

Year 7 – 11 Curriculum Rationale



**Curriculum intent: CREATIVITY, CONFIDENCE & QUALITY**

The Creative Faculty takes students on a **creative journey**, where they **select, use** and understand a variety of **skills**, techniques and media.

During this journey they gain life-long **confidence**, **independence** and produce **quality outcomes** to be proud of.

Literacy/Reading/Oracy opportunities: Students will have the opportunity to listen, speak, view, write, and create in order to communicate their knowledge about music as listeners, composers, and performers. They will interpret and make meaning from aural and written musical texts, drawn from a range of cultures, times which use notation. They will also compose, improvise, and perform musical texts of others and their own.

	Autumn	Spring	Summer
Year 7	<p><b>HT1 – Rhythm &amp; Notation:</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to Notation and understand that this is how we write down our music – they will learn Treble &amp; Bass Clef Notation; They will decide on a mnemonic for remembering the lines and spaces, and they will practice reading musical scores and writing notes on staves;</li> <li>Students will perform unseen pieces of music on Glockenspiel/Keyboard where they have to read the notes on the Stave.</li> <li>Students will learn the basic note values (semiquaver, quaver, crotchet, minim, semibreve) and will be able to read and write these whilst performing at sight from rhythmic scores;</li> <li>Students will practice aural dictation, noting melodies and rhythms by ear;</li> <li>They will be assessed formally at the end of this topic;</li> </ul> <p><b>HT2 – Beatz &amp; Basics:</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to, and understand, the difference between Rhythm and Beat; They will listen to a variety of musical extracts and identify the beat whilst being able to comment on the rhythm and</li> </ul>	<p><b>HT3 – Introduction to Ukeleles &amp; Ensembles:</b></p> <ul style="list-style-type: none"> <li>Students will be introduced to the various parts of the Ukulele, they will learn about the importance of Tuning and will be shown how to do this. Students will learn the basic chords of C, Am, F, G, Em, D;</li> <li>They will learn to play along to songs whilst following chord progressions and will understand how dynamics are used to make sections ‘feel’ different;</li> <li>Students will learn the importance and effect of differing Strumming patterns and be able to adapt to perform these as appropriate;</li> <li>Ensemble work will be developed via performances as a pair/group/whole class;</li> <li>There will be an informal practical assessment at the end of this topic;</li> </ul> <p><b>HT4 – Introduction to Keyboard:</b></p> <ul style="list-style-type: none"> <li>Students will find their way around the keyboard, using the 5-finger position in both RH and LH; Students will perform from notation and use correct fingering;</li> <li>Students will then go on to compose their own keyboard pieces using melodies and chords (triads) and perform them;</li> </ul>	<p><b>HT5 – Introduction to Music Technology:</b></p> <ul style="list-style-type: none"> <li>Students will look at and learn about music technology through time, from the Gramophone and records and vinyl, through to modern day recording systems; they will also consider how music is produced and shared in today’s world;</li> <li>They will then be introduced to the Cakewalk software, how it works and what it can do.</li> <li>Students will then create a paired composition using the software, learning how to layer tracks, record in, edit tracks, copy &amp; paste, etc. (*This composition and use of software will be informally assessed);</li> <li>Students will learn about sound effects – how they are created and how they add to effect; They will also learn about a Foley Artist and attempt being one for a lesson!</li> </ul> <p><b>HT6 – The Voice!</b></p> <ul style="list-style-type: none"> <li>Students will learn about what it’s like to be a professional singer; They will learn about the importance of breathing exercises and vocal warm-ups, and why we must do these;</li> <li>They will learn to do Diaphragmatic breathing and sing in Harmony;</li> <li>They will sing as a whole class and as a smaller group – there is no pressure to sing as soloist</li> </ul>

