



Curriculum Implementation : Music



Key Stage 2

Key stage 2

Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes

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 inter-related dimensions of music.

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations and appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

On arrival at St. Augustine of Canterbury pupils are found to have different musical experiences ranging from singing once a week in assembly, regular wider ops lessons often on different instruments so progression is limited and individual private lessons. Very few have had experience of using different musical terms in relation to the key elements of music and some have never had the opportunity to create their own music. With this in mind To establish pupils current level data is collected in the first lesson to allow building blocks to be put in place for pupils to progress effectively towards their Meg

Year 7

The Bridging Unit 1: Finding Your Voice

Skills: Through a series of performing, composing and appraising tasks pupils will work towards developing an understanding of how they can use their voices to create music. They will learn how to beatbox, the importance of keeping a steady pulse, how to combine vocal sounds together and how to use technology to record and improve work. They will explore four chord songs and be able to maintain a repetitive pattern in a group performance. **Challenge:** Pupils will take on leadership roles, perform more rhythmically and melodically complex parts. Create a piece of music in a verse chorus structure and combine more sounds together when beat boxing.

Unit Two: I've Got Rhythm

Skills: Through a series of performing, composing and appraising tasks pupils will work towards developing a working knowledge of the key musical elements (tempo, dynamics and duration) using body sounds and developing vocal technique. Pupils will build on their knowledge of binary form and work use the correct symbols and terms to compose a rhythm and explore ternary form. Develop a knowledge of rhythms used in African music such as repetition and call and response. They will continue to evaluate their own work an start to suggest improvements to other work. Focus will be on performing in time within a group setting. **Challenge:** Pupils will develop a working knowledge of how rhythms can be grouped together using time signatures. Pupils will go onto to use rhythmic devices such as retrograde and polyrhythm to develop their pieces, using appropriate dynamics and tempo to provide contrast. Pupils use their own instruments. Pupils can talk about similarities and differences in between Western and African music

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Pupils will take part in remembrance service and welcome mass. Students will be given the opportunity to develop their performing skills in a inter class Christmas song competition where the winners will perform in the Christmas concert and Advent services. Visit from The Mighty Zulu Theatre Company workshop day.

Term 2 Unit 3 : Melody Makers

Skills: Through a series of performing, composing and appraising tasks, pupils will work towards developing a working knowledge of the key musical elements of pitch and timbre, developing keyboard skills as a medium in which to express their creativity. Pupils will develop the knowledge acquired in unit 2 by adding pitch to their composition using the pentatonic scale on the stage and by learning how to express subtle changes in dynamics and recognise families of instruments. They will start to notice simple rhythms by ear. They will develop their appraising skills by suggesting how the work of other can be developed and improved.

Challenge: Pupils can use different octaves to provide contrast in their melodies and use more complex duration and rhythmic devices such as sequences.

Unit Four: Carnival

Skills: Pupils through a series of composing, performing and appraising tasks with develop a working knowledge of Samba. They will work on becoming a Samba Band as a class, identifying instruments used, the significance of Carnival and how Brazilian society is impacted by this. They will compose using call and response and polyrhythmic patterns but will extend their skills further by the inclusion of syncopated rhythms. They will develop a working knowledge of the structure of Samba music and the role of the Agito in supporting smooth transitions from one section to another.

Challenge: Pupils are invited to take on a leadership role for the class ensemble, teach rhythms to the class and add melodic parts using keyboard or their own instruments. Pupils will go on to describe the impact the venue has on a performance. Use more complex drumming techniques.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Pupils will take part in Easter services. Students will be given the opportunity to develop their performing skills in a inter class Samba competition where the winners will perform in the Easter services. Pupils will have the opportunity to perform at the Carnival party for primary schools.

