

<p>CURRICULUM PROGRESSION PATHWAYS SUBJECT: MUSIC HOD: Mr D Munt</p> <p>2022/23</p>	<p>Quality of Education: Curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and leads towards a clearly defined end point.</p> <p>Vision: Our overarching Faculty vision is to develop and extend students' creative skills and knowledge within the Arts.</p> <p>Within Music this is: To engage and inspire students to develop their talent as musicians. The curriculum is designed to Increase self- confidence, creativity and a sense of achievement through practical tasks for all students. Through both curriculum time and enrichment opportunities students will experience the best of what has been composed, performed and produced across a range of styles and cultures.</p>		
<p>Year 7</p>	<p>Year 8</p>	<p>Year 9</p>	
<p>Autumn term</p> <p>Key Content: Baseline Assessment</p> <p>Key Skills: Knowledge and skills developed during Key stage 2, including knowledge and aural identification of the inter-related dimensions of musical elements (pitch, dynamics etc)</p> <p>Key Content: Violin / Cornet</p> <p>Key Skills: Learning about the fundamentals of violin/cornet – How to look after, hold the instrument and note production (rest position, playing position, open string notes, pizzicato, arco/embouchure, valve keys). Introduction to Charanga Online Music Resources and reading basic rhythm notation (note lengths, rests, time signature on treble clef). Instrument practice leading to group performances.</p> <p>Key Content: Keyboard</p> <p>Key Skills: Learning the difference between melody and chords. Identifying notes on keyboard and treble clef with sharps and flats. Chord structure (major/minor).</p> <hr/> <p>Spring term</p> <p>Key Content: Violin / Cornet</p> <p>Key Skills: Expanding time signatures and expanding on knowledge of note lengths and rest symbols. Expanding note repertoire on cornet and violin (cornet: head notes/belly notes. Violin: first finger position).</p>	<p>Autumn term</p> <p>Key Content: Musical Styles – Reggae</p> <p>Key Skills: Rhythmic, Melodic and vocal hooks/riffs. Texture – Melody/Chords & Bassline. Leading to Musical Styles: Reggae. Syncopation and offbeat, textures and layers. Chord number system and arrangement I,II, IV, V. Reggae song lyrics and themes.</p> <hr/> <p>Spring term</p> <p>Key Content: The Elements of Music</p> <p>Key Skills: Working from Y7 foundation, reminder of elements of music. Melodies, counter-melodies and themes. Variation forms, Ground Bass and Canon Round. Pedal notes and minor/major tonalities. Inversion Retrograde (in the mirror, backwards and upside down) and Augmentation.</p> <p>Key Content: Blues & Jazz</p> <p>Key Skills: Blues song lyrics and themes. Textures: Rhythm section and solo instruments. Blues structure (I IV V, I7 IV7 V7). Chords, the blues scale, walking basslines, vamps and improvisation. Swinging rhythm. Jazz styles, Ragtime and modal jazz.</p> <hr/>	<p>Autumn term</p> <p>Key Content: Dance Music</p> <p>Key Skills: Dance Music through history and geography. Simple and Compound time signatures. Primary chord structures, texture, melody and accompaniment patterns in dance music.</p> <p>Key Content: Scores & Soundtracks</p> <p>Key Skills: Diegetic and Non-Diegetic sounds in film. Orchestration, timbre and sonority. Leitmotif and Sequencing, characterisation and “mickey-mousing”. Setting the mood: Musical clichés and the use of dissonance.</p> <hr/> <p>Spring term</p> <p>Key Content: Music for Video Games</p> <p>Key Skills: Soundtrack or Sound Effects? 8-Bit sounds. Using syncopation, chromatics and Staccato Articulation. Ground Theme, Character Themes and Motifs and Jumping Bass Lines.</p> <p>Key Content: Minimalism Expressionism, Serialism</p> <p>Key Skills: Additive melody, Metamorphosis and the use of Note/Tone Rows. Phase Shifts, Augmentation and Inversion Retrograde. Motif Cells and Hexachords.</p> <hr/>	