	<p>learn to identify Quaver and Semiquaver and be able to read notes and perform them;</p> <ul style="list-style-type: none"> <li>• They will extend their knowledge of rhythms to include dotted notes and understand how to work out their values;</li> <li>• Students will learn about basic Time Signatures (2/4, 3/4, 4/4) and their importance when creating rhythms/patterns on the Stave. Students will then join others to create a group rhythmic 'ensemble', composition and then a performance combining multiple rhythms/parts together;</li> <li>• There will be an informal practical assessment at the end of this topic;</li> </ul>	<ul style="list-style-type: none"> <li>• Students will continue to develop their keyboard skills using a variety of fingering patterns whilst reading from notation and preparing a performance;</li> <li>• There will be a formal practical performance assessment at the end of this topic;</li> </ul>	<p>although this will be encouraged and facilitated as necessary;</p> <ul style="list-style-type: none"> <li>• Students will learn to aurally identify vocal traits and features through listening activities and tasks;</li> <li>• This topic will end with a year-wide competition –  - where students from each class will compete against one another for a prize!</li> <li>• There will be a formal Listening and Appraising assessment at the end of this topic;</li> </ul>
Why?	<p>In year 7, students will cover the basic elements of music through the study of notation, rhythm and beat whilst learning how these elements feature in everything that we do musically. They will learn to identify basic musical features aurally and will work on their listening and appraisal skills, they will practice aural dictation (notating music by ear) and they will be able to read rhythms and notation at sight.</p> <p>They will be introduced to various instruments and learn about correct technique. Whilst doing so, they will continue to use notations and written rhythm, and they will aim to improve their performance skills, both individually and as part of an ensemble.</p> <p>Music Technology will be introduced at a basic level, allowing students to understand how music can be adapted through musical software, and students will use this to practice their compositional skills.</p> <p>All 3 elements of the curriculum – Performing, Composing, Appraising – will be developed through each topic.</p>		
How parents / carers can support	<p>Crotchet, Minim, Semibreve – Note Values  <a href="https://www.youtube.com/watch?v=ZcThdL2CQpI">https://www.youtube.com/watch?v=ZcThdL2CQpI</a>  The Treble Clef, Stave &amp; Pitch  <a href="https://www.youtube.com/watch?v=7Bv-JiFnoJ4">https://www.youtube.com/watch?v=7Bv-JiFnoJ4</a>  Time Signatures, Bars &amp; Bar Lines  <a href="https://www.youtube.com/watch?v=mlZVQbFW0JA">https://www.youtube.com/watch?v=mlZVQbFW0JA</a>  Music Tutor App for iPhone </p>	<p>Ukelele Lesson Part 1 – youtube.com  <a href="https://www.youtube.com/watch?v=IC01Fa2j--E">https://www.youtube.com/watch?v=IC01Fa2j--E</a>  How to play Ukelele Chords  <a href="https://www.youtube.com/watch?v=3vJ6kN5H7FA">https://www.youtube.com/watch?v=3vJ6kN5H7FA</a>  Fundamentals of Rehearsing a Musical Ensemble  <a href="https://www.youtube.com/watch?v=LvAQhFUmfNA">https://www.youtube.com/watch?v=LvAQhFUmfNA</a>  Piano Chords – The Basics  <a href="https://www.youtube.com/watch?v=MLkFwlh7Zeo">https://www.youtube.com/watch?v=MLkFwlh7Zeo</a></p>	<p>What is Music Technology?  <a href="https://www.youtube.com/watch?v=-onJvbG-SiE">https://www.youtube.com/watch?v=-onJvbG-SiE</a>  From Phonographs to Spotify: A Brief History of the Music Industry  <a href="https://www.youtube.com/watch?v=-bVketPj5to">https://www.youtube.com/watch?v=-bVketPj5to</a>  How to Breathe when Singing: Inhalation  <a href="https://www.youtube.com/watch?v=e-9LPpsBidE">https://www.youtube.com/watch?v=e-9LPpsBidE</a>  Cheryl porter's 10 Minute Daily Vocal Workout  <a href="https://www.youtube.com/watch?v=9dVW9E40-Gw">https://www.youtube.com/watch?v=9dVW9E40-Gw</a></p>
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 8</b>	<p><b>HT1 – Folk Music:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about music from different countries, particularly the music of the British Isles; They will learn more about time-signatures and focus on various songs from different countries, i.e. 'Yma O Hyd' (Wales, 'Scotland the Brave' (Scotland) and 'Whiskey in the Jar' (Ireland);</li> </ul>	<p><b>HT3 – Theme &amp; Variations:</b></p> <ul style="list-style-type: none"> <li>• Students will compose their own Theme and Variations, having studied Pachelbel Canon as a stimulus. They will understand how variations are created based on a simple theme and then, using Cubase software, create their own set of variations based on a simple given theme.</li> </ul>	<p><b>HT5 – Reggae, Ska &amp; Rocksteady:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about the styles of music above and the features within them. They will listen to extracts of music, perform pieces of music from these genres and also compose pieces of music using the features learnt.</li> <li>• This will include group work, pair work and individual work, and will see students continuing</li> </ul>

