

# MUSIC

<b>Curriculum Intent</b>	The curriculum aims to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.
<b>KS3 Curriculum</b>	As pupils deepen and extend their own musical interests and skills in Key Stage 3 music, they will perform and compose music in different styles with increasing understanding of musical devices, processes and contextual influences.
<b>KS4 Curriculum</b>	At KS4, students study BTEC TA in Music Practice, where we aim for students to become independent learners and take charge of their music practice through self-motivation and responsibility when learning and in rehearsal spaces; this can be both in lesson time and through our ASPIRE opportunities. Students are given opportunity to explore different styles and genres of music, apply technical knowledge and technical skills through vocational contexts and developing their individual performance skills.

Year Group	HT1	HT2	HT3	HT4	HT5	HT6
<b>7</b>	Content	<p><b>Rhythm and Pulse</b></p> <ul style="list-style-type: none"> <li>Transition unit.</li> <li>students develop a secure sense of pulse both as individuals and as a class</li> <li>Gradually build security with rhythm and pulse, through basic drum kit patterns (chair drumming)</li> <li>more complex rhythmic work in an ensemble (Samba)</li> <li>understanding metre (conducting) and working with syncopations.</li> <li>Body Percussion</li> </ul>	<p><b>Keyboards, Notation and Theory</b></p> <ul style="list-style-type: none"> <li>Learn how to read notated music on the staff. Identifying pitches on the staff</li> <li>Elements of Music</li> <li>Develop basic keyboard skills</li> <li>Five finger technique</li> <li>Left and right hand</li> <li>Keyboard performance using correct keyboard technique</li> </ul>		<p><b>The Orchestra</b></p> <ul style="list-style-type: none"> <li>Identify the four families and instruments of the orchestra.</li> <li>Gain aural awareness of instrumental sounds/Timbres. Recognising instruments by sight and sound</li> <li>Use musical vocabulary to describe sound production methods of different instruments of the orchestra</li> <li>Orchestral landmark Pieces</li> <li>Fanfare composition based in C major/arpeggios/pedal notes</li> <li>Use of Music technology</li> <li>Structure - Binary, ternary. Recognise music with recurring, repeated sections. Read, perform and record ideas</li> </ul>	
<b>8</b>	Content	<p><b>Tonality and Structure</b></p> <ul style="list-style-type: none"> <li>develop instrumental skill alongside new knowledge acquisition.</li> <li>study of two 'set work' performance pieces: 'In the Hall of the Mountain King' by Grieg and 'New World Symphony' by Dvorak.</li> <li>Students learn and identify major, minor, chromatic and pentatonic scales, binary, ternary and variation form and performance directions.</li> </ul>	<p><b>The Blues</b></p> <ul style="list-style-type: none"> <li>Jazz and improvisation/ Blues Musicians</li> <li>History, origin and development of the blues</li> <li>12 bar blues structure</li> <li>Chords and triads (inversions), chord progression, walking bassline, improvisation, blues scale, swing, textural layers</li> <li>Blues lyrics</li> </ul>		<p><b>The Beatles</b></p> <ul style="list-style-type: none"> <li>Develop knowledge and understanding of the music of The Beatles and their influence on popular music/ History and context</li> <li>Performance opportunities – Band skills</li> <li>Chords and riffs, primary chords, chord sequences</li> <li>Talk and/or write about some ways in which they influenced popular music, using key musical vocabulary</li> </ul>	
<b>9</b>	Content	<p><b>What makes a Good Song</b></p> <ul style="list-style-type: none"> <li>Structure/chair drumming</li> <li>Perfect and imperfect cadences.</li> <li>constructing major/minor chords, learning about primary chords.</li> <li>variety of textures (monophonic, polyphonic, melody dominated homophony)</li> <li>structure of EDM</li> <li>hooks, riffs and motifs, intervals</li> <li>Understanding how intervals are used in choruses in songs</li> <li>Writing original lyrics, analyzing songs</li> </ul>	<p><b>Film Music and Soundtracks</b></p> <ul style="list-style-type: none"> <li>Dramatic impact of film, how it can reflect the emotional and narrative messages of the drama</li> <li>How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect.</li> <li>How film music can change the viewer's interpretation of a scene.</li> <li>Composers use sound effects and musical devices (leitmotifs, themes and instrumentation)</li> <li>Use of Garageband/film clips</li> </ul>		<p><b>Made in Manchester</b></p> <ul style="list-style-type: none"> <li>Manchester music culture. Research various bands and artists</li> <li>Composition Garageband/dance music</li> <li>Band skills performance. Instrumental skills/Taster instruments (stand alone)</li> <li>Play notes, chords and rhythm patterns. Read from written notations and scores</li> <li>Links to BTEC Music</li> </ul>	