<p>Key Content: Musical Structures</p> <p>Key Skills: Exploring musical structures. Listening and identification skills. Call and response, Melody, Drone and Ostinato, Binary Ternary and Rondo (instrumental lesson links).</p> <hr/> <p>Summer term</p> <p>Key Content: Violin / Cornet</p> <p>Key Skills: Continuing progress violin/cornets. Second finger placement on violin and learning how to perform as part of a larger mixed group or orchestra. Interval identification. Folk music styles.</p> <p>Key Content: Texture, Timbre and Sonority</p> <p>Key Skills: Linking with instrumental lessons. Identifying your instrument in the orchestra or band. Exploration of instrument families and their role in the orchestra. Percussion instruments. Folk song accompaniments. Creating and arranging instruments in a folk composition.</p>	<p>Summer term</p> <p>Key Content: All About the Bass</p> <p>Key Skills: Introduction to the bass clef. Bass clef musical instruments and bass guitar. Expanding on blues walking bass. Patterns and riffs on bass, Alberti Bass, broken chords, arpeggios (roots, thirds and fifths) and pedal.</p> <p>Key Content: African Rhythms</p> <p>Key Skills: Introduction to Djembe drums. Technique – Bass, tone and slap. Master drummer, call and response. Playing in tempo as a group (feeling the pulse and listening skills). Syncopation and improvisation, ostinato and polyrhythms.</p>	<p>Summer term</p> <p>Key Content: Samba</p> <p>Key Skills: An introduction to Latin American percussion. Pulse, beat and rhythm in an ensemble. Syncopation, Ostinato, Polyrhythms, cycles and call and response. Learning to improvise.</p> <p>Key Content: Pop Music Arrangement & Performance</p> <p>Key Skills: The structure of popular music. Melodies, counter-melodies, hooks and riffs. Instruments, timbres and sonority in songs. Textures, lyric writing and arrangement. Creating a cover version.</p>
<p>Year 10</p> <p>GCSE Music</p>	<p>Year 11</p> <p>NCFE level 1/2 Technical Award in Music Technology</p>	
<p>Area of Study 1: Throughout Autumn, Spring and Summer Terms.</p> <p>Key Content: My Music</p> <p>Learners should study their instrument, which can be any of the following:</p> <ul style="list-style-type: none"> • Any instrument • Voice/vocal – This can include styles such as rapping and beatboxing • DJing • Sequencing – Realisation using ICT <hr/>	<p>Autumn term</p> <p>Key Content:</p> <p>Review of Unit 1: Using a Digital Audio Workstation (to prepare for practice written examination) To develop skills in operating a DAW creating audio, MIDI, hardware and editing tools. Completion of a musical project in response to a brief, reflecting industry skills.</p> <p>Unit 2: Creating Music - completion tasks.</p> <p>Developing skills to analyse stylistic elements of music and to continue to develop a piece of music based on a specific style. Engaging in a review of technical and creative processes.</p> <p>Revision for Written and Practical examination mock examination – November 2022</p> <p>Unit 3: Studio Recording – initial tasks.</p> <p>Planning and undertaking a recording session for a given scenario.</p>	

Autumn and Spring term:

Area of Study 2

Key Content: The Concerto Through Time

Learners should study The Concerto and its development from 1650 to 1910 through:

- The Baroque Solo Concerto
- The Baroque Concerto Grosso
- The Classical Concerto
- The Romantic Concerto

Summer Term:

Area of Study 3

Key Content: Rhythms of the World

Learners should study the traditional rhythmic roots from four geographical regions of the world:

- India and Punjab
- Eastern Mediterranean and The Middle East
- Africa
- Central and South America

Spring term

Unit 4: Sound Creation – initial tasks. Exploring sound creation and applying knowledge to a given brief.

Written examination (March 2023) linked to Units 1-4.

Practical examination (March 2023) Predominately linked to Unit 1: DAW.

Unit 3: Studio Recording – completion tasks.

Planning and undertaking a recording session for a given scenario.

Summer term

Unit 4: Sound Creation – continue and complete.

Finish Creation and review own original sound creation project.