	<ul style="list-style-type: none"> <li>• They will undertake listening tasks and also prepare performances of folk music;</li> <li>• There will be a formal practical assessment at the end of this topic;</li> </ul> <p><b>HT2 – What is Composition?</b></p> <ul style="list-style-type: none"> <li>• Students will consolidate learning and knowledge of notation and rhythm, including rests/sharps/flats.</li> <li>• They will compose musical phrases (responses) in answer to given musical question (call), learning how to use rhythms correctly and identify what makes a phrase successful and effective.</li> <li>• They will learn how to set lyrics to music correctly and will compose their own song as part of a small group.</li> <li>• Students will use a note palette to compose the different sections of their song.</li> <li>• Songs will then be performed as a class.</li> </ul>	<ul style="list-style-type: none"> <li>• They will use their appraisal skills to identify aurally how variations have been created and how they differ from the Theme, using musical terminology as necessary.</li> </ul> <p><b>HT4 – Guitars, Ukeleles &amp; Ensembles:</b></p> <ul style="list-style-type: none"> <li>• Students will consolidate knowledge from year 7 of the qualities needed as an ensemble performer and they will improve this through group practical tasks.</li> <li>• They will combine a variety of instruments and play various different parts together to create group performances.</li> <li>• They will learn the importance of Empathy and also how to compose Countermelodies within a piece of music.</li> <li>• Students will improve on their instrumental ability and learn performance techniques.</li> <li>• They will also evaluate performance and group preparation as part of learning to become a successful and ‘equal’ ensemble performer.</li> </ul>	<p>to build on their use of instruments and music software to understand the piece they are performing.</p> <ul style="list-style-type: none"> <li>• They will also build on their knowledge of performers and composers of these styles of music, e.g. Bob Marley, Aaron Copland, Bob Dylan to build an appreciation for these music genres.</li> </ul> <p><b>HT6 – Rap &amp; Hip Hop:</b></p> <ul style="list-style-type: none"> <li>• Students will learn about the difference between Rap and Hip Hop and will be learning to perform both styles.</li> <li>• They will appraise various musical extracts and identify features whilst also performing some songs and music as part of a group/whole class ensemble.</li> <li>• Students will then go on to compose their own Rap, considering all of the required elements of the style whilst using the software, Cakewalk, to create their Rap backing track.</li> <li>• Raps will then be performed to the class and evaluated.</li> </ul>
<p>Why?</p>	<p>In year 8, students will continue to use the basic elements of music through the extended study of notation, rhythm and beat whilst learning how these elements feature in everything that we do musically. They will extend to more complex dotted rhythms and the more frequent use of leger lines in notation. They will continue to identify these musical features aurally and develop their listening and appraisal skills, whilst continuing to practice aural dictation (notating music by ear) and they will be able to read more complex rhythms and notation at sight.</p> <p>They will aim to improve their skills on various instruments and be able to use and describe correct technique. Whilst doing so, they will continue to use notations and written rhythm, and they will aim to improve their performance skills, both individually and as part of an ensemble.</p> <p>Music Technology will be developed through compositional tasks within various topics, allowing students to understand how music can be adapted through musical software, and apply these in their own work.</p> <p>All 3 elements of the curriculum – Performing, Composing, Appraising – will be developed through each topic.</p>		
