

Music Curriculum - Overview						
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>In Year 7, we focus on developing an awareness of the fundamental building blocks of music.</p> <p>We try to build on the student's existing appreciation of music, irrespective of their level of experience, whilst trying to foster an enjoyment of music.</p> <p>The three key topics are:</p> <p>Elements of Music</p> <p>Rhythm and pitch</p> <p>Structure</p>	<p>In Year 8, we aim to broaden the students' experience of music by exposing them to a variety of styles and technical approaches to creating music.</p> <p>The three key topics are:</p> <p>All about the Bass</p> <p>Hooks and Riffs</p> <p>Samba and Ukulele</p>	<p>In Year 9, we investigate how music is applied and experienced in different contexts, such as dance and film. We also look at jazz and blues to develop students' appreciation of how innovative musicians can be.</p> <p>The three key topics are:</p> <p>Music for Dance</p> <p>Soundtracks</p> <p>Blues and Jazz</p>	<p>Students who progress to GCSE, will study the OCR music syllabus.</p> <p>The step up to GCSE involves a bigger focus on composition, and so students embarking on the course need to have a good degree of competence with their chosen instrument.</p> <p>Students get to undertake research which is excellent preparation for A-Level and beyond.</p> <p>Additionally, students get to be creative in terms of creating their compositions and expressing themselves in performances.</p>	<p>A Level music is a demanding but hugely rewarding course.</p> <p>Students complete RSL Subsidiary Diploma for Music Practitioners, with the aim of completing half the credits in Year 1.</p> <p>Students get to choose which units to study, whilst the core compulsory unit: Careers in the Music Industry, provides a really useful insight for those students wanting to progress their involvement with music at a professional level.</p>		

Music Curriculum – Topic Sequencing

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<p>All work in the 3 units of year 7 is based on Listening and Appraising, Composing and Performing</p> <p>Term 1 Unit 1 Elements of Music This unit is designed to build upon and reinforce content that may have been explored at KS2.</p>	<p>All work in the 3 units of year 8 is based on Listening and Appraising, Composing and Performing</p> <p>Term 1 Unit 1 All about the Bass This unit of work introduces students to commonly used bass lines using the bass clef. Students learn the notes on</p>	<p>All work in the 3 units of year 9 is based on Listening and Appraising, Composing and Performing</p> <p>Term 1 Unit 1 Music for Dance Dance music takes an explorative look into rhythm, chords and metre in a 2 dance styles, Viennese waltz</p>	<p>Autum AoS 1 Developing awareness of own instrument’s capabilities. Students prepare a presentation including specific techniques. Students should prepare a simple piece to perform to the class or record.</p>	<p>Autumn AoS 1 Students record their AoS 1 performance during this term. Students choose and finalise their Ensemble Performance choice. Lesson time for preparation will depend on the type of students in the class.</p> <p>Composition: Integrated Portfolio</p>	<p>Over the 2 year course students need to complete 90 credits. Each unit is worth between 5 and 15 credits except the external unit which is worth 30 and taken in Year 2. The Core unit is taken in Year 1 (usually as the 2nd or 3rd unit as they are expected to discuss work completed in other units).</p>	<p>Any outstanding units and the external unit are completed in this year.</p> <p>The external unit is dependent on the pathway they have chosen- Business, Composition, Performance or Technology. Students at AGS follow Performance or Composition.</p>

