



Curriculum Overview

Note: During key stage three students rotate between Music & Drama on a biweekly basis. At key stage 4 students select GCSE Music or GCSE Drama as option subjects.

Year 7	Topic Overview 1: Singing, Rhythm & Timing	Topic Overview 2: Keyboard Skills	Topic Overview 3: Minimalism/Leitmotif Composition
Unit Title:	Musical Elements	Into the Classics	Film, TV & Game Music Music Tech/Musescore
Description:	Students learn about The Elements of Music – Dynamics, Rhythm, Pitch, Articulation, Texture/Timbre, Structure, Melody, Instrumentation, Tempo and Harmony. Students learn how to interpret Rhythmic and Pitched Notation.	Students will learn and develop keyboard skills through the exploration of Western Classical Music. They will also learn about and explore the instruments of the orchestra and famous composers through the ages.	An exploration into how atmosphere in Film and Computer Game Music is created by using musical elements. Students will learn how to create and perform their own composition for a film or computer game character.
Assessment Focus:	Performing – The Elements Song – Whole Class Ensemble. ‘Ode to Joy’ on Pitched Percussion. Knowledge & Listening Test – The Musical Elements.	Performing – Students perform a chosen piece as a final assessed solo performance on the keyboard. Knowledge & Listening Test – Instruments of the Orchestra, Pitched Notation, Musical Periods.	Creating – Students will compose an appropriate Leitmotif for a film or computer game character and a piece appropriate for a given video clip. Knowledge & Listening Test: Musical Elements and compositional conventions used in Film, TV and Computer Game Music.
Suggested Repertoire:	The Elements Song, Talking Drums, Flight of The Bumble Bee by Rimsky Korsakov, ‘Ode To Joy’ by Beethoven.	‘Ode to Joy’ by Beethoven, ‘Fur Elise’ by Beethoven, ‘Largo’ by Dvorak, ‘In The Hall of The Mountain King’ by Edvard Creig.	‘This is Me’ from The Greatest Showman, ‘Indiana Jones Theme’ – John Williams, ‘Hedwig’s Theme’ from Harry Potter, ‘The Force Theme’ & ‘Imperial March’ from Star Wars, ‘Marios Brothers Theme’.
Key Concepts & Vocabulary:	Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony. Practical Skills: Singing, Pulse and Rhythm, Performing in time, Ensemble Skills, Rhythmic and Pitched Notation.	Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony. Practical Skills: Notes of the keyboard, Fingering, Performing from treble clef notation. Music Theory & Contextual Knowledge: Instruments of the orchestra, Musical Periods, Famous Western Composers.	Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony. Compositional Techniques: Minimalism, Mickey Mousing, Hit Points & Leitmotifs. Music Theory & Contextual Knowledge: Instrumentation, Atmosphere, Film and Computer Games Composers, Evolution of Film Music.
Links to National Curriculum:	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use Staff and other relevant notations appropriately and accurately in a range of musical, styles, genres and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians.	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use Staff and other relevant notations appropriately and accurately in a range of musical, styles, genres and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians.	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions. Identify the interrelated dimensions of music expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices. Develop a deepening understanding of the music that they perform and to which they listen and it’s history.