<p>How parents / carers can support</p>	<p>What is Folk Music?  <a href="https://www.youtube.com/watch?v=s6dOpytOfxs">https://www.youtube.com/watch?v=s6dOpytOfxs</a>  Folk Music overview video:  <a href="https://study.com/academy/lesson/what-is-folk-music-definition-artists-history.html">https://study.com/academy/lesson/what-is-folk-music-definition-artists-history.html</a>  Welsh Folk Song  <a href="https://www.youtube.com/watch?v=c6YS3gPaqPU">https://www.youtube.com/watch?v=c6YS3gPaqPU</a>  Irish Folk Music  <a href="https://www.youtube.com/watch?v=Ffln6y8Pe3I">https://www.youtube.com/watch?v=Ffln6y8Pe3I</a>  Scottish Folk Music  <a href="https://www.youtube.com/watch?v=gb8AGuD2uOI">https://www.youtube.com/watch?v=gb8AGuD2uOI</a></p>	<p>Pachelbel Canon:  <a href="https://www.pachelbelcanon.net/">https://www.pachelbelcanon.net/</a>  Musical ensembles video:  <a href="https://artsandculture.google.com/entity/musical-ensemble/m05229?hl=en">https://artsandculture.google.com/entity/musical-ensemble/m05229?hl=en</a>  Theme &amp; Variations: What is Theme &amp; Variations Form?  <a href="https://www.youtube.com/watch?v=iXRWIDR7aXE">https://www.youtube.com/watch?v=iXRWIDR7aXE</a></p>	<p>Reggae Music of Jamaica;  <a href="https://ich.unesco.org/en/RL/reggae-music-of-jamaica-01398">https://ich.unesco.org/en/RL/reggae-music-of-jamaica-01398</a>  A Brief History of Reggae Music  <a href="https://www.youtube.com/watch?v=maFphU1bEY">https://www.youtube.com/watch?v=maFphU1bEY</a>  The Difference Between Ska, Rocksteady &amp; Reggae on Guitar  <a href="https://www.youtube.com/watch?v=COYCCChML0S4">https://www.youtube.com/watch?v=COYCCChML0S4</a>  What is Rap &amp; Hip Hop?  <a href="https://www.youtube.com/watch?v=2PGfP8XbqaU">https://www.youtube.com/watch?v=2PGfP8XbqaU</a></p>

	Autumn	Spring	Summer
Year 9	<p><b>HT1 – Rock ‘n’ Roll</b></p> <ul style="list-style-type: none"> <li>• Student will learn about this musical style, where it came from and what is went on to influence.</li> <li>• They will look at key figures in the Rock ‘n’ Roll genre and they will be listening and playing their songs.</li> <li>• They will be identifying features of the style during listening and appraisal tasks and they will be performing as part of a whole class ensemble.</li> <li>• They will cover the 12-Bar Blues genre and the typical 12-Bar Blues chord pattern, which they will perform on a variety of instruments, and they will understand how improvisation fits into this.</li> <li>• They will learn about, and learn to perform, a walking bass line as part of an ensemble.</li> <li>• This topic is heavily focused on their performance skills.</li> </ul> <p><b>HT2 – Popular Music</b></p> <ul style="list-style-type: none"> <li>• Students will study the many different genres of music that come under the umbrella term, Popular Music.</li> <li>• They will understand how styles have developed and changed over the years and how Popular Music became Pop Music.</li> <li>• They will look at Funk, Country, Soul, Rock.</li> <li>• Artist Focus – Michael Jackson, Adele, Dolly Parton, John Denver, James Brown, Aretha Franklin, The Temptations, Stevie Wonder, Average White Band and The Weeknd.</li> </ul>	<p><b>HT3 – ‘Africa’ by TOTO</b></p> <ul style="list-style-type: none"> <li>• This is one of the GCSE Music set works set by the Exam Board.</li> <li>• During this topic students will develop their skills of analysis, performance and notation.</li> <li>• Students will analyse the song ‘Africa’ and learn to follow the score whilst being able to identify various musical features and devices within the score.</li> <li>• They will be able to recognise and identify features from different sections within the overall structure and refer to some/all of these using musical terminology.</li> <li>• Students will learn to perform parts of all of the score as a whole class ensemble and will perform smaller group or solo parts within this.</li> </ul> <p><b>HT4 – Blues Music</b></p> <ul style="list-style-type: none"> <li>• Students will learn to identify the features of Blues music whilst understanding the history and development of the genre. They will listen to a variety of extracts from the world of Blues whilst learning to play some of the songs/pieces they listen to. They will work on their improvisation skills whilst working towards a Blues composition.</li> <li>• They will perform and compose whilst using the 12-Bar Blues structure and they will improvise on a variety of instruments.</li> </ul>	<p><b>HT5 – Music for Film</b></p> <ul style="list-style-type: none"> <li>• This is one of the Areas of Study for GCSE Music.