## BTEC Level 2 Tech Award in Music Practice

10	Content	<p><b>Component 1: Exploring Music Products and Styles</b>  <u>Learning Aim A:</u>  <b>A:</b> Develop appreciation of styles and genres of music</p> <p><b>A1</b> Genres of music  <b>A2</b> Development of music  <b>A3</b> Stylistic features and characteristics (music theory)</p> <p>00's - Present: Pop, World Music :          African Drumming 60s-70s: British Invasion + Reggae</p>	<p><b>Component 1: Exploring Music Products and Styles</b>  <u>Learning Aim A:</u>  <b>A:</b> Develop appreciation of styles and genres of music</p> <p><b>A1</b> Genres of music  <b>A2</b> Development of music  <b>A3</b> Stylistic features and characteristics (music theory)</p> <p>T&amp;V, Blues, 80's - 90's: Britpop, Hip Hop</p>	<p><b>Component 1: Exploring Music Products and Styles</b>  <u>Learning Aim A and B:</u>  <b>A:</b> Develop appreciation of styles and genres of music</p> <p><b>A1</b> Genres of music  <b>A2</b> Development of music  <b>A3</b> Stylistic features and characteristics (music theory)</p> <p><b>B:</b> Explore techniques used to create music products</p> <p><b>B1</b> Music industry products</p> <p>Solo Performance, Film Music Composition, EDM</p>	<p><b>Component 2: Music Skills Development</b>  <u>Learning Aim A</u>  <b>Demonstrate and document your skills</b></p> <p><b>A:</b> Exploring professional and commercial skills for the music industry</p> <p><b>A2</b> Communicating music skills development</p> <ul style="list-style-type: none"> <li>- <b>Performing:</b> Group Performance with a given time limit/given repertoire</li> <li>- <b>Composing:</b> 4 chord composition task</li> <li>- <b>Production:</b> 4 chord composition task</li> </ul>	<p><b>Component 2: Music Skills Development</b>  <u>Learning Aim A</u>  <b>Plan a concert – 'Summer Arts Celebration'</b></p> <p><b>A:</b> Exploring professional and commercial skills for the music industry</p> <p><b>A2</b> Communicating music skills development</p> <ul style="list-style-type: none"> <li>• Time Management</li> <li>• Self Discipline</li> <li>• Working with others</li> <li>• Correct and Safe use of equipment Resources required</li> </ul>	<p><b>Component 2: Music Skills Development</b>  <u>Learning Aim B</u>  <b>B:</b> Applying and developing individual musical skills and techniques</p> <p><b>B2</b> Development of music skills and techniques</p> <p><b>Performance:</b> Prepare a performance piece and keep a practice diary/vlog</p> <p><b>Production/Composition:</b> Create a composition on Garageband/Bandlab /Musescore and document your progress</p>
11	Content	<p><b>Component 2: Music Skills Development</b>  <u>Learning Aim B continued</u>  <b>B:</b> Applying and developing individual musical skills and techniques</p> <p><b>B2</b> Development of music skills and techniques</p> <p><b>Performance:</b> Prepare a performance piece and keep a practice diary/vlog</p> <p><b>Production/Composition:</b> Create a composition on Bandlab/Garageband/Musescore and document your progress</p>	<p><b>Component 3: Responding to a Commercial Brief</b>  <u>Learning Aim A</u>  <b>A:</b> Understand how to respond to a commercial music brief</p> <p><b>A1</b> Features of a commercial music brief</p> <ul style="list-style-type: none"> <li>- Examine the features of a commercial brief.</li> <li>- How to plan to meet the demands of a brief.</li> </ul>	<p><b>Component 3: Responding to a Commercial Brief</b>  <u>Learning Aim B and C</u>  <b>B:</b> Select and apply musical skills in response to a commercial music brief</p> <p><b>B2</b> Refining musical skills for a musical product</p> <p><b>C:</b> Present a final musical product in response to a commercial music brief</p> <p><b>C2</b> Quality of outcome</p> <p><b>C3</b> Presenting own work to a client</p> <p><b>C4</b> Relation of final product to the brief</p> <ul style="list-style-type: none"> <li>- Explore ways to develop and produce a response.</li> <li>- How to manage self when working to a brief:</li> <li>- Explore ways to refine material:</li> </ul>	<p><b>Component 3: Responding to a Commercial Brief</b>  <b>Component 3 external set task available</b></p>	<p><b>Component 3: Responding to a Commercial Brief</b>  <b>Component 3 external set task available</b></p>	