



## Music department curriculum intent

*Link governor: Sue Marshall*

### Department curriculum intent:

Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.



**Year 7**

**Overall curriculum intent for year 7:**

To understand and identify the elements of music and how they are used to create music.

To have the confidence and skills to become involved in the musical extra-curricular life of the school.

Pupils will have the opportunity to explore one or part of these topics via SoundTrap and develop music technology skills.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	ELEMENTS OF MUSIC Know how music to fit a mood has been used by many composers including Beethoven and Britten. Identify the elements in music that can be used to describe certain moods.	CHRISTMAS PERFORMANCE  To perform in the Year 7 Carol Service	AFRICAN DRUMMING  To understand that music is used for social purposes and the ritualistic role that music has in some societies.	DESCRIPTIVE MUSIC  Understand how much impact music has had on orchestral and ensemble music. To understand the context of programme music and how instruments and melodies are assigned to tell a story.	MUSICALS  Pupils will understand the history and developments of elements of a musical, from their origins in opera.	
Content mapping	To develop an understanding of the musical elements – dynamics, pitch, rhythm, tempo, texture, timbre, structure. To understand how elements can be combined to create a composition in a group based around given weather scenarios. To gain an understanding about how certain scales can be used to produce short	To understand the skills and self-discipline required to perform in public.  Learn lyrics and new songs.  Singing in harmony.	To recognise, perform and create African drumming music with an understanding of musical conventions and processes linked with rhythm. To hear musical examples of African music from different times and places and for different occasions and venues. To understand the key concepts of	To understand the concept of programme music by studying Peter and the Wolf, Dance Macabre, Carnival of the Animals and The Sorcerer’s Apprentice. Understand how different instruments can be used to represent different characters and moods within programme music. To produce a 12 bar melody based around a particular story, animal or mood in C major and A minor. To develop motivic compositions with 3 distinct events taking place within the composition.	To recognise and perform songs and music from Shows and Musicals with an awareness of the roles of different vocal and instrumental parts and with a sense of occasion and style. To listen to examples of Chorus Songs, Solo Songs and Incidental Music and understand their function within the context of a Musical.  Identify how the musical elements create different moods suitable to the overall theme, style, storyline and plot of a Musical.  To identify different time signatures.	



	<p>melodic compositions. To develop skills in graphic notation. Demonstrate recognition of sound being used graphically, through listening, performing and compositional tasks.</p>		<p>African dance music – rhythm, pulse, ostinato, call and response, polyrhythms, cyclic rhythms and improvisation.</p>	<p>Evaluate the way music is used to describe a story.</p>	
<p>Assessment mapping</p>	<p>Group composition task</p>	<p>Public performance</p>	<p>Group Performance</p>	<p>Compose a piece of music with a pulse, rhythms and a well thought out melody line to describe a particular animal or scene.</p>	<p>Performance as part of a group both vocally and instrumentally, preferably in a public concert</p>
<p>Personal development mapping</p>	<ol style="list-style-type: none"> <li>1. Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.</li> <li>2. Developing and deepening pupils' understanding of the fundamental British values.</li> <li>3. Promoting equality of opportunity, understanding that difference is a positive, and that individual characteristics make people unique.</li> <li>4. Promoting an inclusive environment that meets the needs of all pupils.</li> <li>5. Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.</li> <li>6. Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</li> <li>14. The spiritual development of pupils includes developing their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life and knowledge of, and respect for, different people's faiths and feelings.</li> <li>15. Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>16. Use of imagination and creativity in their learning.</li> <li>17. Willingness to reflect on their experiences.</li> <li>19. Understanding of the consequences of their behaviour and actions</li> <li>21. Provision for the social development of pupils includes developing their: use of a range of social skills in different contexts and willingness to participate in a variety of social settings, including by volunteering, cooperating well and being able to resolve conflicts effectively.</li> <li>23. Provision for the cultural development of pupils includes developing their: understanding of the wide range of cultural influences that have shaped their heritage and that of others and the range of different cultures as an essential element of their preparation for life in modern Britain; ability to recognise and value the things we share in common; knowledge of Britain's democratic parliamentary system and its central role in shaping and continue to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.</li> </ol>				
		<p>12. Supporting readiness for the</p>	<p>7. Recognise online and offline risks to their well-being and the</p>	<p>13. Spiritual, moral, social and cultural development.</p>	<p>7. Enabling pupils to recognise online and offline risks to their well-</p>