</li> <li>• Students will study the importance of Music in film and how it is used to create effect and emotion.</li> <li>• They will look at sound effects alongside lyrical musical themes, and leitmotifs (i.e. Jaws, Harry Potter, etc.).</li> <li>• They will understand the role of a Foley Artist and will attempt being one!</li> <li>• They will also learn about ‘Mickey-Mousing’ in film music.</li> <li>• Composer focus – Alan Silvestri, John Barry, Alan Menken, The Sherman Brothers, Hans Zimmer &amp; John Williams</li> </ul> <p><b>HT6 – Musical Theatre:</b></p> <ul style="list-style-type: none"> <li>• Students will cover all 3 of the components within the GCSE Specification – composing, performing and appraising. They will learn how to compare different extracts from musical theatre that cover a wide range of emotions, styles, instrumentation and topics. They will also learn about how the music reflects the storyline and how the different characters are represented (as necessary) by themes and leitmotifs.</li> <li>• They will understand how to link musical melodies and patterns between characters and songs and they will perform and compose as part of this topic.</li> </ul>
Why?	<p>In year 9, students are prepared for the GCSE course through the topics covered. They will develop all 3 strands of the course through the compositional/performance/appraisal tasks whilst improving their use and understanding of musical terminology. Students will study one of the GCSE set works where they will learn to score-read and musically analyse a piece of music. They will be able to identify chords and keys, and learn to spot musical devices both at sight and by ear. They will continue to improve on their performance skills both individually and as part of an ensemble, and they will understand how to structure compositions to achieve an intended outcome.</p>		

<p>How parents / carers can support</p>	<p>The Evolution of Rock Music in 3 Minutes!  <a href="https://www.youtube.com/watch?v=Mvy7b698YPw">https://www.youtube.com/watch?v=Mvy7b698YPw</a>          Who invented Rock 'n' Roll?  <a href="https://www.youtube.com/watch?v=NOZvx0PGoCM">https://www.youtube.com/watch?v=NOZvx0PGoCM</a>          The Evolution of Pop Music 1940-2020  <a href="https://www.youtube.com/watch?v=pbXo2VOJZ5c">https://www.youtube.com/watch?v=pbXo2VOJZ5c</a>          Music Genres Explained in 8 Minutes  <a href="https://www.youtube.com/watch?v=8Kij4_GZIt0">https://www.youtube.com/watch?v=8Kij4_GZIt0</a></p>	<p>Understanding TOTOs Africa video:  <a href="https://www.youtube.com/watch?v=NfzV5Qe9rS4&amp;fbclid=IwAR0g8U4QbRKWH5FmXgWK1B-utnYN8crvZEpiq9NQEXmPWNXLtXQ6XRipYxE">https://www.youtube.com/watch?v=NfzV5Qe9rS4&amp;fbclid=IwAR0g8U4QbRKWH5FmXgWK1B-utnYN8crvZEpiq9NQEXmPWNXLtXQ6XRipYxE</a>          Africa Analysis from Eduqas  <a href="https://www.youtube.com/watch?v=KBS1vxd06C4">https://www.youtube.com/watch?v=KBS1vxd06C4</a>          Blues music: What is it?  <a href="https://www.classical-music.com/features/articles/blues-music/">https://www.classical-music.com/features/articles/blues-music/</a></p>	<p>4 magical elements of musical theatre:  <a href="https://stagemusiccenter.com/music-school-blog-winchester-acton-ma/four-magical-elements-of-musical-theatre">https://stagemusiccenter.com/music-school-blog-winchester-acton-ma/four-magical-elements-of-musical-theatre</a>          The History of Musical Theatre: From Opera to Pop  <a href="https://www.youtube.com/watch?v=TMNTTmfadvG">https://www.youtube.com/watch?v=TMNTTmfadvG</a>          Musical Through the Ages  <a href="https://www.youtube.com/watch?v=o3QTubV1C4U">https://www.youtube.com/watch?v=o3QTubV1C4U</a>          What Being In a Musical is Really like!  <a href="https://www.youtube.com/watch?v=h1JVXi6RSJQ">https://www.youtube.com/watch?v=h1JVXi6RSJQ</a>          What is Leitmotif?  <a href="https://www.youtube.com/watch?v=91IQEzLHY4">https://www.youtube.com/watch?v=91IQEzLHY4</a></p>