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<p>The content delivered in this unit will be referred back to throughout a students' musical journey from KS3-5. Pupils learn about pitch, dynamics, tempo, duration, articulation, timbre/sonority, texture, silence and duration. This unit is a foundation unit which should provide pupils the necessary understanding of vocabulary used up to and beyond GCSE level.</p>	<p>the staff and some ledger lines above and below the staff. Instruments that read bass clef notation are consistently referred to throughout the unit.</p>	<p>and 70's Disco. Pupils will understand the important connection between the steps, movement and formation of the dance and how these are inter-related within musical features such as time, metre, rhythms and chords in the music.</p>	<p>This performance is assessed against GCSE criteria.</p> <p>Composition: Developing initial ideas (2-3 lessons on each of these ideas) Three note composition Primary chords and cadences. Word setting Chord sequences (last two can tie in with example briefs from OCR and AoS 5) Ballad (from Aos5)</p>	<p>Release of Composition Briefs. Workshop through the briefs with students, linking this (where appropriate) to the relevant areas of study. Begin writing their composition to the brief for integrated portfolio</p>	<p>Core Unit 349 Planning for a career in the Music Industry. This unit is designed to familiarise themselves with the processes associated with effective career planning.</p>	<p>Release dates for the external unit is early November-they have 10 hours of preparation time - their controlled time is from January-March 31st over 40 hours. This unit is worth 30 credits.</p>
<p>Students are introduced to Graphic Score as a way of writing music down that is accessible for all. They are introduced to a wide variety of musical styles and genres and spend a focused time</p>	<p>The concept of prolonging a Bass Line chord by performing the notes separately, using Arpeggios, Broken Chords and Alberti Bass Line patterns, are explored through a range of music from</p>	<p>To gain a deeper understanding of dance music, they will watch brief performances of the dance music genre. The emphasis throughout the unit is on the characteristic rhythms, time</p>	<p>This composition is assessed throughout its development and is marked at the end of the year according to GCSE criteria.</p> <p>AoS 5: Conventions of Pop</p>	<p>AoS 2: The Concerto through Time Exploration of the concerto through class/group performances, composition tasks and listening exercises. If time,</p>	<p>Students work from an assignment brief and are given formative feedback dates and summative assessment dates. Students are introduced to a range of jobs and careers in</p>	<p>In the 10 hours students can be offered guidance by teacher. They will have completed a 'mock' external unit at the end of year 1. In this 10 hours they are also allowed to use the internet to</p>

