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| Curriculum Intent | The ultimate aspiration of our Music curriculum is to make a difference to young people’s lives through instilling a sense of self-belief, nurturing their God-given talents, and exploring their creative intelligence. We provide an enjoyable, challenging and fun-filled journey through an enriching and diverse curriculum offer. We aim to kindle their curiosity and inspire a love for the arts. | | | | | | | | | | | | |
| KS2 | Time | 7 | 8 | 9 | KS3 | 10 | | 11 | | KS4 | KS5 | Careers | |
| **Declarative Knowledge:**  (Taken from the KS2 NC for Music)  •Understand and explore how music is created, produced and communicated through the elements of music and appropriate musical notations.  • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  • listen with attention to detail and recall sounds with increasing aural memory.  • develop an understanding of the history of music.  • use and understand staff and other musical notations. | HT1 | **Music for a Horror Movie**  **(3-4 lessons, paired Electric Piano composition & performance project in PH07)**  Composition, discords, drones & ostinatos, melody & accompaniment, pitch, duration.  **Baseline assessment 1: composing & performing** | **Movie Music**  **(7/8 lessons, solo & paired Electric Piano performance & musical literacy project in PH07)**  Melody & accompaniment, treble & bass clef pitch notation, octaves, rhythm, duration, metre, dotted notes & syncopation, chromatic notes, flats, sharps & naturals, composers, the orchestra, instrumental families, tonality, identifying instrumental timbres, The Hobbit, Disney’s Frozen, James Bond, Star Wars, Mission Impossible, Harry Potter, Indiana Jones, Pirates of the Caribbean, Film Music Composers, Howard Shore, Robert & Kristen Anderson-Lopez, John Barry, John Williams, Lalo Schiffin, Michael Giacchino, Hans Zimmer. | **Song Writing**  **(7/8 lessons, solo multi-instrumental composition and performance project in PH07, PH09 & Practice Rooms)**  Song structures, Intro/Verse/Chorus/Pre-Chorus/Middle 8/Instrumental/Bridge/Outro, Instrumentation, Lyric setting, Melisma, Vocals, Chords, Basslines, Major & Minor Keys & Chords, 7th Chords, Drum beats, Timekeeping, Rehearsal skills, Performance skills, Teamwork, Popular Music styles, Piano, Guitar, Ukulele, bass, Drums, Vocals, Synthesisers. | **Declarative Knowledge:**  (Taken from the KS3 NC for Music)  •Understand musical structures, styles, genres and traditions,  •Identify and use the  elements of music expressively and with increasing sophistication  •Appreciate and understand a wide range of musical contexts and styles, listening with increasing discrimination to a wide range of music from great composers and musicians developing a deepening understanding of the music that they perform and to which they listen, and its history.  •Explore how music is created, produced and communicated through the elements of music: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notations. | | **AoS1: My Music Part I**  The elements of music in depth:  Rhythm, duration & metre, pitch & melody,  dynamics & tempo,  harmony & tonality,  structure & texture,  Improvisation-based small group composition and performance projects. | **AoS2: The Concerto through Time Part I**  Periods of western classical music history, composers, the development of the orchestra, the Baroque concerto, concerto Grosso & solo concertos, Baroque structures,  **Composition 2 (OCR set brief),** **Ensemble performance mock 1** | **Declarative Knowledge:**  • identify, describe musical features, draw conclusions and comparisons about/ between extracts of music,  •appraise and make evaluative and critical judgements which demonstrate knowledge  and understanding of repertoire within the Areas of Study in terms of:  how music is created, developed and performed in different historical, social &  cultural contexts, the effect of purpose and intention, the effect of audience, time and place, performing conventions, stylistic detail, origins and cultural context of music, the ways in which styles and genres evolve and develop, the impact of modern technology, the names of performers and groups, contextual influences that affect the way music is created, performed and heard, recognise contrasting genres, styles and traditions, define characteristics of genres, styles and traditions, demonstrate awareness of musical chronology and stylistic features. | | **Transferable Skills:**  Perform with confidence as a soloist and in an ensemble to an advanced level.  The ability to read, interpret and understand musical notation fluently.  Compose music with musicality, sophistication and purpose displaying development of technique and expression.  