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	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<h2 style="margin: 0;">Year 10</h2>	<p><b>HT1 - AOS1: Forms &amp; Devices</b> with terminology as appropriate:</p> <ul style="list-style-type: none"> <li>▪ binary, ternary, rondo forms</li> <li>▪ repetition, contrast, sequence, ostinato, dotted rhythms, conjunct &amp; disjunct movement, broken chord/arpeggio, melodic &amp; rhythmic motifs, simple chord progressions</li> <li>▪ PERFORMING – establishing standards &amp; setting targets; first practical assessment</li> <li>▪ Notating a simple melody</li> <li>▪ Using ICT in the Music Dept</li> <li>▪ Appreciating and using the elements/ building blocks (MAD T-SHIRT)</li> <li>▪ Recapping the basics – aural, notational &amp; listening skills</li> <li>▪ Intro to prepared extract – <i>Badinerie</i></li> <li>▪ Instrumentation, anacrusis, simple &amp; triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet &amp; trio, G major, D major, chordal analysis (using Roman numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7<sup>th</sup>, chromatic movement</li> </ul> <p><b>STUDENTS WILL BE:</b></p> <ul style="list-style-type: none"> <li>▪ Performing in front of others</li> <li>▪ Composing e.g. writing a melody in a simple structure using devices</li> <li>▪ Starting a composing 'log book'</li> <li>▪ Creating class performance of <i>Badinerie</i></li> <li>▪ Undertaking listening exercises to develop notation skills</li> </ul>	<p><b>HT3 – AOS 2: Music for Ensemble</b></p> <ul style="list-style-type: none"> <li>• Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests</li> <li>• Composing using texture and sonority (chords and melody) including:             <ul style="list-style-type: none"> <li>▪ Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody</li> </ul> </li> <li>• Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</li> </ul> <p><b>STUDENTS WILL BE:</b></p> <ul style="list-style-type: none"> <li>• Composing a short piece (homophonic texture)</li> <li>• Extension work: composing a contrasting section which demonstrates imitation between the parts of an ensemble</li> <li>• Performing a piece in one of the styles associated with the area of study as a member of an ensemble</li> <li>• Undertaking listening exercises to develop notation skills and aural awareness</li> <li>• Completing ongoing listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul> <p><b>HT4 – AOS 3: Film Music</b>, with devices and terminology:</p> <ul style="list-style-type: none"> <li>▪ Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</li> <li>• The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot</li> </ul>	<p><b>HT5&amp;6 – Revisit, Recap, Consolidate</b></p> <ul style="list-style-type: none"> <li>• Revisit all topics from year 10 using different pieces as listening and performing examples</li> <li>• Complete free composition project (of choice) and submit</li> <li>• Continue to build aural skills through frequent practice.</li> </ul> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Complete their Free composition</li> <li>• Work on year 10 performance pieces</li> <li>• Undertake listening exercises to further develop notation skills</li> <li>• Undertake listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul> <p><b>HT2 – AOS 4: Popular Music</b>, with terminology as appropriate:</p> <ul style="list-style-type: none"> <li>▪ rock and pop styles (revisiting Blues from KS3)</li> <li>▪ strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</li> <li>▪ <b>Appraising</b> - more challenging theoretical and aural work:</li> <li>▪ primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms</li> <li>▪ the relationship between melody and chords</li> <li>▪ How to 'describe' a piece using the elements of musical language</li> <li>▪ Introduction to prepared extract – '<i>Africa</i>' by Toto:</li> <li>▪ instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</li> </ul> <p><b>STUDENTS WILL BE:</b></p> <ul style="list-style-type: none"> <li>▪ Creating a class performance of <i>Africa</i></li> <li>▪ Incorporating synthesized sounds with vocal work and accompaniment</li> <li>▪ Composing with chords (and melody) - also relevant rhythmic ideas</li> <li>▪ Including all relevant ideas in composing 'log book'</li> <li>▪ Completing Improvisation tasks, both in groups, pairs (for 'call and answer' technique) and individually</li> <li>▪ Undertaking listening exercises to develop notation skills; aural recognition of the difference between major and minor, and 'perfect' intervals i.e. 4<sup>th</sup>, 5<sup>th</sup>, 8<sup>ve</sup></li> <li>▪ Undertaking listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul>	<ul style="list-style-type: none"> <li>• The effect of audience, time and place, and how to achieve this through use of the musical elements</li> <li>• Use of sonority, texture and dynamics to create a mood</li> <li>• How to achieve contrasts and develop initial ideas when composing</li> </ul> <p><b>STUDENTS WILL BE:</b></p> <ul style="list-style-type: none"> <li>• Completing Ensemble/Solo performing</li> <li>• Composing to a brief (i.e. a piece of film music): <ul style="list-style-type: none"> <li>- <i>creating the situation</i></li> <li>- <i>achieving contrasts</i></li> <li>- <i>composing the 'main' theme(s)</i></li> <li>- <i>developing the material</i></li> </ul> </li> <li>• Using music technology to achieve best effect</li> <li>• Producing a score/leadsheet</li> <li>• Undertaking listening exercises to further develop notation skills</li> <li>• Undertaking listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</li> </ul>	
