

Curriculum Overview Template Music

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Rhythm	Melody	Instruments of the Orchestra	Gamelan	History of Pop	Folk Music
	Key concepts/ideas	To introduce students to basic rhythm notation and to give them the skills to read and write rhythms.	To introduce students to basic pitch notation and to give them the skills to read and write simple melodies.	To name the most commonly heard musical instruments and identify them by sound. To learn and apply terms used to describe music.	To investigate how music sounds outside of the Western Classical tradition. To learn how to work with others to create music.	An overview of pop music from the 1950s to the present day, showing how evolving technology and changing preferences have affected the music we listen to today.	Exploring the traditional music of the UK including English folk songs, jigs and reels.
	Key skills	Solo Performance Read and Perform Basic Rhythms	Solo Performance Keyboard Skills Melody Composition	Listening and Describing Music	Group performance and composition.	Listening and Describing Music Performing in time to a beat (fluency)	Group performance
	Key terms/vocab	Semibreve Minim Crotchet Quaver Semiquaver Rest	Pitch (high and low) Note names (A, B, C, D, E, F, G) Treble Clef	Tempo (Adagio, Andante, Allegro) Dynamics (Piano, Forte, Mezzo-Piano, Mezzo-Forte, Pianissimo, Fortissimo, Crescendo, Diminuendo) Instruments (Violin, Viola, Cello, Double Bass, Flute, Oboe, Clarinet, Bassoon, Trumpet, Trombone, French Horn, Tuba, Timpani, Xylophone,	Gamelan Slendro Gong Metallaphone Drum Ostinato	Rock and Roll Rock Anthem Ballad Singer-Songwriter	Jig Reel Ballad

				Glockenspiel, Cymbal)			
Independent learning / wider reading	Practice	Practice	Practice	Make your own garbage instrument.	The history and culture of Indonesia from which gamelan originates.	In-depth study of a famous pop artist or group	Research folk songs of the local area or those linked to family heritage
Assessment	<p>Performance: Students record themselves clapping a rhythm from notation without having heard it before.</p> <p>Composition: Students write their own rhythm using the note values they have learned and can perform what they have written correctly.</p> <p>Listening: Students can listen to and repeat rhythms they hear being performed.</p>	<p>Performance: Students record themselves playing a melody on the keyboard</p> <p>Composition: Students write their own melody combining their knowledge of pitch and rhythm notation.</p> <p>Listening: Students can spot the mistake in a written melody</p>	<p>Performance: Students record a performance showcasing changes in tempo and/or dynamics.</p> <p>Composition: Students create a character theme based on Peter and the Wolf</p> <p>Listening: Students describe the tempo and dynamics of a piece of unfamiliar music, and can name the instruments that they hear.</p>	<p>Performance: Students record a group performance of a gamelan piece.</p> <p>Composition: Students write and perform their own gamelan piece.</p> <p>Listening: Students can describe the elements of gamelan music heard in an unfamiliar recording</p>	<p>Performance: Students play the melody of a pop song in time to a pre-recorded drumbeat.</p> <p>Composition: Students create their own melody for a pop song chorus based on given lyrics.</p> <p>Listening: Students can identify styles of pop music and can give reasons to support their decision.</p>	<p>Performance: Students sing part of a folk song.</p> <p>Composition: Students write their own lyrics and melody to a ballad</p> <p>Listening: Students can identify which part of the UK a piece of music comes from and give reasons to support their answer.</p>	
Careers links							

Year 8

Focus	Autumn 1	Autumn 2	Spring 1&2	Summer 1	Summer 2
Topic	Rhythm	Harmony	Dance Music	Blues & Jazz	Band Project
Key concepts/ideas	To play and compose more complex rhythms that include sounds that occur between the beats.	To understand how major and minor chords are built and used to accompany a melody	To explore and identify different aspects of rhythm and metre through dance music from around the world	To investigate the history and evolution of jazz and how it has influenced modern pop music	To combine the skills learned throughout Year 7 and Year 8 to create a group performance for a live audience.
Key skills	Solo performance Read and perform rhythm notation	Solo performance Read and perform chord notation	Identifying and performing rhythms	Describing elements of jazz music	Group performance Rehearsal skills
Key terms/vocab	Dotted Rhythm On-beat and Off-beat Syncopation Bar Barline	Chord/Triad Root Third Fifth Seventh Inversion Cadences	Time Signature Syncopation	12-bar Blues Walking Bass Swing Swung Quavers Ragtime	Ensemble Fluency
Independent learning / wider reading	Practice	Practice	Research tasks exploring the history and culture of each dance style.	In-depth study of a famous jazz or blues artist	Independent rehearsals
Assessment	Performance: Students record themselves clapping a rhythm from notation without having heard it before. Composition: Students write their own rhythm using the note values they have learned and can perform what they have written correctly. Listening: Students can listen to and repeat rhythms they hear being performed.	Performance: Students record a performance of “The Four-Chord Song”. Composition: Students use their knowledge of chords to harmonise a given melody Listening: Students can identify major and minor chords, perfect and imperfect cadences by ear.	Performance: Students record themselves using melodies and chords to perform in different dance styles. Composition: Students write and record their own piece of music in the style of one of the dances covered. Listening: Students can identify styles of dance music and give evidence to support their answer.	Performance: Students record themselves performing a jazz piece featuring syncopation and swung rhythms. Composition: Students create their own improvised solo to incorporate into a pre-existing jazz piece. Listening: Students can identify styles of jazz music and give evidence to support their answer.	Students perform in a “Battle of the Bands” at the end of term.

