

3-Year Curriculum

	Year 11	Year 10	Year 9	Year 8	Year 7
	<i>Master</i>	<i>Secure</i>	<i>Embed</i>	<i>Develop</i>	<i>Introduce</i>
Aims			<ul style="list-style-type: none"> To perform musical parts, showing evidence of expressive and interpretative skills. To compose multi-part pieces that show attention to detail in relation to style and expression. To practically use listening skills to inform performance and composition choices in relation to the use of musical elements, expression, & interpretation. To analyse, in greater depth, composers' treatment of key musical elements. To make highly productive and critical contributions to small group work. To critically appraise peer work, making increasingly incisive observations and recommendations. 	<ul style="list-style-type: none"> To perform more complex musical parts requiring a higher level of instrumental and vocal skills. To compose 2-part pieces that include harmonisation, syncopated rhythms, and melodic development. To further develop listening skills, identifying features relating to tonality, harmony, and composition / improvisation devices. To analyse how composers have realised their intentions through exploration of the use of key musical elements. To make positive contributions to practical small group work. To critically appraise peer work based on an increased understanding of success criteria. 	<ul style="list-style-type: none"> To develop basic instrumental and vocal skills that can be used to perform short rhythms and melodies. To compose and improvise short melodies and rhythm pieces within set structures. To develop basic listening skills, identifying mood, instruments, and key features relating to rhythm, metre, pitch, timbre, dynamics, and structure To develop basic analytical skills, focusing on intentions and methods. To make a reasonable contribution to practical small group work, sharing simple ideas and remaining focused on the tasks for much of the time. To critically appraise peer work.

<p style="text-align: center;">Core knowledge/key concepts</p>			<p>Demonstrate an ability to successfully use knowledge relating to effective performance to make a positive impact on individual and group performances.</p> <p>Demonstrate a sound theoretical understanding of harmony in terms of chord relationships, progressions, and the relationship between melody and harmony.</p> <p>Demonstrate an ability to appropriately use key composition devices and techniques to develop initial ideas into a complete composition that meets the prescribed intentions.</p> <p>Demonstrate a strong understanding of certain styles of music as preparation for a performance that shows attention to interpretation and expression.</p>	<p>Demonstrate a clear understanding of the key to making a performance successful and identify/implement improvements.</p> <p>Demonstrate a sound understanding of staff notation, specifically writing syncopated rhythms, and notating melodies & chords.</p> <p>Demonstrate a clear understanding of composition and improvisation devices/techniques relating to the use of rhythm, melody, harmony, tonality, structure & mood/intentions.</p> <p>Demonstrate a clear understanding of certain styles of music.</p>	<p>Demonstrate a basic understanding of the key to making a performance successful and identify/implement improvements.</p> <p>Demonstrate a basic understanding of staff notation, specifically simple-time rhythms, metre, note placements, and basic dynamics.</p> <p>Demonstrate a basic understanding of composition devices and techniques relating to rhythm, melody, structure & mood/intentions.</p> <p>Demonstrate a basic understanding of certain styles of music.</p>
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<p style="text-align: center;">Skills and knowledge developed</p>		<ul style="list-style-type: none"> • 	<p>Students will study The Blues, developing understanding in the following areas:</p> <ul style="list-style-type: none"> • Call & Response work songs • 12 Bar Blues structure & chord progression • Keys & tonality • Harmonic relationships • Blues pentatonic scale • Swing/shuffle rhythm <p>Skills developed will include:</p> <ul style="list-style-type: none"> • Blues melodic improvisation • Vocal interpretation • Guitar chords • Bass guitar playing <p>Students will study Irish Folk music, developing skills and knowledge in:</p> <ul style="list-style-type: none"> • Compound Time rhythms • Extended melodic composition • Multi-finger position right hand piano parts • Music ICT recording, editing & mixing. <p>Students will study music for film, developing knowledge of composers' intentions and related</p>	<p>Students will continue to develop skills and knowledge in the key elements of rhythm and melody.</p> <p>Rhythm skills and knowledge will include –</p> <ul style="list-style-type: none"> • Notating syncopated rhythms • Methods to improve accuracy when playing syncopated rhythms <p>Melody skills and knowledge will include -</p> <ul style="list-style-type: none"> • Understanding and using a variety of different types of melodic movement • Keyboard skills, including use of left-hand • Guitar melody-playing skills • Multi-part vocal skills • Developing knowledge of melodic devices including riff, sequence and imitation • Improvisation techniques <p>In addition, students will develop skills & knowledge relating to harmony, including –</p> <ul style="list-style-type: none"> • Playing chord progressions • Basic harmonisation of melodies 	<p>Students will be introduced to the key musical elements of rhythm and melody. Rhythm skills and knowledge will include -</p> <ul style="list-style-type: none"> • Simple Time notation • Rhythm performance skills • Methods to improve rhythmic accuracy • Class percussion playing techniques • Rhythm composition methods and devices <p>Melody skills and knowledge will include -</p> <ul style="list-style-type: none"> • Melody staff notation • Keyboard skills • Ukulele skills • Vocal skills • Melody composition structures, techniques, and skills <p>In addition, students will develop listening skills relating to:</p> <ul style="list-style-type: none"> • Dynamics • Timbre • Pitch • Texture • Tonality <p>Knowledge of musical styles will include some aspects of:</p> <ul style="list-style-type: none"> • Reggae • Classical
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			<p>methods & techniques, specifically related to:</p> <ul style="list-style-type: none"> • Expression • Tonality • Timbre • Dynamics • Texture 	<ul style="list-style-type: none"> • Creating chord progressions • Changing tonality <p>Other skills will relate to ICT Music composing, recording, and mixing. Musical styles covered will include North Indian Classical music, Hip Hop, and 1960s pop.</p>	<ul style="list-style-type: none"> • West African Drumming
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<p>Wider curriculum links</p>			<p>The Blues Exploring the historical and social circumstances that gave rise to the Blues, namely USA's involvement in the slave trade. Examining the importance of music in giving African Americans a voice and offering ways of communication and expression.</p> <p>Jig Exploring the social role of music and dancing in Celtic communities.</p> <p>Soundtrack Some references to the changing face of the wilder parts of the American West in the 1800s.</p>	<p>India Exploring a culture that is part of the UK's multi-ethnic mix – looking at the role of music in everyday life and the religious/spiritual content.</p> <p>The Sixties Linking the growth of British 'beat' music to the changing attitudes prevalent in progressive communities of artists and thinkers</p> <p>Protest Songs Exploring social, political, economic, environmental and cultural background to various protest songs.</p>	<p>Melody Scheme Using Bob Marley's 'Get Up Stand Up' as a cultural & social context: exploring issues relating to social deprivation and an artist's message of hope and positive action.</p> <p>Mood Referencing WWI as an inspiration for Holst's 'Mars', exploring the conflict between old ideas (cavalry) and new (shells).</p>
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