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<p>on Benjamin Britten's Four Sea Interludes. The unit combines listening and appraising, composing and performing. An assessment is given part way through the unit (composition) and again at the end of the unit which is based on both knowledge and application in the form of a listening test.</p> <p>Term 2 Unit 2 Rhythm and Pitch This unit builds upon the elements of music and introduces treble clef notation and basic rhythms. This is the foundation needed for the rest of KS3 as the students then have sufficient skill to read and write</p>	<p>different genres including Classical and Modern Solo Piano Music, Surf Rock, Popular Songs and Rock and Roll. Students explore pedals and how a bass line can be sustained by looking at Baroque Music, Jazz and Film Music. All of these are taught through performing, composing and listening and appraising. This unit has an end of unit assessment based on knowledge and listening.</p> <p>Term 2 Unit 2 Hooks and Riffs Hooks and Riffs explores music based on repeated musical patterns, examining music from the Western Classical</p>	<p>signatures and metre (simple and compound time) and use of chords (primary and seventh chords) in a range of dance music from different times and places. Assessment in this unit entails a waltz composition task and a final listening test.</p> <p>Term 2 Unit 2 Soundtracks The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within</p>	<p>Exploration of the different styles through class/group performances, composition tasks and listening exercises. AoS 5 is assessed in an end of Unit Listening Test</p> <p>Spring Composition and Practical Portfolio Composition 1 Practical Portfolio. Create a brief to work from. Use Mixcraft to begin own composition.</p> <p>This is a continuation from Autumn Term where the initial ideas are developed into a composition for GCSE assessment. When completed this is assessed using GCSE criteria.</p> <p>AoS 1</p>	<p>review AoS 5 as well.</p> <p>Assessment: End of Unit Listening Test</p> <p>A mock listening paper from past papers</p> <p>Spring Prepare and record ensemble performances for Integrated Portfolio</p> <p>Composition: Continue to work to complete Integrated composition.</p> <p>Revisit AoS 3 and AoS 4 through practical workshops and listening tests.</p>	<p>the music industry. These include both creative and non-creative roles. Some organisations and institutions and individuals are examined in order that the students are aware of the breadth of roles within an organisation.</p> <p>More practical aspects of the work place are also looked at including interviews and C.V's, self employment, taxation, selling yourself for work and website development.</p> <p>Students complete a personal skills and traits analysis, development and action plan and are taught how best to analyse and assess their own skills and</p>	<p>make notes and research. After the 10 hours they are given 40 controlled hours to complete the assignment.</p>
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<p>simple music. Graphic score taught in the first unit can also be used. but This is a more specific and universally recognised language for reading and writing music. The content delivered in this unit will be referenced throughout a students' musical journey from KS3-5. Pupils learn about music in the treble clef on a staff and also look at ledger lines. Students are taught basic rhythm notation including straight rhythms in simple time signatures 2/4, 3/4, 4/4. These are semiquaver, quaver, crotchet, minim, semibreve and combinations of these. There is an introduction to some</p>	<p>Tradition and a variety of Popular Musical styles. Students will experience this unit through performing, composition and listening and appraising. The music theory focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols. Simple rhythmic and melodic dictation exercises are provided in both graphic and staff notations based on repeated musical patterns. This sequences well at this point as students have just been introduced to bass clef notation and the treble clef notation was learnt in Year 7 in Unit 2.</p>	<p>films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. The focus of this unit is on creating and composing, there are opportunities for pupils to critically engage with a range of film music through listening and appraising, together with some performing activities of famous film themes and leitmotifs. Assessment for this unit is a mid unit listening test and a composition task of setting music to film/visual image.</p> <p>Term 3 Unit 3 Blues and Jazz This unit develops an understanding of the</p>	<p>Performance 'master classes'. Students select potential pieces to practise and improve over the term. Record for self-assessment against criteria (NB this recording cannot be used as a final submission). This is also assessed according to GCSE criteria.</p> <p>AoS 3: Rhythms of the World Exploration of the different styles through workshops, group performances and compositions.</p> <p>Indian Classical Bhangra Samba Calypso Greek Israeli and Palestinian</p>		<p>personal aims. They are expected to use peer and tutor comments for this.</p> <p>At the end of Year 1 students complete a mock external unit from a previous year to give them the experience of how this will work in Y13. They will either be completing a performance (Unit 387) or composition based unit (390).</p>	
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<p>common groupings of notes and some simple dotted rhythms.</p> <p>This unit culminates in a mixing of both rhythm and pitch in an introduction to keyboard and ukulele playing which combines what students have learnt in this unit.</p> <p>Students will be expected to continue to use the elements of music in this work. An assessment is given at the end of the unit which is based on knowledge and understanding and also a practical keyboard task which tests the students understanding of rhythm and pitch.</p> <p>Term 3 Unit 3 Structure</p>	<p>This unit is assessed at a mid point with a composition task based around an ostinato and a final end of unit knowledge test.</p> <p>Term 3 Unit 3 Samba and Ukulele</p> <p>This final unit of year 8 introduces the polyrhythmic style of Latin-American Samba and revises and revisits key concepts concerning rhythm, beat and pulse from Year 7.</p> <p>This is developed to include polyrhythms, cyclic rhythms, syncopation, ostinato and call and response.