

CURRICULUM SUMMARY - MUSIC

YEAR 7

TERM 1	TERM 2	TERM 3
CONTENT Elements of Music – extended listening examples to illustrate textures Graphic Scores	CONTENT Instruments of the Orchestra Vocal textures - extended listening examples to illustrate vocal textures in all genres and styles of music.	CONTENT Rhythm and metre – introduction to rhythmic units and their application. Layered rhythmic textures Keyboard skills – introduction of staff notation
ASSESSMENTS Baseline test Group composition and performance of Bumps and Crashes Piece focusing on knowledge and application of Elements of Music	ASSESSMENTS Extended project exploring instruments of the orchestra Independent research Interviewing a musician as part of research Group composition and performance of Vocal textures Listening test on vocal textures	ASSESSMENTS Rhythm test and rhythmic dictation. Group performance of layered rhythmic textures Independent work and assessment of keyboard skills through individual work progression in keyboard booklet
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	HOW PARENTS CAN SUPPORT LEARNING Assist with orchestral project – encourage student to listen to a range of musical instruments on CD, YouTube	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

YEAR 8

TERM 1	TERM 2	TERM 3
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.	CONTENT Ostinatos in music – rhythmic and melodic Chordal ostinatos Extended project on Variations – PP by students based on a comparison of 2 cover songs, using the Elements of music as the basis for comparison	CONTENT Musical Futures – a nationwide schools project based on independent group music making where students create their own version of a popular song through listening and copying /adapting the original song. This project encourages ear training, leadership skills and group work.
ASSESSMENTS Group work on variation form based on Frere Jaques Test on vocabulary associated with Variation techniques.	ASSESSMENTS Students create and perform their own ostinato performances Presentation of Variation PP	ASSESSMENTS Songs and performances are assessed on an ongoing process through the use of log books and recorded evidence to chart progress.

		Final performances are recorded and assessed.
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	HOW PARENTS CAN SUPPORT LEARNING Parents can encourage their sons/daughters to research their PP presentations, ensuring that they understand the criteria.	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

YEAR 9

TERM 1	TERM 2	TERM 3
CONTENT OPTIONS YEAR <u>Composition</u> students are introduced to the basic tools of composition, working in groups Theory Students work through theory tasks in order to support their compositions. <u>Set works</u> 1 works is covered in the first term <u>Performance</u> – students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.	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 Theory ongoing theory tasks/exercises related to composition. <u>Set works</u> 2 set work covered in Term Two <u>Performance</u> – students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.	CONTENT <u>Composition</u> Students now work independently on their first composition ABA structure and learn how to use the Sibelius computer programe to write their compositions <u>Set works</u> 2 set work covered in Term Two <u>Performance</u> – students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.
ASSESSMENTS Theory tests Vocabulary tests Essay writing Listening and appraising set works	ASSESSMENTS Composition – ongoing development of ideas and exploration of different genres. Theory tests Vocabulary tests Essay writing Listening and appraising set works	ASSESSMENTS Composition – ongoing development of ideas and exploration of different genres. Theory tests Vocabulary tests Essay writing Listening and appraising set works
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	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	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

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YEAR 10

TERM 1	TERM 2	TERM 3
<p>CONTENT <u>Composition</u> Students now work independently to complete first composition ABA structure and learn how to use the Sibelius computer programme to write their compositions <u>Set works</u> 2 set work covered in Term Two <u>Performance</u> - – students work on an ongoing basis improving their performance skills through instrumental lessons and regular practice.</p>	<p>CONTENT Composition First composition near completion and recording. Year 10 mocks – revision sessions timetabled Performance : students now presenting performances to class with an understanding of GCSE levels Theory – ongoing</p>	<p>CONTENT Set works 2 set works per term Composition – ongoing with regular feedback from teacher. Theory – related to either set works or composition techniques. Students should be planning out their second composition. Performance – students working on an ongoing basis. Some student preparing their final performance for recording.</p>
<p>ASSESSMENTS Performance – students present their solo performance/s understanding GCSE levels Theory tests Vocabulary tests Listening and essay writing tests</p>	<p>ASSESSMENTS Performance – students present their solo performance/s understanding GCSE levels Theory tests Vocabulary tests Listening and essay writing tests</p>	<p>ASSESSMENTS Performance – students preparing for final recording of their solo pieces. Vocabulary and set work /listening tests. Essay writing exercises/tests.</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 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 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 Revision – parents can ask their sons/daughters to explain the set works to them – excellent way to revise!</p>

YEAR 11

TERM 1	TERM 2	TERM 3
<p>CONTENT Composition Students now working on second composition. Setworks revision of set works plus addition of 1 new set work Students presenting PP on past set works as a revision exercise for DEC mocks.</p>	<p>CONTENT Completion of set works Completion and recording of compositions Completion and recording of performances</p>	<p>CONTENT All course work completed and recorded Set work completion from Term 2</p>

Students preparing ensemble performances		
ASSESSMENTS Set work tests and listening. Performance assessments according to GCSE requirements	ASSESSMENTS Revision of set works – essay writing Listening tests. Vocab tests	ASSESSMENTS Revision of set works – essay writing Listening tests. Vocab tests
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YEAR 12

TERM 1 2014	TERM 2 2014	TERM 3
CONTENT	CONTENT	CONTENT
ASSESSMENTS	ASSESSMENTS	ASSESSMENTS
HOW PARENTS CAN SUPPORT LEARNING	HOW PARENTS CAN SUPPORT LEARNING	HOW PARENTS CAN SUPPORT LEARNING

YEAR 13

TERM 1 2014	TERM 2 2014	TERM 3
CONTENT	CONTENT	CONTENT

ASSESSMENTS	ASSESSMENTS	ASSESSMENTS
HOW PARENTS CAN SUPPORT LEARNING	HOW PARENTS CAN SUPPORT LEARNING	HOW PARENTS CAN SUPPORT LEARNING