	Careers links					
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Year 9

Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	African Rhythms	Bass Lines and Tonality	Songwriting	Film Music	History of Classical Music	Research Project
Key concepts/ideas	To investigate how music sounds outside of the Western Classical tradition. To learn how to work with others to create music.	Key signatures, the concept of tonality and how this is used to shape a piece of music. Using a bassline to add direction to a chord progression and structure to a piece of music.	Students learn the art of writing their own song including how to come up with a catchy melody and how to create interesting accompaniments using chords and bass lines.	Explore the ways in which music can be used to enhance the emotional or dramatic impact of storytelling as seen in the music of film soundtracks.	To investigate the development of Western Classical Music from 1600 to the present day, identifying key features and composers of each of the main genres.	Students choose a musical style or artist that interests them. Through a guided series of tasks, they plan and execute a research project culminating in a final presentation which includes elements of performance, listening and composition.
Key skills	Group performance Complex, multi-layered rhythmic patterns.	Composition	Composition Combination of melody (Y7), chords (Y8) and bass (Y9) into one composition task. Conveying the meaning of text through music	Identify and describe features of a piece of music. Introduce the concept of musical tropes/stereotypes and how these can be used to tell a story through music	Identifying eras of music history by ear.	Independent learning Composition Performance Listening Research
Key terms/vocab	Djembe Dun Dun Polyrhythm Cross-Rhythm	Bass Clef Ground Bass Key signature Modulation Cadence	Verse Chorus Lyrics	Tonality Harmony Melody Tempo Dynamics Genre Rhythm and Metre Structure Texture Instrumentation Ornamentation	Renaissance Baroque Classical Romantic Serialism Minimalism Aleatoric	<i>Key terms will depend on the topic chosen by the student</i>

	Independent learning / wider reading	Practice cross-rhythms	Investigate styles of music that use distinctive bass lines e.g. Baroque ground bass, Funk melodic bass.	Students create their own set of lyrics based on a given theme.	Explore the work of a named film composer and identify any common stylistic features across different films	In-depth study of the development of a particular feature of Classical Music over time. For example, this could include the changes in musical notation or the development of keyboard instruments	Additional research
	Assessment	<p>Performance: Perform polyrhythms and cross-rhythms confidently and accurately</p> <p>Composition: Write a rhythm piece which includes elements of syncopation, polyrhythm and cross-rhythm</p>	<p>Performance: Perform a melody and bass line or chords and bass line simultaneously (i.e. two-handed performance).</p> <p>Composition: Write a piece of music based upon a ground bass.</p> <p>Listening: Students can identify changes of key within a piece of music</p>	<p>Performance: Students act as conductor/producer, rehearsing others to play their own song.</p> <p>Composition: Students create their own song (melody, chords and bass) based on given lyrics.</p> <p>Listening: Students comment on examples of song writing, describing which musical features are effective and why.</p>	<p>Performance: Perform a piece of film music paying particular attention to tempo/dynamic/articulation markings to convey the story.</p> <p>Composition: Create a short film soundtrack that tells a story through music.</p> <p>Listening: Identify musical features and tropes and link them back to storytelling.</p>	<p>Performance: Perform a piece of music in the Baroque, Classical or Romantic style, using appropriate performance technique.</p> <p>Composition: Create a series of short 20th century compositions exploring non-traditional methods.</p> <p>Listening: Identify musical eras by listening and give evidence to support the answer.</p>	Final project submission
	Careers links			Role of the conductor/producer Aspects of the songwriting industry.	Role of the film composer and the soundtrack as part of the media industry		

