



# Music

## Year 7-11 Subject Learning Scheme 2017-2018



Year 7 KS3	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Practical application</li> </ul> <p><b>Students in year 7 will experience a range of activities, acquiring a wide range of skills.</b></p> <p><b>Throughout Key Stage 3 students will be given a start level at the beginning of each unit of work. Formative assessment will take place throughout each session/unit in order to constantly monitor the progress of each pupil. Overall</b></p>	<p><b>Elements of music/ Introduction to notation</b></p> <p>During this half term pupils will be introduced to the elements of music through a range of listening, performance and composition exercises. Throughout the course pupils will investigate pitch, dynamics, timbre, texture, attack &amp; decay and duration. Pupils will be introduced to musical terminology and notation styles including guitar tablature, standard notation and graphic scores.</p>	<p><b>Composition and Christmas Music</b></p> <p>Pupils will continue to develop their knowledge of musical element. They will focus more heavily on performance and composition work in order to build their confidence as musicians. During December pupils will begin to study Christmas music. This is a very popular unit that helps pupils solidify their understanding of musical notation through familiar music. Lessons will be mostly practical based rehearsal sessions where pupils will have the opportunity to</p>	<p><b>Rhythm and Pulse</b></p> <p>Pupils will investigate rhythm and pulse in detail through appraisal of existing music, performance and composition. Pupils will engage with a wide variety of musical genres in order to recognise changes in how rhythm and pulse is applied throughout. They will focus on Pop, Dance, Classical, African Drumming and Hip Hop. This module places a great emphasis on group work enabling pupils to practice performing in time with one another. Pupils will cover the relevance of note values including dotted notes and</p>	<p><b>Instruments of the Orchestra</b></p> <p>Pupils will investigate orchestral music in it's many forms and become familiar with instrumental families and the instruments they consist of. They will carry out composition and performance work designed to demonstrate their understanding of instrumentation. They will also investigate the role of the conductor through a range of practical exercises. They will take part in listening tests and engage with orchestral music.</p>	<p><b>Musical Futures</b></p> <p>This project will begin with pupils learning about the importance of a wide range of skills associated with bands. Pupils will learn about a range of common instrumentation in rock and pop music. Pupils will form bands within their classes and develop independent rehearsal skills through learning a well known piece of popular music. Pupils will create bands in friendship groups and also carry out focussed rehearsal in instrumental groups.</p> <p>Pupils will get the opportunity to perform as part of a band and be able to play instruments that they have often not experienced before.</p>	<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Practical application</li> </ul> <p>Students in year 7 will experience a range of activities, acquiring a wide range of skills.</p> <p>Throughout Key Stage 3 students will be given a start level at the beginning of each unit of work. Formative assessment will take place throughout each session/unit in order to constantly monitor the progress of each pupil. Overall levelling will be carried out at key points throughout the year.</p>

<b>levelling will be carried out at key points throughout the year.</b>		progress with notation and performance skills	learn to compose and perform from rhythm grids.			
<b>Key Homework</b>						Key Homework
<b>Key Assessment incl. dates</b>	Base line testing carried out at beginning of unit.	Assessment of performance and composition.	Formative assessment throughout unit.	Formative assessment throughout unit.		Key Assessment incl. dates