Year 8	Topic Overview 1: Ensemble Performance of different musical parts and instruments.	Topic Overview 2: Composing with musical conventions.	Topic Overview 3: Musical Conventions from around the world.
Unit Title:	Riffs & Hooks Music Tech Garageband/Bandlab.	The Origins of Pop: Blues, Jazz & Rock 'n' Roll.	Rhythms of the World: An exploration of West African, Samba and Calypso Music.
Description:	Students will explore how repeated riffs and hooks are used in a range of music. Students will learn to sing and perform vocal, rhythmic and melodic riffs and hooks on keyboards, guitars, drums or their own chosen instrument and form a small ensemble to perform a piece of music based on a melodic riff or hook.	An exploration of the evolution of Pop music in the early 20 th century from Blues to Jazz and Rock 'n' Roll to the influence on today's Pop Music.	An exploration into how rhythm is used in music from around the world through the study of West African Rhythm Cycles, Samba & Calypso.
Assessment Focus:	<p>Performing: Performance of either 'Smoke on The Water' by Deep Purple or 'Seven Nation Army' by the White Stripes or 'Shape of You' by Ed Sheeran in a small ensemble.</p> <p>Knowledge and Listening: Listening and Analysing the musical elements in a range of music that uses riffs and hooks, Treble and Bass Clef Notation, and relevant music theory and symbols.</p>	<p>Creating: Students create and arrangement of a piece of music based on the 12 Bar Blues in C Major including the chord pattern, walking bass line, AAB lyrical structure and Improvisation.</p> <p>Knowledge and Listening: Listening and analysing the musical elements associated with the 12 Bar Blues, Chords, Treble and Bass Clef Notation.</p>	<p>Performing: Performing a variety of complex polyrhythms, chords and melody to 'Hot Hot Hot' by The Merrymen.</p> <p>Knowledge and Listening: Listening and analysing the musical elements associated West African Rhythms, Brazilian Samba & Trinidadian Calypso.</p>
Suggested Repertoire:	'Sweet Dreams' by The Eurhythmics, 'We Will Rock You' by Queen, 'Word Up' by Cameo, 'Smoke on The Water' by Deep Purple, 'Seven Nation Army' by The White Stripes, 'Shape of You' by Ed Sheeran.	'Green Onions' – Booker T and the MGs, 'In The Mood' – Glenn Miller, 'Woo Hoo' by the 5,6,7,8's, 'Should I Stay or Should I Go' by The Clash, 'Rock Around The Clock' – Bill Haley & His Comets, 'Hound Dog' by Elvis Presley, 'Eleanor Rigby' by The Beatles.	'Banaha' Traditional Ghanian Song, 'Kukoo' Traditional Ghanian Rhythm, Traditional Samba Rhythms, 'Hot Hot Hot' by The Merrymen.
Key Concepts & Vocabulary:	<p>Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony.</p> <p>Practical Skills: Singing, Percussion Techniques, Guitar Techniques, ensemble skills.</p> <p>Music Theory & Contextual Knowledge: Repeat Marks, Bass Clef & Treble Clef Notation, Guitar Tab, Drum & Rhythmic Notation.</p>	<p>Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony.</p> <p>Practical Skills: Chords, Walking Bass Line, Two-Handed Piano, Improvisation, Singing, Ensemble Skills.</p> <p>Music Theory & Contextual Knowledge: History and context of Blues Music and evolution into Jazz & Rock 'n' Roll and it's wider influence. Lyricism, 12-Bar Blues Chord Progression, Chordal Roman Numerals, Scales.</p>	<p>Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony.</p> <p>Practical Skills: Singing, Percussion Techniques, Polyrhythms. Ensemble Skills, Syncopation, Call & Response, Repetition, Ostinato, Chords, Melody, Harmony.</p> <p>Music Theory & Contextual Knowledge: Geographical context of musical styles & techniques, Instruments associated with different genres from around the world, rhythmic conventions of different styles of music from around the world.</p>
Links to National Curriculum:	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Identify the interrelated dimensions of music expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices.</p> <p>Develop a deepening understanding of the music that they perform and to which they listen and it's history.</p> <p>Use Staff and other relevant notations appropriately and accurately in a range of musical, styles, genres and traditions.</p>	<p>Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions.</p> <p>Identify the interrelated dimensions of music expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices.</p> <p>Develop a deepening understanding of the music that they perform and to which they listen and it's history.</p> <p>Use Staff and other relevant notations appropriately and accurately in a range of musical, styles, genres and traditions.</p>	<p>Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</p> <p>Use Staff and other relevant notations appropriately and accurately in a range of musical, styles, genres and traditions.</p> <p>Listen with increasing discrimination to a wide range of music from great composers and musicians.</p> <p>Develop a deepening understanding of the music that they perform and to which they listen and it's history.</p>