Why?	<p>Students begin their GCSE journey...</p> <p><b>PERFORMING (30% Coursework)</b> You will need to perform a minimum of 2 short pieces (one should be an ensemble) - one of which must link to one of the Areas of Study below, chosen by you. These can be any genre on your chosen instrument or voice. These are recorded and sent to the Exam Board. Total playing time = 4-6 minutes for both performances (30%)</p>		

	<p><b>COMPOSING (30% Coursework)</b> You will compose 2 pieces of music - one will link with a brief set by the exam board, the other can be your choice: you can use Cubase, your own instrument, your voice if you are a singer – anything. Total playing time = 3-6 minutes for both compositions (30%)</p> <p><b>APPRAISING (40% Exam Paper)</b></p> <p>You will have a 1 hour 15-min Exam Paper (&amp;CD) where you will answer 2 questions on each of the Areas of Study below, which you will have studied in class over the 2-yr course: <b>AOS1: Musical Forms &amp; Devices / AOS2: Music for Ensemble / AOS3: Film Music / AOS4: Popular Music</b></p>		
<p>How parents / carers can support</p>	<p>Music Genres explained in 8 Minutes  <a href="https://www.youtube.com/watch?v=8Kij4_GZIt0">https://www.youtube.com/watch?v=8Kij4_GZIt0</a>  Africa Analysis: Eduqas Exam Board  <a href="https://www.youtube.com/watch?v=KBS1vxd06C4">https://www.youtube.com/watch?v=KBS1vxd06C4</a>  Bach Badinerie Analysis: Eduqas Exam Board  <a href="https://www.youtube.com/watch?v=PkpXRFBpH2c">https://www.youtube.com/watch?v=PkpXRFBpH2c</a>  Musical Texture  <a href="https://www.youtube.com/watch?v=teh22szdnRQ">https://www.youtube.com/watch?v=teh22szdnRQ</a>  What is Timbre?  <a href="https://www.youtube.com/watch?v=AjJLAcDb_MU">https://www.youtube.com/watch?v=AjJLAcDb_MU</a></p>	<ul style="list-style-type: none"> <li>• Encourage regular practice at home of their individual instrument, e.g. voice, piano, guitar, bass, etc.</li> <li>• Arrange regular instrumental lessons for your child outside of school, or through DCS Music (if available)</li> <li>• Students should really be staying one day a week after school to practice with help and guidance</li> <li>• Encourage regular listening to a variety of musical genres and styles, whilst using the MADTSHIRTT acronym to identify elements and features</li> <li>• Take your child to concerts/shows, when possible, to appreciate live performance</li> </ul>	
	<p><b>Autumn</b></p>	<p><b>Spring</b></p>	<p><b>Summer</b></p>
<p><b>Year 11</b></p>	<p><b>HT1 – Revisit area of study 1: Forms and Devices (with more advanced topics and practical content)</b></p> <ul style="list-style-type: none"> <li>▪ Variation form and strophic form in classical music</li> <li>▪ Recognition of features of baroque, classical and romantic periods</li> <li>▪ Revisit: imitation, pedal, canon, alberti bass and all harmonic features</li> </ul> <p>Revisit and revision: <i>Badinerie (JS Bach)</i></p> <ul style="list-style-type: none"> <li>▪ Exam techniques: hints and tips</li> <li>▪ Building a vocabulary revision list</li> <li>▪ Clarifying theoretical points</li> </ul> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>▪ Select final choice of pieces for the practical examination</li> <li>▪ Work and rehearse all performances</li> <li>▪ Begin work on the piece for the WJEC Eduqas Composition set brief</li> <li>▪ Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts</li> </ul> <p><b>HT2 – Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)</b></p>	<p><b>HT3 – Revisit area of study 2: Music for Ensemble (with more advanced topic/class/practical content)</b></p> <ul style="list-style-type: none"> <li>▪ Polyphonic, layered, round, canon and countermelody</li> <li>▪ Cover all styles not completed in year 10</li> </ul> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Revisit free composition (possibly include earlier workings from log book)</li> <li>• Continued work on performances, recording when appropriate</li> </ul> <p><b>HT4 – Revisit area of study 3: Film Music (with any further topics/content)</b></p> <ul style="list-style-type: none"> <li>▪ Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures</li> </ul> <ul style="list-style-type: none"> <li>• Complete all coursework</li> </ul> <p><b>STUDENTS WILL:</b></p>	<p><b>HT5 – Revision and Listening/Appraisal Practice</b></p> <ul style="list-style-type: none"> <li>• Listening practice and final examination</li> <li>• Ensure the specification content is fully covered</li> </ul> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Exam practice questions, both at home and in class</li> <li>• Discussion of revision techniques and learner answers – (and how to improve answers and achieve higher marks!)