</p> <p>The unit is mainly based on large group ensembles as a class.</p> <p>The unit is based around a flexible class Samba piece - an</p>	<p>key musical features of Jazz and Blues, exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres.</p> <p>The characteristic 12-Bar Blues chord pattern is the starting point for the unit with students learning chords I, IV and V as triads in C Major before extending these into seventh chords triads and turn these into a Walking Bass Line which was also referenced in Year 8.</p> <p>The Blues Scale introduces a new melodic resource on which to improvise using ostinato, riffs and fills within the 12-Bar Blues. The (adapted) Swing/Big Band piece “In the Mood” is used as a case study into the</p>	<p>Assessment of this unit is an end of unit Listening Test</p> <p>Summer AoS 1 and Practical Portfolio</p> <p>Students use lesson and home learning time and instrumental lessons to finalise their choice for their AoS 1 performance.</p> <p>Students prepare (or are given by the teacher) group performances to be rehearsed and then workshopped during lessons in preparation for their Ensemble Performance from Integrated Portfolio</p> <p>This is audio recorded and assessed according to GCSE criteria.</p> <p>Composition:</p>			
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<p>This unit is an examination of how music is structured and why it is important. Students will start by examining question and answer phrases within music and then about larger musical structures of binary, ternary, rondo, theme and variation and verse-chorus.</p> <p>Pupils are given the opportunity to perform and compose within these structures and are introduced to Western Classical traditional and Popular music to demonstrate these. Students will use their prior knowledge of Elements of Music and rhythm and pitch in order to perform and create their own music.</p>	<p>arrangement of Bellini's "Samba de Janeiro" where original melodic parts have been adapted and Samba percussion rhythms added to form various subsections: Intro, Groove, Breaks, Mid-Sections and Coda which are learned over a series of lessons and "added to" as the unit progresses. There is a link back to Form and Structure in Year 7, this is a new form. This unit culminates with a knowledge and listening assessment.</p>	<p>12-Bar Blues and textural layers of Swing and includes performance and improvisation activities consolidating knowledge, skills and understanding of Jazz and Blues from previous lessons. The history, origins and development of the Blues and different types and styles of Jazz are interspersed throughout the unit. Instruments, timbres, and sonorities used in Jazz and Blues are also explored and the different roles the Frontline and Rhythm Section instruments within Jazz and Swing/Big Bands Assessment is performance based mid term in creating a Blues melody and culminates in a</p>	<p>Completion of composition for practical Portfolio This is a final assessment according to GCSE criteria</p> <p>AoS 4: Film Music Exploration of how music can create a mood/emotion, significant characters or actions. This can be done through workshops, short performance and composition tasks. Students undertake an end of year assessment: Year 10 Mock Listening Exam comprising of questions from AoS 3, 4 and 5</p>			
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<p>This unit is assessed mid unit with a composition task in binary form and by a knowledge test at the end of the year and</p>		<p>listening test at the end of the year.</p>	<p>A mock Listening paper based on Conventions of Pop Rhythms of the World and Film Music</p>			
<p>FURTHER OVERVIEW</p> <p>All work in the 3 units of year 7 is based on Listening and Appraising, Composing and Performing Term 1</p> <p>Unit 1 Elements of Music</p> <p>Students will acquire and apply their understanding and knowledge of:</p> <ul style="list-style-type: none"> • pitch • articulation • sonority • dynamics • duration • texture • tempo • melody • rhythm 	<p>FURTHER OVERVIEW</p> <p>All work in the 3 units of year 8 is based on Listening and Appraising, Composing and Performing</p> <p>Term 1</p> <p>Unit 1 All about the Bass</p> <p>Introduces students to commonly used bass lines using the bass clef.</p> <p>Term 2</p> <p>Unit 2 Hooks and Riffs</p> <p>Explores music based on repeated musical patterns, examining music from the</p>	<p>FURTHER OVERVIEW</p> <p>All work in the 3 units of year 8 is based on Listening and Appraising, Composing and Performing</p> <p>Term 1</p> <p>Unit 1 Music for Dance</p> <p>Dance music takes an explorative look into rhythm, chords and metre in a 2 dance styles, Viennese waltz and 70's Disco.</p> <p>Term 2</p> <p>Unit 2 Soundtracks</p> <p>The unit begins with an introduction into the purpose of film</p>	<p>FURTHER OVERVIEW</p> <p>All work over the year is guided by OCR GCSE Music syllabus. This will include AOS 1, AOS 3, AOS4 and AOS 5</p> <p>Autumn Term AoS 1</p> <p>Students will develop an awareness of own instrument's capabilities through research and performance.</p> <p>Composition:</p> <p>Students will begin to develop initial ideas for composition:</p> <ul style="list-style-type: none"> • 3 note 	<p>FURTHER OVERVIEW</p> <p>All work over the year is guided by OCR GCSE Music syllabus. This will include AOS 1, AOS 2, AOS 3, AOS4 and AOS 5</p> <p>Autumn AoS 1</p> <p>Students record their AoS 1 performance. Students choose and finalise their Ensemble Performance choice.</p> <p>Composition: Integrated Portfolio</p> <p>Release of Composition Briefs. Students will begin writing their</p>	<p>FURTHER OVERVIEW</p> <p>Students complete RSL Subsidiary Diploma for Music Practitioners. The aim is to do half of the credits in Year 1</p> <p>Students are given autonomy over their choice of units and the first units are individual students choice. Students complete 45 credits in this year.</p> <p>One of these units (final one in this year) the core compulsory unit Planning for a career in the Music Industry.</p>	<p>FURTHER OVERVIEW</p> <p>Any outstanding units and the external unit are completed in this year.</p> <p>External Unit is dependent on the pathway they have chosen- Business, Composition, Performance or Technology. Students at AGS follow Performance or Composition.</p> <p>Release dates for the external unit is early November-they have 10 hours of preparation time - their controlled time is from January-March 31st over 40</p>