Term 3

Unit Five: Take to the Stage

Skills: Through a series of performing and appraising tasks pupils will develop the keyboard skills they acquired in the previous unit. They will develop hand technique using finger patterns and how to add basic expression to their work with a focus on correct duration and pitch. **Challenge:** Pupils will go on to add a bass line accompaniment part to their work in the left hand

Unit 6: Music through time

Skills: Through a series of performing, appraising and listening activities they will build on keyboard and vocal technique and apply the skills acquired in previous units to discover the key features of different periods of musical history. (Medieval, Renaissance and Baroque) Pupils will achieve this through the experiences of dancing and accompanying a Medieval Sword dance, dancing a Renaissance Pavanne and becoming Baroque chamber ensemble. Pupils will be able to describe how instruments and venues have changed over time.

Challenge: Pupils will have the opportunity to use their own instruments in performance work, they will be able to challenge themselves with varying degrees of part difficulty and taking on leadership roles.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills in a inter class Singing/instrumental competition where the winners will perform in the Summer concert. Trip to the see an orchestral concert. Opportunity in lessons to explore fashion from the periods studied.

Assessment

Students will be assessed at the end of each unit of work completed. They will receive feedback on each of the three components (Performing, Composing and Appraising) this will take the form of t- t and t+.

Written Feedback on assessments will be given and pupils will use this information to set personal targets for the next unit of study, these will be supported by the class teacher, to ensure effective progress is made.

Throughout each lesson feedback will be given to pupils both verbally and in some cases written by both teacher and their peers.

Year 8

Term 1 Unit 2: Fanfare

Skills: Through performing, composing and listening activities pupils will move on to considering occasion and pitch range when composing a piece of music by using the harmonic sequence (extension of notation previously learned) to create a fanfare. Pupils will describe how music reflects the occasion it is intended for using new term such as major and minor. Pupils will take into consideration how to compose for a specific instrument and it's limitations. New musical devices such as pauses and imitation (from Baroque listening) will be now explored through composition. **Challenge:** Pupils will follow the performance directions on a score when performing a piece of music. Pupils can opt to undertake more complex and challenging passages of music

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Pupils will take part in remembrance service and welcome mass. Students will be given the opportunity perform in the Christmas concert and Advent services.

Unit 8: The music of India

Skills: Pupils will reinforce the skills of ensemble playing learned in year 7 unit by creating a traditional Indian Raga performance. Pupils will develop skills in identifying musical texture (layering) and the structure of Indian Raga. They will use previously acquired notation skills to compose a piece of music using the key features of Indian music (Raga, Tala, Drone) by extending their rhythm repertoire to triplet rhythms and Raga, building on their knowledge of scales introduced in Melody Makers. (Pupils will perform a piece selecting instrument combinations to represent the genre they are studying. **Challenge:** Pupils can perform their own Gat sections, use their own instruments, take on leadership roles and use more complex rhythms in their work creating contrast using both tempo change and subtle dynamics to reflect the mood of the Raga

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club and Samba Band. Pupils will get the opportunity to perform in the Easter service. Whole school musical. Trip to see a show. Indian Dance workshop. Provide students with the opportunity to see a Showing of Bollywood film in after school music club activity.

Unit 9: Make a Remix

Skills: Pupils will use all of the compositional and appraisal skills they have acquired in the units studied to date to create a set of variations based on a piece of music of their choice. (imitation, drone, retrograde, layering, call and response, adding accompaniment parts) They will consolidate their knowledge of accompaniment patterns and major and minor tonality. **Challenge:** They will explore different ways chords can be performed in an accompaniment role. Create more variations and link them together securely.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the summer concert.

Assessment

Students will be assessed at the end of each unit of work completed. They will receive feedback on each of the three components (Performing, Composing and Appraising) this will take the form of t- t and t+.

Written Feedback on assessments will be given and pupils will use this information to set personal targets for the next unit of study, these will be supported by the class teacher, to ensure effective progress is made.

Throughout each lesson feedback will be given to pupils both verbally and in some cases written by both teacher and their peers.