		<p>next phase of education.</p> <p>13. Spiritual, moral, social and cultural development.</p> <p>22. Acceptance of and engagement with the fundamental British values, contributing positively to life in modern Britain.</p>	<p>support available to them.</p> <p>13. Spiritual, moral, social and cultural development.</p> <p>18. Provision for moral development, including the difference between right and wrong and to recognise legal boundaries and respect the civil and criminal law</p> <p>20. Offering reasoned views about moral and ethical issues and to understand viewpoints of others on these issues.</p> <p>22. Acceptance of and engagement with the fundamental British values, contributing positively to life in modern Britain.</p>	<p>22. Acceptance of and engagement with the fundamental British values, contributing positively to life in modern Britain.</p>	<p>being and the support available to them.</p> <p>9. Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle.</p> <p>10. Developing pupils' age-appropriate understanding of healthy relationships.</p> <p>12. Supporting readiness for the next phase of education.</p> <p>13. Spiritual, moral, social and cultural development.</p> <p>18. Provision for the moral development of pupils including the difference between right and wrong and to recognise legal boundaries and respect the civil and criminal law</p> <p>20. Offering reasoned views about moral and ethical issues and to understand viewpoints of others on these issues.</p> <p>22. Acceptance of and engagement with the fundamental British values, contributing positively to life in modern Britain.</p>
Literacy focus for the half term	<b>Reading:</b> Genres of Music	<b>Grammar &amp; vocabulary:</b> Learning lyrics	<b>Writing:</b> Writing appraisals of music	<b>Spoken English:</b> Verbal feedback to peers incorporating keywords	<b>Grammar &amp; vocabulary:</b> Keywords and learning lyrics
Numeracy links	Rhythm		Counting and rhythm		
Cross-curricular links to other subjects			Slave trade		Theatrical production
Careers	Performing and composing	Performing			Theatre production roles



Support for all	Pupils will use one instrument to perform as part of an ensemble, a given part if needed and create a mood piece.	Lyrics will be printed and taught verbally	Will be given pre-determined simpler parts to ensure they take part in the final performance.	Will be encouraged to create soundscapes Use SoundTrap software and predetermined loops	Will perform a Chorus Song in an ensemble and play a simple accompaniment as part of a group.
Challenge ideas	Some pupils will take the lead within their compositional group work and guide the group by planning out the roles others will take. Some pupils will be able to identify the musical elements in detail when appraising listening examples.	Some pupils will be given solos. Some pupils will use own instruments. Some pupils will be given organisational and production roles. Sing additional harmonies.	Some pupils will be able to pick out key features of African dance music by listening carefully during appraising activities. Some pupils will perform confidently on African drums showing a natural flair for pulse and rhythm fulfilling the role of the master drummer. Some pupils will understand how an African drumming composition can involve much call and response and other rhythmic techniques, using them effectively in the composition.	Some pupils will plan a composition using more complex rhythms and melodic movement with a strong sense of C major moving to A minor. Some pupils will evaluate music they hear with an awareness of the context in which it both created and heard.	Some pupils will be able to pick out key features of Musicals by listening carefully during appraising activities. Some pupils will perform confidently showing a natural flair for rhythm, diction and vocal/instrumental work. Some pupils will take on the role of vocal or instrumental soloist during a group performance.



**Year 8**

**Overall curriculum intent for year 8:**

To learn specific compositional techniques and devices, be introduced to fusion music and how foreign cultures have influenced British society.

To develop ensemble and keyboard skills.

