

Music

Key stage 3

	Term 1	Term 2	Term 3	Notes
Year 7	<p>Musical Building Blocks: The Elements of Music</p> <p>All students will take a baseline test to be able to accurately assess their starting point from a theoretical, compositional and performance perspective.</p> <p>Then students will learn about the elements of music: Tempo, Texture, Timbre, Dynamics, Pitch, Silence, Duration, Structure through a range of listening, performance and composition activities, including graphic scores, singing and class performances.</p>	<p>Baroque conventions: Playing Toccata</p> <p>All students will learn the key ideas behind Baroque music, key composers and famous pieces.</p> <p>We will study the piece 'Toccata' by Bach in detail, resulting in all students learning to play it on the keyboard. This means they will also learn some key musical theory to allow them to be able to read from the sheet music and play the notes accurately and fluently.</p>	<p>Hawaiian Sounds: Playing the Ukulele</p> <p>All students will get the opportunity to learn a second and very different instrument, the ukulele.</p> <p>We will learn a range of major and minor chords which will gradually build into a range of traditional and modern songs which all students will be able to perform in groups and as a class whilst they also sing the main melody.</p>	<p>In this foundation year students will learn the key elements that make music music!</p> <p>Once they have experimented with percussion instruments, vocals and various listening activities they will begin to put this into practice by learning the important features of Baroque music and keyboard skills.</p> <p>To give further insight into a different instrument, they will be combining their vocal skills with learning to play and accompany themselves on the ukulele.</p>
Year 8	<p>I've got the Blues: Development and jazz and blues</p> <p>All students will learn about key aspects of jazz and blues music; including walking bass lines, 12 bar blues and improvising. Within this they will get the opportunity to listen to and play popular jazz</p>	<p>Classical conventions: Playing Fur Elise</p> <p>All students will develop their understanding of Baroque music from year 7 on to the next musical period- Classical.</p> <p>They will learn about the</p>	<p>African beats- Tribal African music and ceremonies</p> <p>Students will get the opportunity to study the role of music in a different culture and time. They will look at the role of music in Tribal Africa.</p>	<p>Carrying on from their foundation year all students will now be able to take their vocal, ukulele and keyboard skills further.</p> <p>Each year 8 topic provides the opportunity for further listening across a wide range of musical genres, periods and countries as</p>

	<p>standards and then compose their own blues inspired piece in small groups.</p> <p>They will also look at the context of jazz music and how it came to be from a historical perspective.</p>	<p>development of keyboard instruments, key composers and pieces, such as Fur Elise.</p> <p>Students will continue to develop their music theory through their rehearsal, practice and final performance of the piece.</p>	<p>They will look at reasons music was used, key musical features and from this will learn famous African songs and drum beats. They will use these as starting points to create their own authentic African tribal ceremonies such as rain dances, war songs (hakas) or celebrations.</p>	<p>well as continuing to develop their musical understanding and terminology.</p> <p>All topics will allow for learning popular pieces within that genre and then compositional activities to develop their understanding further.</p>
Year 9	<p>Polyrhythms and riffs: Minimalist music</p> <p>All students will learn about the Minimalist Movement across Art and Music. They will understand key concepts used and see these first hand in famous Minimalist pieces they will learn to play.</p> <p>They will use these pieces as stimulus to create their own Minimalist inspired compositions in groups.</p>	<p>Music and film: The importance of sound track and underscores</p> <p>All students will get the opportunity to study the importance of music in the world of movies. They will get the opportunity to perform a range of famous leitmotif and analyse them to see why they are so effective.</p> <p>They will then get the opportunity to create their own soundtrack for a trailer, ensuring that their piece enhances the on screen action to help sell the movie to its target audience.</p>	<p>Pop power- Conventions' of popular music</p> <p>All students will get the opportunity to form their very own pop bands.</p> <p>They will look at convention artists use today to create pop songs and get to play some well-known classic.</p> <p>They will then take everything they have learnt from inside and outside of the classroom to write their own hits and see which ones can reach the top of the GSHS charts.</p>	<p>Students will continue in the same format as year 8- getting the opportunity to study wide ranging genres of music that they may not otherwise choose to access.</p> <p>All music studied in year 9 is classed as 'Modern Music' to build on the historical context they have learnt through year 7 & 8.</p> <p>They will continue with performance of key pieces within each topic and further opportunities to compose to further reiterate the key ideas and concepts within each topic.</p>

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Key Stage 4- Performing Arts BTEC (Music Performance)

	Term 1	Term 2	Term 3
Year 10	<p>Unit 6: Music Performance Skills</p> <p>Brief 1- Base line assessment of practical music skills will be completed before students embark on a solo project to 'skill up' any areas they feel could do with some improvement.</p>	<p>Unit 6: Music Performance Skills</p> <p>Brief 2- Students now move on to a group performance task where they identify areas for improvement and develop together as a group.</p>	<p>Unit 2: Preparation, Performance and Production</p> <p>Students embark on a musical project where they will be working as a group to create a showcase of music spanning 50 years. This showcase will last approximately 15-20 minutes and will be performed to an audience.</p>
Year 11	<p>Unit 2: Preparation, Performance and Production (ctd.)</p> <p>Students embark on a musical project where they will be working as a group to create a showcase of music spanning 50 years. This showcase will last approximately 15-20 minutes and will be performed to an audience.</p>	<p>Unit 1: My Showcase</p> <p>Externally assessed unit</p> <p>This 'exam' unit is where students will be using a real world scenario of applying for a job/place in further education.</p> <p>As part of this application they will write a letter of application under exam conditions.</p> <p>Additionally they will present two contrasting solo performances as stipulated in the job/college advert.</p>	