Year 10

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Rhythms of the World Coursework Prep	Concerto Through Time Coursework Prep	Music for Media Coursework Prep	Conventions of Pop Coursework Prep	Exam-Style Questions Coursework Prep	Feedback from Mock Exam Coursework Prep
	Key concepts/ideas	To be able to identify music from several different countries by ear. To be able to name the key features that identify a style of music. To complete composition exercises to prepare for coursework tasks.	To be able to identify music from several different eras by ear. To be able to name the key features that identify a style of music. To complete composition exercises to prepare for coursework tasks.	To identify and explain the ways in which music is used to enhance the telling of a story. To complete composition exercises to prepare for coursework tasks.	To be able to identify music from several genres of pop by ear. To be able to name the key features that identify a style of music. To complete composition exercises to prepare for coursework tasks.	To apply the knowledge of different musical styles in an exam context. To complete composition exercises to prepare for coursework tasks.	To improve exam technique and listening skills To complete composition exercises to prepare for coursework tasks.
	Key skills	Aural identification Composition skills	Aural identification Composition skills	Aural identification Composition skills	Aural identification Composition skills	Aural identification Composition skills	Aural identification Composition skills
	Key terms/vocab	Key terms, features and instruments found in: Indian Classical Music Bhangra Mediterranean Music (Greek, Israeli, Palestinian) Samba Calypso African Drumming	Key terms, features, instruments and composers of the concerto during the following eras: Baroque Classical Romantic	The musical elements: Tonality Harmony Melody Tempo Dynamics Genre/Context Rhythm and Metre Texture Structure Ornamentation Instrumentation	Key terms, features, technology and instruments found in: Rock and Roll Rock Anthems Ballads of the 1970s, 80s and 90s Solo Artists	See Autumn/Spring	See Autumn/Spring
	Independent learning / wider reading	Personal revision of key terms Compiling and listening to playlists	Personal revision of key terms	Personal revision of key terms Compiling and listening to playlists	Personal revision of key terms	Personal revision of key terms Compiling and listening to playlists	Personal revision of key terms Compiling and listening to playlists

		Composition Practice Performance Practice	Compiling and listening to playlists Composition Practice Performance Practice	Composition Practice Performance Practice	Compiling and listening to playlists Composition Practice Performance Practice	Composition Practice Performance Practice	Composition Practice Performance Practice
	Assessment	Practice questions Verbal assessment	Practice questions Verbal assessment	Practice questions Verbal assessment	Practice questions Verbal assessment	Progress exam	Practice questions Verbal assessment
	Careers links						

Year 11

	Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
	Topic	Rhythms of the World Conventions of Pop Coursework	Concerto Through Time Music for Media Coursework	Rhythms of the World Conventions of Pop Coursework	Concerto Through Time Music for Media Coursework	Revision
	Key concepts/ideas	To be able to identify music from several different countries by ear. To be able to identify music from several genres of pop by ear. To be able to name the key features that identify a style of music.	To be able to identify music from several different eras by ear. To be able to name the key features that identify a style of music. To identify and explain the ways in which music is used to enhance the telling of a story.	To be able to identify music from several different countries by ear. To be able to identify music from several genres of pop by ear. To be able to name the key features that identify a style of music.	To be able to identify music from several different eras by ear. To be able to name the key features that identify a style of music. To identify and explain the ways in which music is used to enhance the telling of a story.	Prepare for the June exam.
	Key skills	Aural identification Composition skills	Aural identification Composition skills	Aural identification Composition skills	Aural identification Composition skills	Aural Identification Revision
	Key terms/vocab	Key terms, features and instruments found in: Indian Classical Music Bhangra Mediterranean Music (Greek, Israeli, Palestinian) Samba Calypso African Drumming Rock and Roll Rock Anthems Ballads of the 1970s, 80s and 90s Solo Artists	Key terms, features, instruments and composers of the concerto during the following eras: Baroque Classical Romantic The musical elements: Tonality Harmony Melody Tempo Dynamics Genre/Context Rhythm and Metre Texture Structure Ornamentation	Key terms, features and instruments found in: Indian Classical Music Bhangra Mediterranean Music (Greek, Israeli, Palestinian) Samba Calypso African Drumming Rock and Roll Rock Anthems Ballads of the 1970s, 80s and 90s Solo Artists	Key terms, features, instruments and composers of the concerto during the following eras: Baroque Classical Romantic The musical elements: Tonality Harmony Melody Tempo Dynamics Genre/Context Rhythm and Metre Texture Structure Ornamentation	See Autumn/Spring

			Instrumentation		Instrumentation	
	Independent learning / wider reading	Personal revision of key terms Compiling and listening to playlists Composition Performance	Personal revision of key terms Compiling and listening to playlists Composition Performance	Personal revision of key terms Compiling and listening to playlists Composition Performance	Personal revision of key terms Compiling and listening to playlists Composition Performance	Personal revision of key terms Compiling and listening to playlists
	Assessment	Interim coursework deadlines (fortnightly) Practice questions Verbal assessment	November Mock Interim coursework deadlines (fortnightly) Practice questions Verbal assessment	Interim coursework deadlines (fortnightly) Practice questions Verbal assessment	Interim coursework deadlines (fortnightly) Practice questions Verbal assessment	Practice Questions
	Careers links					