\*Soundtrap unit on rotation

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<p><b>BLUES MUSIC</b></p> <p>To understand the reality and consequence of slavery, the abolition of slavery and the background to the Blues style.</p>	<p><b>INDIAN FUSION</b></p> <p>Understand how music is performed in a fusion style – combining the Western style with Indian influences (scales and instruments).</p>	<p><b>MINIMALISM</b></p> <p>Pupils will understand the origins of minimalist music and have already explored ostinatos and polyrhythms from African music.</p>	<p><b>THEME AND VARIATIONS</b></p> <p>Listen to a wide range of theme and variations from different periods of history, genres and styles. Understand that theme and variation can be the start to access all sorts of compositional techniques.</p>		<p><b>GAMING MUSIC*</b></p> <p>Understand the development of gaming music. Further work on major/minor tonality, developing a 16-bar melody (AABA), the elements of music and movement by leap</p>
Content mapping	<ul style="list-style-type: none"> <li>- The importance of the Blues in the development of popular music and song writing.</li> <li>- The cultural and historical context of the Blues style.</li> <li>- The characterisation of the 12-bar blue harmonic patten, identifying the chords I, IV and V.</li> <li>- The blues pentatonic scale and Blues notes.</li> <li>- Improvising over the 12-bar blues using</li> </ul>	<ul style="list-style-type: none"> <li>- The performance of music in a non-Western culture (India).</li> <li>- The cultural and historical background of Indian music.</li> <li>- How Indian music (and World music in general) has gone onto influence many Western artists and new styles of music have been created.</li> <li>- Perform Norwegian Wood by The Beatles – Focus on learning 3/4 time signatures,</li> </ul>	<ul style="list-style-type: none"> <li>- The key musical features of minimalist music and how it is constructed.</li> <li>- The use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music.</li> <li>- The combination and manipulation of different motifs when performing and composing a piece of minimalist music.</li> <li>- Compose using the pentatonic scale a minimalist piece in the style of 'In C' by Reich and also compose a looping piece based on Tubular Bells using phasing in and out techniques.</li> </ul>	<ul style="list-style-type: none"> <li>- Creative use of the elements of music found in variation form.</li> <li>- Theme and variation form when performing and composing.</li> <li>- That simple melody lines can be changed and varied by adding bass lines, harmony and rhythmic changes.</li> <li>- Listen to a wide variety of theme and variation music focusing on the main musical devices used by composers.</li> <li>- Understand the elements of music as they are manipulated in new ways.</li> <li>- Use new devices in music where it has been varied from the original.</li> </ul>	<ul style="list-style-type: none"> <li>- What makes a good video game soundtrack?</li> <li>- Create a character theme (12 bars of melody)</li> <li>- Compose an AABA melody</li> <li>- To compose for atmosphere</li> <li>- The difference between major and minor</li> <li>- Understand what a fanfare is</li> </ul>	



	<p>short melodic question and answer phrases</p> <ul style="list-style-type: none"> <li>- The use emotionally charged lyrics, the blues scale and the 12-bar blues based around the primary triads.</li> <li>- The famous musicians who have shaped musical history and song writing to this day.</li> <li>- Improvisation as a way of creating short melodic phrases over the chord pattern in a question-and-answer structure.</li> </ul>	<p>cyclic rhythms, Indian instruments (sitar) alongside Western pop band instruments, use of Western and Indian tonality and scales, and major and minor chords with melody.</p> <ul style="list-style-type: none"> <li>- The performance of Indian music both culturally and historically, but also how relevant the music still is in Bhangra and Bollywood.</li> <li>- Use a variety of different instruments from string, woodwind and percussion families.</li> </ul>	<ul style="list-style-type: none"> <li>- How Minimalist music: uses short melodic and rhythmic motifs to build up a bigger piece and use various minimalist techniques; uses repetition, phase shift, phase in, phase out and looping to build up pieces of music; can use pentatonic scales as a basis for producing melodic motifs or for tubular bells, C major scale; is structured gradually with small changes in texture, melody or rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>- Perform as part of an ensemble or as a solo.</li> <li>- Be inverted, diminished, retrograde, augmentation and sequence.</li> </ul>	
Assessment mapping	<p><b>Performing:</b> 12 bar blues, C Jam Blues and improvisation</p>	<p><b>Performance in pairs:</b> Norwegian Wood to be performed stylistically using appropriate instruments and also fluently.</p>	<p><b>Composition:</b> Pieces based on clapping music, tubular bells and In C.</p>	<p><b>Perform</b> as an ensemble and <b>compose</b> a theme and set of variations on own and as part of a group.</p>	<p><b>Compose</b> a piece of music for an element of a computer game.</p>
Personal development mapping	<ol style="list-style-type: none"> <li>1. Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.</li> <li>2. Developing and deepening pupils' understanding of the fundamental British values.</li> <li>3. Promoting equality of opportunity, understanding that difference is a positive, and that individual characteristics make people unique.</li> <li>4. Promoting an inclusive environment that meets the needs of all pupils.</li> <li>5. Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.</li> <li>6. Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</li> <li>15. Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>16. Use of imagination and creativity in their learning.</li> </ol>				



17. Willingness to reflect on their experiences.

19. Understanding of the consequences of their behaviour and actions

21. Provision for the social development of pupils includes developing their: use of a range of social skills in different contexts and willingness to participate in a variety of social settings, including by volunteering, cooperating well and being able to resolve conflicts effectively.