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<ul style="list-style-type: none"> • Instruments <p>Students are introduced to Graphic Score.</p> <p>Term 2 Unit 2 Rhythm and Pitch This unit introduces treble clef notation and basic rhythms.</p> <p>Term 3 Unit 3 Structure An examination of how music is structured.</p> <ul style="list-style-type: none"> • QA • Binary • Ternary • Rondo • Theme and Variation • Popular 	<p>Western Classical Tradition and a variety of popular musical styles.</p> <p>Term 3 Unit 3 Samba and Ukulele Introduces the polyrhythmic style of Latin-American Samba. Students will learn about:</p> <ul style="list-style-type: none"> • Polyrhythms • Cyclic rhythms • Syncopation • Ostinato • Call and Response <p>Students will perform using Samba structure of Intro, Groove, Breaks, Mid-Sections and Coda</p>	<p>music and the decisions and challenges a composer of film music faces.</p> <p>Term 3 Unit 3 Blues and Jazz Develops students understanding of the key musical features of Jazz and Blues. This is done through the history and origins of the styles and an exploration into chords, chord patterns and how improvisation is used.</p>	<ul style="list-style-type: none"> • Primary chords • Cadences • Word setting • Chord sequence • Ballad <p>AoS 5: Conventions of Pop Exploration of the different styles required. Rock N roll Rock Anthem Pop Ballad Solo singers</p> <p>Spring Term Composition and Practical Portfolio Use Mixcraft DAW to begin own composition. This is a free choice of style.</p> <p>AoS 1 Performance ‘master classes’.</p>	<p>composition to the brief.</p> <p>AoS 2: The Concerto through Time Exploration of the concerto in Baroque, Classical and Romantic periods.</p> <p>AoS 5 A review of learning completed in Year 10.</p> <p>Spring Term Prepare and record ensemble performances.</p> <p>Composition: Continue to work to complete Integrated composition.</p> <p>AoS 3 and AoS 4 A review of learning completed in Year 10</p>	<p>At the end of Year 1 students complete a mock external unit from a previous year to give them the experience of how this will work in Y13.</p>	<p>hours. This unit is worth 30 credits.</p> <p>In the 10 hours students can be offered guidance by teacher. In this 10 hours they are allowed to use the internet to make notes and research. After the 10 hours they are given 40 controlled hours to complete the assignment.</p>
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AoS 3: Rhythms of the World

Exploration of
Indian Classical
Bhangra
Samba
Calypso
Israeli and
Palestinian
Greek

**Summer
Term**

**AoS 1 and
Practical
Portfolio**

Finalise their choice
for their AoS 1
performance.

Composition:

Completion of
composition for
practical Portfolio

AoS 4: Film Music

Exploration of how
music can create a
mood/emotion,
significant
characters or
actions.

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