u> Revision sessions timetabled <u>Performance</u> Students now presenting performances to class with an understanding of GCSE levels of assessment <u>Theory</u> Ongoing to support listening paper <u>Set work</u> Clock symphony completed_</p>	<p>CONTENT <u>Composition</u> Ongoing with regular feedback from teacher. <u>Hand in and marking of first composition</u> <u>Theory</u> Related to either set works or composition techniques. Students should be planning out their second composition. <u>Set works</u> Song no. 3 of Beatles compilation <u>Performance</u> Students working on an ongoing basis. Most Student preparing their final performance for recording.</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Performance – students present their solo performance/s understanding GCSE levels • Theory tests • Vocabulary tests • Listening and essay writing tests 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Performance – students present their solo performance/s understanding GCSE levels • Theory tests • Vocabulary tests • Listening and essay writing tests 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Performance – students preparing for final recording of their solo pieces. • Vocabulary and set work/listening tests. • Essay writing exercises/tests.
<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>

YEAR 11 – GCSE AQA 8271

TERM 1	TERM 2	TERM 3
<p>CONTENT Composition Students now working on second composition according to the given brief given at end of Sept by AQA Set works Revision of set works covered in Yr 9 and 10 – Haydn and Beatles Detailed exploration of AOS1 and AOS2 genre recognition Refer to genre booklet Listening tests focused on AOS 1 and 2 Reinforcement of instrument recognition Performance :students to select their ensemble performances in conjunction with teacher and myself to assess LOD</p>	<p>CONTENT Composition Students now working on second composition according to the given brief given at end of Sept by AQA Students notating their composition either by hand or Sibelius Set works Revision of set works covered in Yr 9 and 10 – Haydn and Beatles Detailed exploration of AOS3 and AOS4 genre recognition Refer to genre booklet Listening tests focused on AOS 3 and 4 Reinforcement of instrument recognition –extended to World music and guitar and drum kit techniques Performance :students to select their ensemble performances in conjunction with teacher and myself to assess LOD</p>	<p>CONTENT Course work deadlines for Ensemble performance and composition no 2 Students need to hand in a written essay on their composition process according to the AQA brief -150 words for each composition</p>
<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Set work tests and listening • Performance assessments according to GCSE requirements 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Revision of set works – essay writing for the 8 mark question • Listening tests • Vocab tests 	<p>ASSESSMENTS</p> <ul style="list-style-type: none"> • Revision of set works – essay writing • Listening tests from AOS 1-4 • Vocab tests • Essay for compositions 1 and 2
<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>	<p>HOW PARENTS CAN SUPPORT LEARNING Encourage their sons/daughters to practice regularly/daily Ensure that homework tasks are completed Encourage/take their sons/daughters to Classical concerts</p> <p>Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>