

MUSIC - 5 Year curriculum Overview

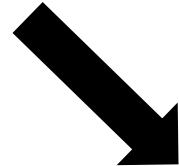
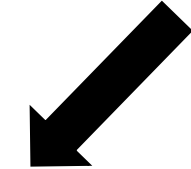


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| Y7 Aims | Broader concepts: | |
| | <ul style="list-style-type: none">VoicePercussionKeyboard SkillsRock BandPopular MusicEnsemble Composition | |
| | Skills: | Knowledge: |
| | <ul style="list-style-type: none">Use voice as an instrument.Notate using graphic and staff notation.Perform as a soloist and as part of an ensemble.Appraise music in order to identify multiple elementsCompose music through technology | <ul style="list-style-type: none">Understanding how voice can be used to create musicTo understand how different symbols can represent pitch and rhythmBegin to understand of the musical elementsBegin to understand instrument techniqueTo recognise how different instrument parts work togetherUnderstand how to 'listen' to a piece of musicBasic recognition of composition software and it's functions |
| | Recall: | |
| | Each topic builds upon prior learning in order to allow students to demonstrate and develop their understanding of the interrelated dimensions of music. Skills and knowledge are revisited throughout the year in order to embed previous knowledge and to develop deeper understanding. | |



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| Y8 Aims | Broader concepts: | |
| | <ul style="list-style-type: none">Vocal MusicInstruments of the OrchestraTheme and VariationSession MusicianGenreLive Sound | |
| | Skills: | Knowledge: |
| | <ul style="list-style-type: none">Use and appraise different voices in a number of genresIdentify the four families of instrument and individual instruments in an orchestral contextCompose melodically and harmonically through the use of music technologyPerform and arrange in a number of genresCreate a live sound set up for a performance | <ul style="list-style-type: none">Identify and recognise different voice types as well as stylistic choicesUnderstand how vibration generates a sound in relation to the workings of a number of orchestral instrumentsTo understand how to relate melody and harmonyTo understand how structure can extend a compositionUnderstand the stylistic qualities of different genresRecognise the technology used in a live sound environment and how this can be used to enhance a performance |
| | Recall: | |
| | Students to revisit the interrelated dimensions of music to build upon previous knowledge and are challenged to respond in more musical ways. Students continue to use their voice but now appraise the different voice types. Instrumental understanding and skills are developed through the use of genre and the orchestra and music technology is developed within the demand of composition and the transfer of technology to a live sound environment. | |

| Y9 Aims | Broader concepts: | |
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| | Hooks and Riffs Film Music Protest Composition to Brief World Music Experience Decades | |
| | Skills: | Knowledge: |
| | <ul style="list-style-type: none"> Use voice within composition Compose for a range of instruments and purposes utilising the interrelated dimensions of music Perform and arrange music with a clear understanding of stylistic qualities of genre and era Utilise live sound equipment within rehearsal and performance | <ul style="list-style-type: none"> Understand the range of different voice types and the appropriate use of word setting Understand how to orchestrate for an ensemble in order to meet specific needs of a client To understand how the interrelated dimensions of music can alter the overall sound to create a specific response to genre or era Competently use live sound technology to safely and effectively improve the sound of an ensemble |
| | Recall: | |
| | The interrelated dimensions of music are used in more depth in order to draw further links between performance, composition and appraisal of music. Students use their knowledge of voice to compose lyrically in order to perform an original vocal piece. Appraisal of a wide range of music allows students utilise stylistic qualities within their performances and compositions. | |



| Y10 Aims | Broader concepts: | |
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| | Unit 1: The Music Industry Unit 5: Introducing Music Performance | |
| | Skills: | Knowledge: |
| | <ul style="list-style-type: none"> Accurately identify roles and responsibilities within the music industry and offer advice and suggestions as to how links can be made between different factions in order to be successful within the industry Develop performance skills as a soloist or as an ensemble in order to perform contrasting pieces to an audience in a concert setting | <ul style="list-style-type: none"> Understand different types of organisations that make up the music industry Understand how the roles within the industry mutually benefit one another by working collaboratively Understand how to become part of the music industry through a number of pathways Understand how to competently manage a rehearsal environment Understand the stylistic qualities of different pieces Understand how to improve a performance in order to play confidently and competently with flair |
| | Recall: | |
| | Students use their understanding from KS3 in order to perform to a high standard, utilising the interrelated dimensions of music to play contrasting pieces with conviction. Knowledge of composition, performance, music technology and live sound is expanded upon to allow for a greater insight into where music can take students once they leave education. | |

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| Y11 Aims | Broader concepts: | |
| | Unit 2: Managing a music product Unit 4: Introducing Composition (Unit 1 retakes if needed) | |
| | Skills: | Knowledge: |
| | <ul style="list-style-type: none"> • Collaboratively plan a music a successful music product • Promote a music product in order to obtain sufficient interest from an audience • Critically review the success of a music product • Compose a number of original pieces demonstrating an understanding of how to develop and extend a piece in response to a brief | <ul style="list-style-type: none"> • Learn how to use adaptable skills to create skills audits, hold meetings and create risk assessments • Understand how promotion has changed to keep up with modern day technology and advertise a music product accordingly • Understand how to judge the successes and failures of a product in a productive analysis • Understand how the interrelated dimensions of music can create contrast within an original composition and how pieces can be developed and extended in order to compose an advanced piece of music |
| | Recall: | |
| | <p>Students use their understanding of the music industry from their unit 1 exam studies to create a music product with a clear understanding of the roles and responsibilities which would be required. Understanding of performance skills and rehearsal management allow students to successfully manage ensembles to within their chosen music product.</p> <p>Understanding of composition software from KS3 allows students to competently create original compositions which utilised their advanced understanding of the interrelated dimensions of music. Previous responses to compositional briefs alongside an excellent awareness of stylistic qualities support students in their final compositional exploration.</p> | |