Year 9

Term 1 Unit 10: Unit 5: Reaching New Heights

Skills: Through a series of composing, performing and appraising tasks pupils will use their knowledge of notation and rhythm to compose and perform pieces using difference scales. Activities include creating an accompaniment part for piano in an impressionistic style using a whole tone scale, extending knowledge of the pentatonic scale through creating a programmatic piece with Chinese influence and developing keyboard technique and knowledge of notes range through the Major scale whole tone and chromatic scales. Pupils will be able to describe the effects, the use, a specific scale has on a piece of music. **Challenge:** Pupils will have the opportunity to use their own instruments in performance work, they will be able to challenge themselves with different degrees of part rhythmic and melodic complexity and by taking on leadership roles. Pupils will be able to give specific examples to how they can improve their work and that of other pupils.

Unit 11: Pioneers

Skills: Through a series of composing, performing and listening tasks pupils will be encouraged to explore music which defies the conventions they have been taught in previous units. They will study through Minimalism, Serialism and Aleatoric methods how new approaches to music were explored in the 20th Century. Pupils will use their previously acquired skills to think outside the box and come up with a new way of creating music. They will develop their knowledge of texture to include layering and phasing and build on their knowledge of ostinato patterns to create resultant melodies and sequences. **Challenge:** Pupils can take on leadership roles, use technology to manipulate sounds

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Pupils will take part in remembrance service and welcome mass. Students will be given the opportunity perform in the Christmas concert and Advent services. Trip to see a musical at local sixth form to raise aspirations for further study and secure links to curriculum.

Unit 12: Romantic Music

Skills: Through a series of composing, performing and listening tasks pupils will be encouraged to explore music of the Romantic period between 1830 and 1900. Pupils will learn how to use Sibelius notation software to compose a Waltz. They will build on their knowledge of the Treble clef by learning the notes in the Bass clef. They will develop their melodic composition skills by composing a melody to fit over a set of chords. Pupils will combine the skills of musical devices they have built up so far and apply them to creating a contrasting section in their piece. They will describe how the piano has developed in this period. **Challenge:** Pupils will learn how to put chords in their inversions and some will go on to modulating to a relative key to create a contrasting section. They will add expression marks to their work in keeping with the style of the music. Pupils will go on to say how music became more accessible during the Romantic period.

Unit 13: Chair Drumming and Four Chord Songs.

Skills: Through a series of composing, performing and listening tasks pupils will be learning how to perform a drum part using different parts of a chair. They will be able to identify different parts of a drum kit and perform along with a backing track. They will build on the first unit they studied in Year 7 by composing their own four chord song in groups. **Challenge:** Pupils will use more complex chord structure in their piece and play parts in their performance and composition work which are more rhythmically and melodically complex.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club and Samba Band. Pupils will get the opportunity to perform in the Easter service. Whole school musical. Trip to have the opportunity to see a live orchestral performance of a film soundtrack at the Liverpool Philharmonic or similar

Unit 14: I've Got the Blues

Skills: Using improvisation skills acquired during the study of Indian Raga student now explore improvisation techniques in more depth using the blues scale. Pupils develop the ability to link the development of a music style in response to major events in history (slave trade) Pupils build on their knowledge of triad chords by adding 7ths in keeping with the style of blues. Pupils will compose and perform using the conventions of Blues music. (call and response, improvisation, front line and accompaniment instruments and riffs)

Challenge: Some pupils will improvise using complex syncopated patterns and take on more complex performance passages. Swing quaver rhythms in performance. Perform a walking bass pattern.

Unit 15: Music of the Caribbean

Skills: Through a series of performing and appraising tasks pupils will develop the keyboard skills they have previously acquired. They will develop a knowledge of Calypso, Ska and Reggae music and will be able to identify features of each style. Pupils will work in groups to create a performance and in composing riffs. They will consider using appropriate instruments to the style they are performing in. **Challenge:** some pupils will perform combining the riff and chords together, describe how the previous topic links to the development of the three musical styles studied through the slave trade and identify the roles of instruments within the different styles.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the summer concert. Composing workshop. Trip to Museum of Slavery in Liverpool in conjunction with History department.