</li> <li>• Consolidation of examination techniques and expectations</li> <li>• Top tips and revision booklets etc.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Bhangra and fusion</li> <li>▪ Loops, samples, panning, phasing, melismatic/syllabic</li> </ul> <p>Revisit and revision: <i>Africa (Toto)</i></p> <ul style="list-style-type: none"> <li>▪ Exam techniques: hints and tips</li> <li>▪ Building a vocabulary revision list</li> <li>▪ Clarifying all relevant theoretical points</li> </ul> <p><b>STUDENTS WILL:</b></p> <ul style="list-style-type: none"> <li>• Complete a class project - Bhangra</li> <li>• Continue to work on performance (ensemble and/or solo), recording final performances as appropriate</li> <li>• Show back in front of class; feedback and target setting</li> <li>• Complete WJEC Eduqas set composition: final refinements, production of score/leadsheet and composition log</li> </ul>	<ul style="list-style-type: none"> <li>• Complete free composition</li> <li>• Complete all performances</li> </ul>	
Why?	<p><b>PERFORMING (30% Coursework)</b> You will need to perform a minimum of 2 short pieces (one should be an ensemble) - one of which must link to one of the Areas of Study below, chosen by you. These can be any genre on your chosen instrument or voice. These are recorded and sent to the Exam Board. Total playing time = 4-6 minutes for both performances (30%)</p> <p><b>COMPOSING (30% Coursework)</b> You will compose 2 pieces of music - one will link with a brief set by the exam board, the other can be your choice: you can use Cubase, your own instrument, your voice if you are a singer – anything. Total playing time = 3-6 minutes for both compositions (30%)</p> <p><b>APPRAISING (40% Exam Paper)</b></p> <p>You will have a 1 hour 15-min Exam Paper (&amp;CD) where you will answer 2 questions on each of the Areas of Study below, which you will have studied in class over the 2-yr course: <b>AOS1: Musical Forms &amp; Devices / AOS2: Music for Ensemble / AOS3: Film Music / AOS4: Popular Music</b></p>		
How parents / carers can support	<p>Bach Badinerie Song!  <a href="https://www.youtube.com/watch?v=HDj2f5NzRYc">https://www.youtube.com/watch?v=HDj2f5NzRYc</a></p> <p>GCSE Music Revision: Rhythm Dictation  <a href="https://www.youtube.com/watch?v=bsYPyb_WF38&amp;list=PL5rLBp55qlujdHk7W_vUCUbinzsh3yl7A">https://www.youtube.com/watch?v=bsYPyb_WF38&amp;list=PL5rLBp55qlujdHk7W_vUCUbinzsh3yl7A</a></p> <p>GCSE Music Revision: Identifying Rhythms  <a href="https://www.youtube.com/watch?v=RfO7zb0MPks&amp;list=PL5rLBp55qlujdHk7W_vUCUbinzsh3yl7A&amp;index=2">https://www.youtube.com/watch?v=RfO7zb0MPks&amp;list=PL5rLBp55qlujdHk7W_vUCUbinzsh3yl7A&amp;index=2</a></p> <p>GCSE Music Revision: Melodic Dictation  <a href="https://www.youtube.com/watch?v=uJXKNYecFWk&amp;list=PL5rLBp55qlujdHk7W_vUCUbinzsh3yl7A&amp;index=3">https://www.youtube.com/watch?v=uJXKNYecFWk&amp;list=PL5rLBp55qlujdHk7W_vUCUbinzsh3yl7A&amp;index=3</a></p> <p>Bach Badinerie Analysis: Section A  <a href="https://www.youtube.com/watch?v=DNo5VB5qFfw">https://www.youtube.com/watch?v=DNo5VB5qFfw</a></p> <p>Bach Badinerie Analysis: Section B  <a href="https://www.youtube.com/watch?v=h4SYFwl_IJ0">https://www.youtube.com/watch?v=h4SYFwl_IJ0</a></p> <p>GCSE Music Exam paper Walk-through  <a href="https://www.youtube.com/watch?v=1vTuZ0ls65k">https://www.youtube.com/watch?v=1vTuZ0ls65k</a></p>	<ul style="list-style-type: none"> <li>• Encourage regular practice at home of their individual instrument, e.g. voice, piano, guitar, bass, etc.</li> <li>• Arrange regular instrumental lessons for your child outside of school, or through DCS Music (if available)</li> <li>• Students should really be staying one day a week after school to practice with help and guidance</li> <li>• Encourage regular listening to a variety of musical genres and styles, whilst using the MADTSHIRTT acronym to identify elements and features</li> <li>• Take your child to concerts/shows, when possible, to appreciate live performance</li> </ul>	