23. Provision for the cultural development of pupils includes developing their: understanding of the wide range of cultural influences that have shaped their heritage and that of others and the range of different cultures as an essential element of their preparation for life in modern Britain; ability to recognise and value the things we share in common; knowledge of Britain's democratic parliamentary system and its central role in shaping and continue to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

7. Recognise online & offline risks to well-being & the support available to them.

10. Developing pupils' age-appropriate understanding of healthy relationships.

13. SMSC development.

14. The spiritual development including reflecting about any of their beliefs/perspective on life, & knowledge of, & respect for, different people's faiths and feelings.

18. Provision for moral development, including the difference between right and wrong and to recognise legal boundaries and

12. Supporting readiness for the next phase of education.

13. Spiritual, moral, social and cultural development.

14. The spiritual development including developing their ability to be reflective about any of their own beliefs and perspective on life, and knowledge of, and respect for, different people's faiths and feelings.

7. Recognise online and offline risks to their well-being and the support available to them.

13. Spiritual, moral, social and cultural development.

14. The spiritual development including developing their ability to be reflective about any of their own beliefs and perspective on life, and knowledge of, and respect for, different people's faiths and feelings.

7. Recognise online and offline risks to their well-being and the support available to them.

8. Recognising dangers of inappropriate mobile technology use and social media.

13. Spiritual, moral, social and cultural development.

14. The spiritual development including developing their ability to be reflective about any of their own beliefs and perspective on life, and knowledge of, and respect for, different people's faiths and feelings.





	<p>respect the civil and criminal law</p> <p>20. Offering reasoned views about moral and ethical issues and to understand viewpoints of others on these issues.</p> <p>22. Acceptance of and engagement with the fundamental British values, contributing positively to life in modern Britain.</p>				
Literacy focus for the half term	Reading slave trade history	Learning correct terminology for Pop Music	Writing a biography of key composers	Using keywords in the correct context.	Self and peer verbal feedback using subject specific language.
Cross-curricular links to other subjects	Slave trade, racism.			Maths (shape, translation).	
Support for all	Use single finger backing tracks on the keyboard.	Perform simplified versions of chords and/or melody lines from graphic scores.	Will be given partially completed loops/cells to facilitate composition and performance.	Will be given partially completed variations to facilitate composition and performance.	If using SoundTrap, can use existing loops and sound fx.
Challenge ideas	Some pupils will have a geographical outline of the Mississippi basin and the journey that Blues music had and impact of Blues on popular song. Some pupils will understand how to invert chords and	Some pupils will be able to perform the chords and melody line throughout the whole of Norwegian Wood – as a group or with hands together on a keyboard. Some pupils will observe all	Some pupils will be able to compose and perform a more advanced minimalist piece using a combination of many minimalist techniques (named above), rhythmic displacement and some use of polyrhythms. Some pupils will be able to understand how to develop melodic motifs to achieve an intended mood.	Some pupils will perform and compose complex melodies using two hands on the keyboard or another instrument.  Some pupils will compose a set of variations from a composed theme using the musical elements and development effectively.	Some pupils will perform and compose complex melodies using two hands on the keyboard or another instrument/computer.



	<p>benefit from doing so far ease and musical effect.</p> <p>Some pupils will understand the concept of improvisation and will experience fitting short question and answer melodies with the chord progression.</p>	<p>performance directions.</p> <p>Some pupils will be able to identify the continuity and change in Indian music compared to Western music.</p> <p>Some pupils will use accurate and extensive Indian vocabulary, understanding, as well the key technology that is used Bhangra music.</p>	<p>Some pupils will be able perform confidently and fluently as part of an ensemble holding their part within the ensemble.</p>		
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**Year 9**

**Overall curriculum intent for year 9:**

To continue to promote enthusiasm for the subject and recruit for GCSE Music

To understand the difference between melody and harmony (harmonic progressions)

Lyric writing

\*Topic delivered through Soundtrap at times

\*\*If guitar project runs (dependent on timetabling and NYMH availability), this topic covered through practical workshops.