Year 9	Topic Overview 1: Performing Popular Music	Topic Overview 2: Song Writing	Topic Overview 3: Musical Composition & Arrangements
Unit Title:	What Makes a Good Song?	Music with Meaning.	Electronic Dance Music. Music Tech Garageband/Bandlab
Description:	An exploration of the elements that can help to make a pop song a success. Students will study, analyse, rehearse and perform a range of pop songs including 'Shot Gun' by George Ezra and 'Get Lucky' by Daft Punk ft Farrell or 'Watermelon Sugar' by Harry Styles.	An exploration into how Music has shaped the world we live in through Protest Songs. Students will study a range of music with a meaning from Jazz, Soul, Folk, Hip-Hop and Rock whilst composing their own protest song from a choice of given chord progressions.	An exploration into Music Technology and it's influence on Electronic Dance Music and Pop Music. Students will analyse and explore the evolution of electronic dance music and relevant music technology; they will learn and perform famous EDM riffs and beats on instruments before composing their own EDM inspired composition.
Assessment Focus:	Performance: Students will perform their own arrangement of 'Shot Gun' by George Ezra, 'Get Lucky' by Daft Punk ft. Farrell or 'Watermelon Sugar' by Harry Styles. High ability students to choose and learn their own pop song for performance. Knowledge and Listening: Listening and Analysing the musical elements that help to make a successful pop song. Popular Music Industry Knowledge, Lyrics & Arrangements.	Creating: Composing an original song with meaning based on a given Chord Progression. Knowledge and Listening: Listening and Analysing the musical elements used to convey accurate atmosphere or emotion. Lyricism, Symbolism and metaphor. Key Signatures & Tonality.	Creating: Composing an original EDM inspired piece of music, using instruments and technology. Knowledge and Listening: Listening and Analysing the musical elements used within EDM Music. Identifying and comparing the difference between a range of sub-genres of EDM Music.
Suggested Repertoire:	'Shotgun' by George Ezra, 'Get Lucky' by Daft Punk, Various different arrangements of these songs. 'Shape of You' by Ed Sheeran, 'Sam's Town' by The Killers.	'Strange Fruit' by Billie Holiday, 'Blowin' in the wind' by Bob Dylan 'Imagine' by John Lennon, 'Mississippi Goddamn' by Nina Simone, 'War' by Edwin Star, 'Another Day in Paradise' by Phil Collins, 'Quiet' by Milck, 'Alright' by Kendrick Lamar, 'Killing in the Name of' by Rage Against The Machine.	'Sandstorm' by Darude, '9PM Til I Come' by OPM, 'No Limit' by 2 Unlimited, 'I feel Love' by Donna Summer, 'Poppiholla' by Chicane, 'Slam' by Pendulum, 'God is a DJ' by Faithless.
Key Concepts & Vocabulary:	Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony. Practical Skills: Singing, Instrumental Skills, Riffs, Hooks, Ensemble Skills, Timing. Music Theory & Contextual Knowledge: Hooks, Riffs, Lyrics, Chord Progressions, Arrangements, Instrumentation, Tempo, Texture, Structure.	Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony. Practical Skills: Performing from notation, Singing, Lyricism, Performing Chords, Melody & Accompaniment, Ensemble Skills. Music Theory & Contextual Knowledge: Historical impact of Music on society, Conventions of Musical Genres, Chord Progressions, Tonality, Key Signatures.	Musical Elements: Dynamics, Rhythm, Pitch, Articulation, Texture, Structure, Melody, Instrumentation, Tempo, Harmony. Practical Skills: Performing from notation, Music Technology, Programming, Rhythm, Instrumental Skills. Music Theory & Contextual Knowledge: Historical impact and development of EDM and Music Technology , Conventions of EDM, Chord Progressions, Tonality, Key Signatures, Riffs, Hooks, Beats, Programming Music Technology.
Links to National Curriculum:	Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Use Staff and other relevant notations appropriately and accurately in a range of musical, styles, genres and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen and it's history.	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen and it's history. Identify the interrelated dimensions of music expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices.	Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres, and traditions. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen and it's history. Identify the interrelated dimensions of music expressively and with increasing sophistication, including the use of tonalities, different types of scales and other musical devices.

