

2. Curriculum Overview  
Year 7 - Music

Half Term	HT1	HT2	HT3	HT4	HT5	HT6
<b>Topic</b>	THE ROAD TO SUCCESS How do we read and apply western notation and it's conventions?	THE TRUE MEANING OF CHRISTMAS How has popular music disguised the true meaning of lyrics?	COPS AND ROBBERS How does music theory help us to perform and compose?		STEP BACK IN TIME How have developments in technology impacted on the change in how we consume music?	
<b>Key knowledge and skills</b>	Students will learn how to read the notes of the treble and bass clef couples with note values. This will be applied to a popular piece of music. Students will then demonstrate their knowledge by developing their keyboard skills through a two-handed performance of Never Gonna Give You Up by Rick Astley.	The students will study how the themes of Catholicism were hidden in lyrics to popular songs during a time of unrest. Students will then choose a Christmas carol to perform, further developing performance skills started in unit 1.	Students will learn about several key musical terms and how these can be applied to listening, performance and composition tasks. Through the study of both treble and bass clef notations students will read western notation and use this knowledge to play 'Cops and Robbers' on the keyboards in class. Students will then be tasked with creating an arrangement of the piece applying their knowledge from the topic.		Students will trace the development of popular music from the 1960's to the present day studying the technological and cultural advances that have impacted on how we produce and consume popular music.	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Base line listening assessment.</li> <li>• Never Gonna Give You Up summative performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Carol formative performance.</li> <li>• Christmas Carol summative performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Cops and Robbers listening assessment.</li> <li>• Cops and Robbers arrangement formative assessment.</li> <li>• Cops and Robbers arrangement summative assessments.</li> </ul>		<ul style="list-style-type: none"> <li>• Satisfaction listening assessment.</li> <li>• Boogie Wonderland listening assessment.</li> <li>• Sweet Dreams listening assessment.</li> <li>• Gangsta's Paradise listening assessment.</li> </ul>	

## 2. Curriculum Overview

### Year 8 - Music

Half Term	HT1	HT2	HT3	HT4	HT5	HT6
<b>Topic</b>	<b>BLACK HISTORY IN MUSIC</b> How have historical events impacted on the way African music has been fused with blues, rap, hip hop and RnB, and other musical genres?		<b>VARIATIONS</b> How can techniques help us to create structure and form in music?		<b>MUSIC AND THE MOVING IMAGE</b> How can music heighten mood and feeling in films?	
<b>Key knowledge and skills</b>	Students will learn about traditional African drumming, the culture and creation of African instruments and will learn to Djembe's by rote. Students will be tasked with recreating a traditional piece and creating their own. Students will go on to learn the fundamentals of reggae music leading to a performance of Buffalo Soldier or Three Little Birds.		What are the students learning? This unit covers key compositional techniques of variation and the use of Ground Bass. Students will review bass and treble clef notations in preparation for playing Hall of the Mountain King by Grieg on the keyboards. Students will learn a variety of compositional techniques used to compose music and apply these to create their own arrangement of the piece. This will be studied practically, through performance and arrangement using keyboards.		Students will learn to identify characteristics and features used in film music (melodic & rhythmic ostinato, riffs, leitmotifs, silence, how to build suspense). The unit will cover the study and use of orchestral instruments within film music and how these are tied to the different film genres. Using Audacity, student will compose music for a film clip applying common film music techniques and conventions.	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Impelegang listening assessment.</li> <li>• African drumming composition formative Assessment.</li> <li>• African drumming composition summative Assessment.</li> <li>• You Can Get It If You Really Want by Desmond Decker listening assessment.</li> <li>• Reggae performance formative assessment.</li> <li>• Reggae performance summative assessment.</li> </ul>		<ul style="list-style-type: none"> <li>• Base line listening assessment.</li> <li>• Hall of the Mountain King listening assessment.</li> <li>• HOTMK arrangement formative assessment (performance/composition).</li> <li>• HOTMK arrangement summative assessment (performance/composition).</li> </ul>		<ul style="list-style-type: none"> <li>• Gladiator listening assessment.</li> <li>• Film composition peer assessment.</li> <li>• Film composition formative assessment (performance/composition).</li> </ul>	

## 2. Curriculum Overview

### Year 9 - Music

Half Term	HT1	HT2	HT3	HT4	HT5	HT6
<b>Topic</b>	<b>BE THE ARTIST</b> How do you effectively develop skills in music?		<b>BE THE CRITIC</b> How can reacting and responding to the works of others help us to develop as musicians?		<b>BE THE TEACHER</b> How do musicians impact the wider world?	
<b>Key knowledge and skills</b>	<p>Students will have several lessons in the basics of drum kit, guitar, ukulele and singing. Students will then select an instrument to develop further based on experiences across KS3. There will also be the opportunity for those students taking peripatetic lessons in other instruments to further develop these skills. Students will be expected to collect evidence of their development through a written diary, audio recordings and photographs for their portfolio of evidence. Students will have the opportunity to study various pieces, including of their own choice, from:</p> <ul style="list-style-type: none"> <li>• Pop.</li> <li>• Rock.</li> <li>• Musical Theatre.</li> </ul>		<p>Students will watch and evaluate a variety of live recorded performances from a selection of the arts. Performance technique, staging, sound, lighting, costume, instrumentation will all be discussed, and students will be expected to form an opinion about the performances watched and either recommend the performance or suggest improvements. Students will also understand how culture and background affect our perspectives on Music and the purpose of Music on a wider scale. Students will view performances from classical music to musical theatre to contemporary music festivals. Students will also have a free choice of any musician, band, artist or other member of the Music community to research. Students will, be expected to present their work for their portfolio stating why they find their chosen artist an inspiration.</p>		<p>Students will become the teacher and share with others in class the skills they have developed from Part A of the course. They will also take the opportunity to teach their skills to others in a small group or one-to-one setting. Students must plan and evaluate sessions and keep evidence of their development through a written diary, audio recordings and photographs for their portfolio of evidence. At the end of the Year, students will be able to submit their work created across Year 9 to achieve certification in the Bronze Arts Award.</p>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Evidence diary.</li> <li>• Written summary letter.</li> <li>• Audio recordings of progress. <ul style="list-style-type: none"> <li>• Photographs.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Written review of a live event.</li> <li>• Evidence of live event – photos, tickets, screen shots.</li> <li>• Research PowerPoint of the students chosen artist.</li> </ul>		<ul style="list-style-type: none"> <li>• Evidence diary.</li> <li>• Written summary letter.</li> <li>• Audio recordings of progress. <ul style="list-style-type: none"> <li>• Photographs.</li> </ul> </li> <li>• Student comments and evaluation of progress.</li> </ul>	