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	<b>FILM MUSIC*</b>  Pupils are put in the position of a film soundtrack composer and explore the challenges and devices that are used in soundtrack composition.		<b>BRITPOP &amp; SONGWRITING**</b>  To explore how in the 1990s British bands were influenced by previous generations and started to write music that reflected British rock history.		<b>WORLD MUSIC</b>  Understand how Latin American music includes many different countries and traditions. To understand how reggae music comes from Jamaica and how the other Caribbean styles influence it.	
Content mapping	How music can enhance the visual images and dramatic impact of film, and how it can reflect the emotional and narrative message of the drama.  How film soundtrack composers use sound effects, leitmotifs, themes and musical clichés together with tools such as cue sheets and storyboard to assist their planning of a film soundtrack.  How music can change the viewer's interpretation of a scene.  How to create an effective soundtrack for a movie trailer, using appropriate techniques and structures to create an intended effect. Use leitmotifs to represent certain characters or situations in film.  Use storyboards to create a soundtrack for a particular film genre and explore musical clichés in film.  How film music can change the mood of a particular scene and how the viewer's		How Britpop uses a chord progression and melody that fit into either strophic or verse/chorus song structure.  The instruments that are commonly used in Britpop and perform using some of these instruments (electric/acoustic guitar, bass guitar, drum kit, vocals, keyboard).  How Britpop was influenced by previous generations of popular music.  To perform 'Don't look back in Anger' by Oasis (or 'Wonderwall').  How Britpop music: is influenced by bands such as The Beatles, The Who, Madness and The Smiths; covers topics such as being British and being young; uses guitars, bass guitars, keyboards, drum-kits and vocals; has simple chord progressions (usually chords I, IV and V) and simple melodies; is normally in strophic form or verse/chorus.		Aurally recognise and appreciate Latin American styles of music – tango, salsa and samba.  The percussion techniques of Samba music. The harmonic and melodic construction of a Tango.  The stylistic conventions of reggae music. The key features of a reggae bass line, syncopation and fragmented melodic parts of riffs.  Individual and ensemble skills within a group. The work of different musicians from around Europe and the Latin American countries (Tango, Samba, Salsa) and also Jamaica for Reggae.  Include syncopation, cross rhythms, improvised melodies, primary triads, bass lines, chords and melodic riffs.  Use many different American instruments, especially percussion instruments relevant in Samba music.	



	<p>interpretation can be distorted by the use of music.</p> <p>Builds on the skills that the pupils have learned during the Y7 Descriptive Music unit and Y8 unit on gaming music.</p>		<p>Place great emphasis on the 'offbeat' when playing the chords.</p> <p>Performance work on different instruments including the piano, guitars and drum kit.</p>
<p>Assessment mapping</p>	<p><b>Composition:</b> Work as a group to produce a soundtrack for a James Bond trailer – main assessment.</p>	<p><b>Performance:</b> Perform as part of an ensemble – whole class to begin with – the song 'Don't look back in anger'. Higher level students will compose own chords and melodies.</p>	<p><b>Performance:</b> Perform Three Little Birds, Tango Argentino, Samba and Clocks Salsa.</p>
<p>Personal development mapping</p>	<p>Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.</p> <ol style="list-style-type: none"> <li>2. Developing and deepening pupils' understanding of the fundamental British values.</li> <li>3. Promoting equality of opportunity, understanding that difference is a positive, and that individual characteristics make people unique.</li> <li>4. Promoting an inclusive environment that meets the needs of all pupils.</li> <li>5. Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.</li> <li>6. Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</li> <li>8. Recognising dangers of inappropriate mobile technology use and social media.</li> <li>10. Developing pupils' age-appropriate understanding of healthy relationships.</li> <li>12. Supporting readiness for the next phase of education.</li> <li>13. Spiritual, moral, social and cultural development.</li> <li>14. The spiritual development of pupils includes developing their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life and knowledge of, and respect for, different people's faiths and feelings.</li> <li>15. Sense of enjoyment and fascination in learning about themselves, others and the world around them.</li> <li>16. Use of imagination and creativity in their learning.</li> <li>17. Willingness to reflect on their experiences.</li> <li>18. Provision for moral development, including the difference between right and wrong and to recognise legal boundaries and respect the law.</li> <li>19. Understanding of the consequences of their behaviour and actions.</li> <li>20. Offering reasoned views about moral and ethical issues and to understand viewpoints of others on these issues.</li> <li>21. Provision for the social development of pupils includes developing their: use of a range of social skills in different contexts and willingness to participate in a variety of social settings, including by volunteering, cooperating well and being able to resolve conflicts effectively.</li> <li>22. Acceptance of and engagement with the fundamental British values, contributing positively to life in modern Britain.</li> <li>23. Provision for the cultural development of pupils includes developing their: understanding of the wide range of cultural influences that have shaped their heritage and that of others and the range of different cultures as an essential element of their preparation for life in modern Britain; ability to recognise and value the things we share in common; knowledge of Britain's democratic parliamentary system and its central role in shaping and continue to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.</li> </ol>		