Listen to and write analytically about variety of set works and unseen music.  **Holy Cross College:**  A Level Music  Level 3 BTEC in Music Technology  A Level Theatre Studies  A Level Dance  **Bury College:**  Level 2 & 3 National Diplomas in Music Performance & Production  Level 2 & 3 National Diplomas in Performing Arts  A Level Drama & Theatre Studies  **Rochdale Sixth Form College:**  A Level Music  A Level Drama & Theatre  **Access Creative College Manchester:**  Level 2 & 3 National Diplomas in Music Performance  Level 2 National Diploma in Music Technology  Level 3 National Diploma in Music Production  Level 3 National Diploma in Studio and Live Sound | | [**Performance**](http://musiced.nafme.org/careers/career-center/glossary/#performance)  Instrumentalist/Vocalist  Armed Forces Musician Conductor/Musical Director Accompanist  [**Musical Theatre**](http://musiced.nafme.org/careers/career-center/glossary/#theatre)  Singer/Dancer  [**Music Publishing**](http://musiced.nafme.org/careers/career-center/glossary/#publishing)  Composer/Arranger  Orchestrator Music Critic Music Journalist Music Editor Musical Historian Sheet Music Publisher  [**Music Production**](http://musiced.nafme.org/careers/career-center/glossary/#production) **&** [**Technology**](http://musiced.nafme.org/careers/career-center/glossary/#technology)  Music Producer Sound Engineer/Technician  Sound Editor  [**Music Education**](http://musiced.nafme.org/careers/career-center/glossary/#education)  Primary Teacher Secondary Teacher College Music Teacher  University Lecturer/Professor Musicologist  Musical Historian Music Librarian  [**Music Business**](http://musiced.nafme.org/careers/career-center/glossary/#business)  Music Copyright Lawyer Instrument Sales Rep Music Dealership Advertising Executive Booking Agent Music Business Manager  Music Administrator  Music Coordinator Music Publicist  [**Healthcare**](http://musiced.nafme.org/careers/career-center/glossary/#healthcare)  Music Therapist Speech/Voice Therapist  **Religion/**[**Worship**](http://musiced.nafme.org/careers/career-center/glossary/#worship)  Organist/Instrumentalist Choir Director/Cantor  [**Instrument Manufacture/ Repair/Restoration**](http://musiced.nafme.org/careers/career-center/glossary/#instrument)  Instrument Designer Instrument Technician [**Movies/TV/Radio**](http://musiced.nafme.org/careers/career-center/glossary/#movies)**/Games**  Music Editor Music Engineer  Music Supervisor  Radio/Private DJ  [**Administration**](http://musiced.nafme.org/careers/career-center/glossary/#admin)  Arts Organization Community Arts Manager Performing Arts Administrator Recreation Arts Coordinator  [**Tours/Road Work**](http://musiced.nafme.org/careers/career-center/glossary/#tours)  ‘Roadie’ Tour Coordinator  Tour Publicist  Tour Manager  Personal Assistant |
| HT2 | **We’ve Got Rhythm**  **(6-7 lessons, class body Percussion and musical literacy project in PH09)**  Rhythm, beat, pulse, duration, metre, pitch, treble & bass clefs, the stave, semibreve, minim, crotchet, quaver, semiquaver, rests, dotted notes, time signatures, ledger lines.  **Baseline assessment 2: listening & appraising** | **AoS1: My Music Part II**  Timbre & sonority,  Articulation & ornaments, Instruments of the Orchestra, instrumental families, Instrument-specific techniques.  Performance skills, how to deal with performance anxiety,  **Solo performance mock 1** | **AoS2: The Concerto through Time Part II**  The Classical Concerto, Classical structures, the Romantic concerto, melodic dictation questions.  **Composition 2 continued (OCR set brief)** |
| HT3 | **Pop from the 60s**  **(4-5 lessons, paired Electric Piano & Vocal performance project in PH07)**  Popular music, music history, the Beatles, the Monkees & the Beach Boys, pitch, rhythm, duration, melody & accompaniment, verse/chorus structure. | **AoS4: Film and Computer Game Music Part I**  Leitmotifs, music composed specifically for film and different film genres, diegetic & extra-diegetic music, Classical & Popular music used in films. Score-reading exam questions.  **Listening Mock 1** | **AoS5: Conventions of Pop Part I**  Rock ‘n’ Roll, Surf Music, The British Invasion, Rock Genres, Rock anthems.  Composition 2 continued (set by OCR)  **Ensemble performance mock 2** |