<b>Year 8 KS3</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<p><b>Key Learning</b></p> <p><b>Students in year 8 will experience a range of activities, acquiring a wide range of skills.</b></p> <p><b>Throughout Key Stage 3 students will be given a start level at the beginning of each unit of work. Formative assessment will</b></p>	<p><b>Popular Music Composition</b></p> <p>Pupils will learn about stock chord progressions and be given a well known structure with which to write their own piece of original music in their groups from the previous module. Areas covered within this unit are</p> <ul style="list-style-type: none"> <li>• What is Composition?</li> </ul>	<p><b>Film Music</b></p> <p>Pupils will investigate how music is used in film and TV. They will learn about motif and perform well known pieces of film music on various instruments. They will be given a piece of film to compose an original score to.</p>	<p><b>Jazz and Blues</b></p> <p>Pupils will investigate the origins of Jazz and Blues music and discover their impact on the current world of music. They will be introduced to 12 bar blues through performance tasks. Working in small groups pupils will use the 12 bar blues structure as a basis</p>	<p><b>African Drumming</b></p> <p>This module investigates African music through contextual study and performance related tasks. Pupils are also introduced to rhythm grid notation. In addition to a contextual understanding of African music and</p>	<p><b>Electronic Music Composition</b></p> <p>As in year 7 pupils will use Garageband software on the Apple Mac computers to compose their own original music in a style of their choice. They will be expected to incorporate elements from each of the modules covered throughout the year (and key stage 3 as a whole). Pupils are encouraged to be as</p>	<p><b>Key Learning</b></p> <p>Students in year 8 will experience a range of activities, acquiring a wide range of skills.</p> <p>Throughout Key Stage 3 students will be given a start level at the beginning of each unit of work. Formative assessment will take place throughout each session/unit in order to constantly monitor the progress of each pupil.</p>

<p><b>take place throughout each session/unit in order to constantly monitor the progress of each pupil. Overall levelling will be carried out at key points throughout the year.</b></p> <p><b>Year 8 pupils will begin to work at a more advanced level of performance (especially in group situations) and will begin to focus on higher level compositional techniques. They will also investigate further into the cultural and contextual placement of music.</b></p>	<ul style="list-style-type: none"> <li>• Study of genre specific characteristics</li> <li>• Lyric writing</li> <li>• Creating melodies to complement chord progressions</li> <li>• Learning about lead instruments and solos</li> <li>• Arrangement</li> <li>• The make up of musical keys and how they can be used to develop a musical idea</li> <li>• Learning to write for and perform different instrumental parts in an original composition</li> <li>• Development of composition into live performance</li> <li>• Using computers to create 'studio'</li> </ul>	<p>Pupils will be assessed on their ability to show understanding of how motif, mood, texture, timbre and dynamics affect the effectiveness of music for film.</p>	<p>for their own original composition. The compositional aspect of this module will incorporate lyric writing and improvisation.</p>	<p>it's associated techniques pupils will compose and perform their own polyrhythmic pieces of music using the schools African percussion. They will investigate different types of African instrumentation and playing techniques. Pupils will also give presentations on their knowledge of African music.</p>	<p>creative as possible and explore the capabilities of the sequencing software in terms of sound design and mixing techniques.</p>	<p>Overall levelling will be carried out at key points throughout the year.</p> <p>Year 8 pupils will begin to work at a more advanced level of performance (especially in group situations) and will begin to focus on higher level compositional techniques. They will also investigate further into the cultural and contextual placement of music.</p>
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	<p>versions of original pieces</p> <ul style="list-style-type: none"> <li>• Recording MIDI into garageband</li> <li>• Recording audio into garageband</li> <li>• Using special effects to mix sounds in garageband</li> <li>• Arranging compositions in garageband</li> <li>• Remixing</li> </ul>					
<b>Key Homework</b>						
<b>Key Assessment incl. dates</b>	Assessment of final group performance and overall compositional effectiveness in final recording	Assessment of final composition	Assessment of group performance	Assessment of performance and end of unit presentation	Summative assessment of progress throughout the year.	