Literacy focus for the half term	Reading film music reviews	Writing a review of a soundtrack	Composing lyrics	Fitting lyrics to syllabic melodies.	Written and verbal self and peer self-assessment and target setting with subject specific vocabulary
Careers	Music Journalism, Music editor/producer, composer		Music manager, commercial music, rock star, composer, performer. Concert promoter, tour manager, sound engineer.		
Support for all	Soundtrap to create soundscapes Create advert jingles		Perform chords on keys only in ensemble performances		Perform simplified parts to backing tracks
Challenge ideas	<p>Some pupils are able to explain why certain pieces of film music match certain films commenting on the use of the elements of music.</p> <p>Some pupils effectively represent the film using their own cue sheet and compose, rehearse and perform taking on a leading role.</p> <p>Some pupils will use appropriate music which matches the mood the video clip utilising a good selection of sound effects, timing skills and creative planning.</p> <p>Some pupils understand how certain musical instruments and devices are used to create particular effects specific to different genres of film</p>		<p>Some pupils will have a detailed understanding of the influence of older styles on Britpop and they appreciate the music and history.</p> <p>Some pupils will know how to exploit a melody and chords to make a meaningful progression in strophic form and verse/chorus form with a middle eight.</p> <p>Some pupils will be able to perform all parts from 'Don't look back in anger'.</p>		<p>Some pupils will take on a leadership role in the performance of Three Little Birds leading others to success, performing bass riff with offbeat chords and the melody.</p> <p>Some pupils will be able to perform all parts of the Tango Argentino.</p> <p>Perform the melody and chords of Salsa Clocks.</p> <p>Some pupils will take the lead during the whole class Samba performance.</p> <p>Perform on own instruments</p>



## Year 10 & 11

### Overall curriculum intent for year 10 & 11:

The GCSE course is designed to help pupils understand themselves and relate to each other by developing students' ability to listen, work as a team, perform both individually and as a group, compose in a variety different genres/styles while being able to appraise others and their own work. All pupils will also have the opportunity to continue and develop on-going singing and instrumental skills at various points of the course.

To complete the AQA GCSE MUSIC QUALIFICATION: [Understanding Music](#); [Performing Music](#); [Composing Music](#)

\*Year 10 only on completion of course and other external exams

Performance work is rolling throughout the course with regular formative assessments (frequency dependent on ability)

	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Intent for the half term	MUSIC THEORY	COURSEWORK: FREE COMPOSITION	SET WORKS AoS1 (NOTE CHANGES TO SET WORKS FOR EXAMINATION IN 2022)	COMPOSITION: COMPOSING TO A BRIEF RECORDING OF SOLO AND ENSEMBLE PERFORMANCE SET WORKS – POPULAR MUSIC AoS2 (Second set work can be from AoS3 or AoS4)	TRADITIONAL MUSIC AoS3 AND WESTERN CLASSICAL MUSIC SINCE 1910 AoS4 LISTENING PAPER PREPARATION	*ARTS AWARD
Content mapping	Notation, chords, melody writing, key signatures, cycle of fifths, chord progressions, texture, rhythm and time signatures, scales, timbre, listening skills. Where possible, taught through historical context and/or historical context – Baroque Music. Intro to periods of music.	Composition structures, devices and development techniques taught concurrently including sequences, ornamentation, diminution, modulation, augmentation, countermelodies – tailored to pupil ability and direction of composition	Historical periods – Classical and Early Romantic. Written exam practice and structuring answers. The Coronation Anthems and Oratorios of Handel. The Orchestra Music of Haydn, Mozart and Beethoven. The piano music of Chopin and Schumann. The Requiem of the late Romantic period.	Popular Music music of Broadway 1950s to 1990s, rock music of 1960s and 1970s, film and computer gaming music 1990s to present, pop music 1990s to present. Study piece Little Shop of Horrors 1982 off-Broadway version – the following three tracks: Prologue/Little Shop of Horrors (overture), Mushnik and Son and	AoS3 (Not set works, if using these set works then move to term 4). Blues music from 1920–1950, Fusion music incorporating African and/or Caribbean music, Contemporary Latin music, Contemporary Folk music of the British Isles. Study piece: Paul Simon: Graceland album – the following tracks: Graceland, Diamonds on the Soles	