Year 10	GCSE MUSIC					
	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title:	GCSE Skills AoS 1: My Music	AoS 5 – The Conventions of Pop	AoS – 3 Rhythms of The World	AoS 4 – Film Music	AoS 2 – The Concerto Through Time	NEA – Composition 1 & Solo Performance.
Description:	An exploration and self-evaluation of students' individual skills and knowledge of Music. Students will complete an in-depth study of the capabilities of their chosen instrument. Explore performance techniques through ensemble performance and composition and re-cap and develop their musical theory knowledge.	Students will explore Area of Study 5 – The Conventions of Pop and will learn about Rock 'n' Roll of the 1950s & 60s, Rock Anthems of the 1970s & 80s, Pop Ballads of the 80s & 90s and Solo artists from the 90s to today. They will perform an extended repertoire of pieces from this area of study as well as familiarising themselves with key terms and techniques for listening, appraising and analysis.	Students will explore Area of Study 3 – Rhythms of the World and will learn about Sub-Saharan African Rhythms, Samba, Calypso, Indian Classical Music, Bhangra Eastern Mediterranean, and Middle Eastern Music. Students will explore this music through performance and group compositions using the explored elements.	Students will explore the conventions and ideas used in Film Music and Music for Video Games. They will look at famous Leitmotifs, Underscores, Diegetic and Non-Diegetic Music and explore how appropriate atmospheres are created through the music.	Students will explore the development of the Orchestra through the exploration of the concerto through time. They will start with the Baroque Concerto Grosso then the Baroque Solo Concerto, Classical Solo Concerto and finally the Romantic Concerto. Students will listen to and analyse many extracts of music as well as performing Vivaldi's Lute Concerto in D Major.	Students will plan and compose their first individual composition on their instrument or using Music Technology. The composition is a free choice but must have an extended structure, use musical conventions, and develop throughout. They will also be rehearsing for a Solo Performance Recording on their chosen instrument or voice.
Assessment:	Knowing: Baseline Assessment Performing: WIP Solo Performance. Creating: Ensemble Three Note Composition.	Knowing: End of unit listening test. Performing: Ensemble performance of work from the Area of Study.	Knowing: End of unit listening test. Creating: Ensemble Composition based on the elements from Rhythms of The World.	Knowing: End of unit listening test. Creating: Individual Composition using Music Technology to compose a piece of Music for Film.	Knowing: End of unit listening test. Performing: Ensemble Performance of Vivaldi's Lute Concerto in D Major.	Knowing: Year 10 Internal Mock Assessment Listening Paper. Performing: Solo Performance NEA. Creating: Individual Composition NEA.
Key Concepts & Vocabulary:	Instrumental Skills, Musical Elements, Treble Clef and Bass Clef Notation, Key Signatures, Chord Progressions, Melodies, Ostinato.	Riffs, Hooks, Guitar Effects, Development of Technology, Syncopation, 12 Bar Blues, Harmony, Primary Chords, Vocal Techniques, Looping, Sampling, Re-Mixing.	Irregular Metre, Drone, Ostinato, Rhythm Cycle, Polyrhythm, Cross-Rhythm, Master-Drummer, Call & Response, Structure, Fusion.	Leitmotif, Underscore, Diegetic, Non-Diegetic, Atmosphere, Chromatic, Dis-Chord, 7 th Chords.	Baroque, Classical & Romantic Era. Harpsichord, Orchestra, Strings, Woodwind, Brass, Percussion, Ritornello Form, Rondo Form, Balanced Phrases, Terraced Dynamics, Crescendo & Diminuendo, Soloist, Concertante, Ripieno, Melody & Accompaniment.	Key Signatures, Circle of Fifths, Chord Progression, Primary Chords, Melody, Passing Notes, Broken Chords, Arpeggios, Bass Line, Counter-Melody, Lyrics, Garageband, Musescore, Modulation.

Year 11	GCSE MUSIC					
	HT1	HT2	HT3	HT4	HT5	HT6
Unit Title:	NEA Composition 2 – Composing to a Set Brief.		NEA Performance 2 – Ensemble Performance.	Finalise all NEA coursework & Revise AoS 2 – 5 for listening exam.		
Description:	Completion of the second NEA Composition. Students will compose a		Students will work in small	All Performance and Composition Coursework is completed.		

	piece of Music on their instruments or music technology based on a set brief given by the Exam Board.	ensembles to create a performance over 2 minutes long.	Students will re-visit and revise AoS 2 – 5 in preparation for the final Listening Exam Paper.	
Assessment:	Knowing: Homework Mini Revision Assessments & Year 11 Mock Exam. Creating: Composition 2 NEA.	Knowing: Homework Mini Revision Assessments. Performing: Ensemble Performance NEA.	Knowing: April Mock Listening Paper and Final Listening Exam Paper. Performing & Creating: NEA Coursework.	
Knowledge Steps:	Key Signatures, Circle of Fifths, Chord Progression, Primary Chords, Melody, Passing Notes, Broken Chords, Arpeggios, Bass Line, Counter-Melody, Lyrics, Garageband, Musescore, Modulation, Brief, Atmosphere.	Accuracy, Articulation, Dynamics, Style, Difficulty, Ensemble Skills, Timing, Collaboration.	Revision.	