Assessment

Students will be assessed at the end of each unit of work completed. They will receive feedback on each of the three components (Performing, Composing and Appraising) this will take the form of t- t and t+.

Written Feedback on assessments will be given and pupils will use this information to set personal targets for the next unit of study, these will be supported by the class teacher, to ensure effective progress is made.

Throughout each lesson feedback will be given to pupils both verbally and in some cases written by both teacher and their peers.

At the end of the year there will be a listening test graded on GCSE outcomes with clear teacher led targets and the opportunity for students to set their own targets. Composition and Performance work will be assessed and feedback received when undertaken.

Year 10

Term 1 Units 16 and 17 will run simultaneously (during unit 16 and 17 performance will continue one lesson a week)

Unit 16: Theory and Composing using Sibelius

Skills: Pupils will reinforce prior learning of Sibelius through a series of theory based tasks. They will explore key signatures building on previous knowledge of scales. Pupils will reinforce their knowledge on chords and how they relate to key signatures. They will develop a knowledge of how keys are related to each other and how Roman numerals are used to indicate a chord in a given key. They will develop a working knowledge of cadences. Pupils will revise their previously acquired knowledge of rhythms and clefs. **Challenge:** Pupils will develop modulation skills and knowledge of the Alto clef.

Unit 17: GCSE Performance

Skills: Pupils will work on producing a performance either in an ensemble or solo setting. Pupils will be guided by their class teacher in partnership with the pupils' peripatetic teacher to choose a suitable piece. They will be set technical exercises to work on throughout the unit. **Challenge:** Some pupils will go on to higher level pieces

Unit 18: Musical Forms and Devices

Skills: Through listening to examples of music from the Western Classical tradition (1850-1910) they will consolidate their ability to recognise pieces in binary, ternary, minuet and trio, rondo, variation and strophic forms. The will go on to develop their ability to identify regular and irregular phrasing, pedal, canon, disjunct and conjunct melodies, simple chord progressions and cadences, modulation to the dominant and relative minor. They will revise knowledge on sequences, imitation, contrast, repetition, ostinatos and drone studied at KS3. **Challenge:** Pupils will be able to apply these forms and devices to different pieces of music from this tradition. They will discuss how the social and economic situations of the times influenced how music was composed and the venues in which it was performed.

Unit 19: Set work 1

Skills: Pupils will draw on previously acquired skills from KS3 (specifically units 6/7/13 and unit 16/19) to identify the key features of the passage of music in the exam board set work. Badinerie by JS Bach for flute and strings in B minor (Orchestral Suite No.2)

Challenge: Pupils will say how these features relate to a given period and how they have been used to create

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the Christmas concert. Trip to the theatre to see a musical or similar. Trip to see Lyme hall to get a feel for the setting chamber music would have been performed in originally.

Term 2 Pupils will continue working on their performance work throughout the term, with one lesson a week on performance

Music for Ensemble unit 20

Skills: Reinforcing learning from KS3 learning units 6/14/15 pupils will learn to identify how composers use texture in their musical compositions. They will look at monophonic, polyphonic, unison, chordal, layered, round, canon and countermelody textures in a variety of musical ensembles. They will build on their knowledge of Basso continuo (unit 6) Jazz and Blues trio (unit 14) to cover String Quartets, Vocal Ensembles used in Musical theatre, and Sonata form used in chamber ensembles. Learning will involve short composition tasks. **Challenge:** Some pupils will go on to discuss how texture is combined with other musical elements in a variety of compositions.