<b>Year 9 KS3</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<p><b>Key Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b></li> <li>• <b>Skills</b></li> <li>• <b>Experiences</b></li> </ul> <p><b>Students will begin their GCSE Music course, working through the AQA syllabus.</b></p>	<p><b>Free Composition</b></p> <p>Students are introduced to the GCSE Music course and given information about the structure of the course. (60% practical – 40% listening, appraising and contextual understanding )</p> <p>Pupils are re-familiarised with Garageband software and shown how to use it for musical score creation. They are also introduced to the areas of study.</p>	<p><b>Free Composition</b></p> <p>This is the ‘Free’ composition module where pupils can make music of their choice in line with the areas of study. Pupils will use Garageband to create original compositions that are accompanied by musical scores. Pupils investigate a variety of compositional techniques throughout different genres and learn how to notate music accurately using several techniques</p>	<p><b>Performance</b></p> <p>Pupils begin to learn parts and rehearse for group and solo performances. This unit encompasses both solo and ensemble performance and represents 30% of the overall course. Pupils form groups in class to carry out their ensemble performances. They are encouraged to organise several different performances that provide an opportunity to best showcase their skills.</p>	<p><b>Composition and Performance Completion</b></p> <p>Pupils will continue to ‘fine tune’ their performances and compositions. As pupils have specialisms in different areas of music this is an opportunity to ensure their final submissions are completed to extremely high standards.</p>	<p><b>Composition and Performance Completion</b></p> <p>Various workshop sessions are delivered to ensure that pupils can identify any areas of weakness within their performance and improve their knowledge. This is done in order to further ensure that pupils can reach their highest possible potential.</p>	<p><b>Introduction to Musical Appraisal</b></p> <p>Pupils follow a scheme of work designed to introduce them to the contextual and theoretical background of the AQA Music Appraisal exam. This involves a large degree of listening exercises accompanied by practical tasks where pupils can solidify their knowledge through personal experience with the ideas being introduced.</p>

<b>Key Homework</b>	Investigation into chosen composition 1 to 1 tutorial meetings	1 to 1 tutorials	Investigation into chosen performance style	Out of class rehearsal sessions	1 to 1 tutorial sessions for guidance across identified areas of weakness	Practice exam questions from past years.
<b>Key Assessment incl. dates</b>		Formative marking of free composition and scores. Feedback provided for areas of success and improvement.		Recordings are made of performances and gradings are given to individual pupils.		Final formative grading is issued to pupils with feedback on areas of strength and areas for improvement

<b>Year 10 KS4</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Key Learning</b> <ul style="list-style-type: none"> <li>• knowledge</li> <li>• skills</li> <li>• experiences</li> </ul>	<b>Composition to a brief</b>  In this module pupils will be given a 'commission' style composition	<b>Composition to a brief</b>  Pupils continue to work on their compositions relating to the strand during	<b>Listening, Appraisal and contextual understanding</b>  This will increase their skills in listening and	<b>Program Notes</b>  Pupils must create program notes explaining their decisions within their	<b>Continued composition, revision and practice</b>  Throughout the summer term	<b>Continued composition, revision and practice</b>  Particular attention will be paid to any areas where individual pupils

<p><b>Students will continue their GCSE Music course, working through the AQA syllabus.</b></p>	<p>task where they must respond to a given brief. These briefs could be written descriptions, events or visual art concepts. Pupils will cover:</p> <ul style="list-style-type: none"> <li>• Appropriate sound sourcing</li> <li>• Genre specific techniques</li> <li>• Creation of music for specific audiences.</li> </ul>	<p>this term. The compositions must also incorporate at least 2 of the areas of study. Pupils will investigate instrumentation, structure and several other aspects of composition unique to each of the different musical strands.</p>	<p>appraisal of a wide variety of music.</p>	<p>composition to a brief to accompany the musical submission.</p>	<p>pupils will focus on completion of all modules they have carried out. The context, listening and appraisal takes place as an exam and as such this study will be ongoing until the final year 11 examinations take place.</p>	<p>have weaknesses in order to ensure that they are able to succeed in their final year 11 grading</p>
<p><b>Key Homework</b></p>	<p>Investigation/ research into study pieces</p>		<p>Practice exam questions</p>	<p>Drafts of written program notes for each composition</p>		
<p><b>Key Assessment incl. dates</b></p>		<p>Formative marks and feedback provided in order for pupils to complete contextual 2 study to the necessary standard.</p>				<p>Formative grading for all modules carried out including grading for practice test papers</p>

<b>Year 11 KS4</b>	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>