			Study piece Mozart Clarinet Concerto in A major, K. 622, 3rd movement, Rondo (first assessed 2022).	Feed Me (first assessed 2022)	of Her Shoes and You Can Call Me Al (first assessed 2022). AoS4 (Not set works, if using these set works then move to term 4). The orchestral music of Copland, British music of Arnold, Britten, Maxwell-Davies and Tavener, The orchestral music of Zoltán Kodály and Béla Bartók, Minimalist music of John Adams, Steve Reich and Terry Riley. Study piece Zoltán Kodály: Battle and Defeat of Napoleon and Intermezzo from Háry János – orchestral version with cimbalon and without vocal parts (first assessed 2022).	
Assessment mapping	Mini exam questions	Grade range and/or raw mark given only	Short paragraph answers as per the exam question. Listening questions	Grade range and/or raw mark given only. Short paragraph answers as per the exam question	Mock exams	
Personal development mapping	<ol style="list-style-type: none"> <li>1. Developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.</li> <li>2. Developing and deepening pupils' understanding of the fundamental British values.</li> <li>3. Promoting equality of opportunity, understanding that difference is a positive, and that individual characteristics make people unique.</li> <li>4. Promoting an inclusive environment that meets the needs of all pupils.</li> <li>5. Developing pupils' character so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.</li> <li>6. Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</li> <li>8. Recognising dangers of inappropriate mobile technology use and social media.</li> <li>10. Developing pupils' age-appropriate understanding of healthy relationships.</li> </ol>					



- 12. Supporting readiness for the next phase of education.
- 13. Spiritual, moral, social and cultural development.
- 14. The spiritual development of pupils includes developing their: ability to be reflective about their own beliefs (religious or otherwise) and perspective on life and knowledge of, and respect for, different people's faiths and feelings.
- 15. Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- 16. Use of imagination and creativity in their learning.
- 17. Willingness to reflect on their experiences.
- 18. Provision for moral development, including the difference between right and wrong and to recognise legal boundaries and respect the law.
- 19. Understanding of the consequences of their behaviour and actions.
- 20. Offering reasoned views about moral and ethical issues and to understand viewpoints of others on these issues.
- 21. Provision for the social development of pupils includes developing their: use of a range of social skills in different contexts and willingness to participate in a variety of social settings, including by volunteering, cooperating well and being able to resolve conflicts effectively.
- 22. Acceptance of and engagement with the fundamental British values, contributing positively to life in modern Britain.
- 23. Provision for the cultural development of pupils includes developing their: understanding of the wide range of cultural influences that have shaped their heritage and that of others and the range of different cultures as an essential element of their preparation for life in modern Britain; ability to recognise and value the things we share in common; knowledge of Britain's democratic parliamentary system and its central role in shaping and continue to develop Britain; willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities; interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.

Literacy focus for the half term	Read high profile musicians' biographical paragraphs.	Learning keywords and command words.	Structuring written answers and using keywords in context	Programme notes: Describing music using the correct terminology	Structuring written answers and using keywords in context Providing a written and/or spoken portfolio for the Arts Award
Careers	As per KS3 information				
Support for all	Peripatetic Lessons, GCSE Pod (for theory), Classicfm podcasts and website, DSOkids website				
Challenge ideas	Performance in extra-curricular concerts, mentoring of younger pupils. Arts Award				