

1c. Curriculum Overview: Music



SAINTS PETER AND PAUL
CATHOLIC HIGH SCHOOL

Year 7			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS2/3 NC	<p>THE ROAD TO SUCCESS</p> <p>How do we read and apply western notation and it's conventions?</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Creativity • Perspectives and Interpretation • Form and Structure <p><u>What are the students learning?</u></p> <p>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.</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Base line listening assessment. • Never Gonna Give You Up summative performance. <p><u>What are the standardised Homeworks?</u></p> <ul style="list-style-type: none"> • Musical Experiences Survey 	<p>COPS AND ROBBERS</p> <p>How does music theory help us to perform and compose?</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Systems • Creativity • Form and Structure <p><u>What are the students learning?</u></p> <p>Students will learn about a number of 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.</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Cops and Robbers listening assessment. • Cops and Robbers arrangement formative assessment. • Cops and Robbers arrangements summative assessment. 	<p>RHYTHMS OF AFRICA</p> <p>How has traditional African music influenced the music of today?</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Culture • Time, Place and Space • Global Interactions • Communities and Connections <p><u>What are the students learning?</u></p> <p>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.</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Impelegang listening assessment. • Djole performance assessment. • African drumming composition formative assessment. • African drumming composition summative assessment. <p><u>What are the standardised homework's?</u></p>



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	<p>THE TRUE MEANING OF CHRISTMAS</p> <p>How has popular music disguised the true meaning of lyrics?</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Culture • Communities and Connections • Form and Structure <p>What are the students learning?</p> <p>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.</p> <p>What are the key standardised assessments?</p> <ul style="list-style-type: none"> • Christmas Carol formative performance. • Christmas Carol summative performance. <p>What are the standardised Homeworks?</p> <ul style="list-style-type: none"> • Merry Christmas Everyone – Shakin’ Stevens listening task. 	<p>What are the standardised homework’s?</p> <ul style="list-style-type: none"> • Any Dream Will Do from Joseph listening task. <p>RHYTHMS OF AFRICA</p> <p>How has traditional African music influenced the music of today?</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Culture • Time, Place and Space • Global Interactions • Communities and Connections <p>What are the students learning?</p> <p>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.</p> <p>What are the key standardised assessments?</p> <ul style="list-style-type: none"> • Impelegang listening assessment. • Djole performance assessment. • African drumming composition formative assessment. • African drumming composition summative assessment. <p>What are the standardised homework’s?</p>	<ul style="list-style-type: none"> • Homeless by Ladysmith Black Mambazo listening task. <p>Reviewing the Situation from Oliver listening task.</p> <p>STEP BACK IN TIME</p> <p>How have developments in technology impacted on the change in how we consume music?</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • Culture • Time, Place and Space • Communities and Connections <p>What are the students learning?</p> <p>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.</p> <p>What are the key standardised assessments?</p> <ul style="list-style-type: none"> • Satisfaction listening assessment. • Boogie Wonderland listening assessment. • Sweet Dreams listening assessment. • Gangsta’s Paradise listening assessment. <p>What are the standardised Homeworks?</p> <ul style="list-style-type: none"> • Shake, Rattle and Roll by Big Joe Turner listening task.
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| | | <ul style="list-style-type: none">• Homeless by Ladysmith Black Mambazo listening task.• Reviewing the Situation from Oliver listening task. | |
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Year 8 Music			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS2/3 NC	<p>BLACK HISTORY IN MUSIC</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Culture • Time, Place and Space • Global Interactions • Communities and Connections <p><u>What are the students learning?</u></p> <p>Students will learn about how historical events have impacted on the way blues music has influenced rap, hip hop and RnB, through a variety of listening activities. Students will go on to learn the fundamentals of reggae music leading to a performance of Buffalo Soldier or Three Little Birds.</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • You Can Get It If You Really Want by Desmond Decker listening assessment • Reggae performance formative assessment. • Reggae performance summative assessment. <p><u>What are the standardised homeworks?</u></p>	<p>VARIATIONS</p> <p>How can techniques help us to create structure and form in music?</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Creativity • Perspective and Interpretations • Form and Structure <p><u>What are the students learning?</u></p> <p>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.</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Base line listening assessment. • Hall of the Mountain King listening assessment. 	<p>MUSIC AND THE MOVING IMAGE</p> <p>How can music heighten mood and feeling in films?</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Aesthetics • Audience • Communication and Expression <p><u>What are the students learning?</u></p> <p>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. Through the use of Bandlab, student will compose music for a film clip applying common film music techniques and conventions.</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Gladiator listening assessment. • Film composition peer assessment.



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<ul style="list-style-type: none">• Hound Dog by Big Mama Thornton listening task. <p>CHRISTMAS CRACKERS</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none">• Culture• Communities and Connections• Form and Structure <p><u>What are the students learning?</u></p> <p>Students will discuss how some of the Christmas hits we listen to year on year have been composed and what makes them so enduring. Students will move on to use a selection of compositional techniques to compose a chorus of their own Christmas song.</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none">• Listening Assessment.• Chorus composition formative assessment.• Chorus composition summative assessment. <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none">• Last Christmas by Wham listening task.	<ul style="list-style-type: none">• HOTMK arrangement formative assessment (performance/composition).• HOTMK arrangement summative assessment (performance/composition). <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none">• Hall of the Mountain King by Grieg listening task.• Billie Jean by Michael Jackson listening task.	<ul style="list-style-type: none">• Film composition formative assessment (performance/composition). <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none">• Mission Impossible listening tasks.
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Year 9 Music			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS3 NC, GCSE Spec, Arts Award Spec	<p>BE THE ARTIST</p> <p>How do you effectively develop skills in music?</p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> • Creativity • Identity • Communications and Expression <p><u>What are the students learning?</u> Students will have a number of 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.</p> <p>Students will have the opportunity to study various pieces, including of their own choice, from:</p> <ul style="list-style-type: none"> • Pop • Rock • Musical Theatre <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Evidence diary. • Written summary letter. 	<p>BE THE CRITIC</p> <p>How can reacting and responding to the works of others help us to develop as musicians?</p> <p><u>What are the students learning?</u> 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 student 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. Student will, be expected to present their work for their portfolio stating why they find their chosen artist and inspiration.</p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Written review of a live event. • Evidence of live event – photos, tickets, screen shots. • Research PowerPoint of the students chosen artist. 	<p>BE THE TEACHER</p> <p>How do musicians impact the wider world?</p> <p><u>What are the students learning?</u> 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.</p> <p><i>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</i></p> <p><u>What are the key standardised assessments?</u></p> <ul style="list-style-type: none"> • Evidence diary. • Written summary letter. • Audio recordings of progress. • Photographs. • Student comments and evaluation of progress. <p><u>What are the standardised homeworks?</u></p>



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	<ul style="list-style-type: none">• Audio recordings of progress.• Photographs. <p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none">• Let Me Entertain You Listening Task by Robbie Williams Listening Task.• All I Want for Christmas by Mariah Carey Listening Task.	<p><u>What are the standardised homeworks?</u></p> <ul style="list-style-type: none">• War by Edwin Star Listening Task.• Mamma Mia by Abba Listening Task and Key Word Recall.	<ul style="list-style-type: none">• Submission of final Arts Award portfolio. Homework will require completion of any outstanding work.
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