Film Music Unit 21

Skills: They will focus on how instruments are used (timbre) and dynamics to identify features of music that are written for different genres of film. They will discuss how musical elements respond to a specific commission, how leitmotifs and thematic transformation are used to develop thematic material. Identify how technology has been used to enhance sonority for effect. They will revisit minimalism from Unit 11 (ks3) and apply this to film music.

Challenge: Pupils will respond to a given stimulus to create a piece of music that uses musical elements which reflect the intentions appropriately

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the Easter concert. Weekend residential trip to London to see different concerts.

Term 3 Pupils will continue working on their performance work throughout the term, with one lesson a week on performance

Unit 22: Composition 1 Share criteria based on GCSE outcomes with the pupils.

Skills: Pupils will use the skills they have acquired so far to compose a piece of music at least 2 minutes in length. The will work with their teacher to choose an appropriate brief. They will keep a diary to show what they have achieved each week. **Challenge:** Some pupils will take on more complex structures, modulate effectively, use more advances musical devices to construct melodic lines and explore complex chords in keeping with their chosen style.

Unit 23: Popular Music

Skills: Through a series of performing, composing and listening tasks pupils will develop the ability to recognise the key features of rock pop, bhangra. Building on previous knowledge of 12 bar blues, strophic forms, improvisation, phasing and syncopation acquired in previous units, pupils will add samples, panning, use of melisma and syllabic writing, song structure, looping and balance to their skill set. They will explore how instrumental and synthesised sound is used. **Challenge:** Pupils will be able to describe the effects of the various techniques on the music they listen to and study.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the summer concert. Invite up and coming pop acts into school to perform and then chat with pupils about how they got into the industry. GCSE catch up and coursework sessions.

Assessment

Students will be assessed at the end of each unit of work completed. They will receive feedback on each of the three components (Performing, Composing and Appraising) this will take the form of t- t and t+.

Written Feedback on assessments will be given and pupils will use this information to set personal targets for the next unit of study, these will be supported by the class teacher, to ensure effective progress is made.

Throughout each lesson feedback will be given to pupils both verbally and in some cases written by both teacher and their peers.

At the end of the year there will be a listening test graded on GCSE outcomes with clear teacher led targets and the opportunity for students to set their own targets. Composition and Performance work will be assessed and feedback received when undertaken.

Year 11

Term 1 (Modules 24 and 25 will run simultaneously)

Unit 24: Some 2 Composition coursework based on composition brief issued by the board. Share criteria based on GCSE outcomes with the pupils. **Skills:** Pupils will use the skills they have acquired so far to compose a piece of music at least 2 minutes in length. The will work with their teacher to choose an appropriate brief. They will keep a diary to show what they have achieved each week. **Challenge:** Some pupils will take on more complex structures, modulate effectively, use more advances musical devices to construct melodic lines and explore complex chords in keeping with their chosen style.

Unit 25: Set work 2

Skills: Pupils will draw on previously acquired skills in unit 23/16/15/14/13 to identify the key features of the passage of music in the exam board set work. **Challenge:** Pupils will say how these features relate to a given genre of popular music and how they have been used to create effects and draw links with the influences from the composers' experiences with the music.

Unit 26: Recording of Performance 1.

Skills: Pupils to produce two pieces either one solo and one ensemble or two ensemble pieces for submission to exam board. It needs to be at least two minutes in total. **Challenge:** Some pupils will take on a piece which is more difficult on the exam board criteria.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the Christmas concert. Trip to the theatre to see a musical or similar.

Term 2 Unit 27: Record Performance 2

Skills: Pupils to produce two pieces either one solo and one ensemble or two ensemble pieces for submission to exam board. It needs to be at least 2 minutes in total. **Challenge:** Some pupils will take on a piece which is more difficult on the exam board criteria.

Unit 28: Revision of Four areas of study with practice questions

Term 3 Listening Examination taking place and coursework already submitted

Assessment

Mock exams– feedback given to students based on expected exam result with clear targets given to improve final grade outcome. Students given personal revision strategy.

GCSE examination starts in May