| **Procedural Knowledge:**  (Taken from the KS2 NC for Music)  •Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.  • Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression  • Use their voices to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately.  •play tuned and untuned instruments musically.  •listen with concentration and understanding to a range of high-quality live and recorded music.  •experiment with, create, select and combine sounds using the elements of music.  • Improvise and compose music for a range of purposes using the elements of music. | HT4 | **World Music 1: Music from India and China**  **(5-6 lessons, class & paired tuned percussion composition & performance project in PH09)**  Pentatonic scale, ostinato, drones, ragas, talas, improvisation, world music instrumentation & timbre, aural tradition.  **Y7 EOY Assessment** | **Musical Futures Class Band Project (7/8 lessons, class & group multi-instrumental performance project in PH07, PH09 & Practice Rooms)**  Popular music styles & instrumentation, popular song structures, melody & accompaniment, rhythm, duration, dotted notes & syncopation, lyrics, Vocals, chords, the roles of rhythm & lead, strumming patterns, fingerpicking, basslines, introduction to Guitar tablature, tonality, drumming patterns & rock beats, timekeeping, ensemble musicianship, rehearsal skills & technique, performance skills, Coldplay. | **Electronic Dance Music**  **(7/8 lessons, music technology composition project in PH07)**  EDM, DAW, Soundation, Binary, Ternary & Rondo Forms, through-composed, Beats, Loops, Mono, Stereo, Stereo Field, Stereo Panning, Mix, Balance, BPM, Delay, Echo, Reverb, Phaser, Effects, MIDI, Multitracking, Remix, Sampler, Sequencing, Synthesiser. | **Procedural Knowledge:**  (Taken from the KS3 NC for Music)  •Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.  •Sing and use voices to create and compose music on their own and with others.  •Learn a musical instrument and develop instrumental and/or vocal fluency, accuracy and expressiveness.  •Play and perform confidently in a range of solo and ensemble contexts.  •Improvise and compose; extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions  •Use music technology appropriately.  •Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. | | **AoS4: Film and Computer Game Music Part II**  Timelines & synchronisation, 9-mark exam questions, 6-mark comparison questions, early computer game music, evolution of computer game music, modern computer game music, film & computer game music Composers. **Solo Solo performance mock 2**, **Composition 1 (free choice).** | **AoS5: Conventions of Pop Part II**  Pop ballads, power ballads, solo artists of the 90s, solo artists of the 00s,  **Composition 2 deadline,**  **Solo performance deadline,**  **Ensemble performance deadline** | **Procedural Knowledge:**  • Appraise audio musical extracts related to the Areas of Study and respond with evaluative and critical judgements which demonstrate knowledge & understanding of: rhythm, metre, tempo, pitch, melody, mode/scale, timbre, instruments, dynamics, articulation, texture, chords & tonality.  • Demonstrate and apply knowledge of musical language, involving: reading and writing of staff notation, identifying compositional devices, recognising & using appropriate musical vocabulary & terminology,  awareness of genre, comparing & contrasting musical extracts,  • Demonstrate aural perception and apply knowledge of musical elements in score related  questions using standard notation  •Perform pieces of music demonstrating an understanding of accuracy and fluency,  technical control, expression and interpretation and how to interact with other musicians and/or parts.  •Demonstrate an understanding of how to compose appropriately to a defined brief, developing an understanding of rhythm, melody, harmony, structure and  compositional devices, how to extend and manipulate musical ideas and devices, combine and develop various musical elements successfully  using an appropriate structure to create a coherent piece, showing an understanding of the style, audience and/or occasion dictated by the OCR set brief. | |
| HT5 | **World Music 2:**  **African Drumming & Samba**  **(5 lessons, class & group un-tuned Percussion composition & performance project in PH09)**  Rhythm, beat, pulse, duration, metre, call & response, cross-rhythms, polyrhythms, improvisation, world music instrumentation & timbre. | **AoS3: Rhythms from around the World Part I**  African Drumming,  Samba Batucada,  Indian Classical Music.  **Composition 1 continued (free choice).** | **Exam practise & revision**  Full Past paper practise  Submit all completed final performances and compositions. |
| HT6 | **World Music 3: Folk Music of the UK and ROI**  **(6-7 lessons, class Ukulele & Vocal performance project in PH09)**  Metre, Sea Shanties, aural tradition, chords, strumming patterns, lyrics, folk music instrumentation & timbre. | **AoS3 Rhythms from around the World Part II**  Punjabi Bhangra,  Caribbean Calypso,  Greek, Israeli & Palestinian Folk Music.  **Composition 1 (free choice) deadline.**  **Listening Mock 2** |  |