

Curriculum Intent Statement for Music

	Term 1	Term 2	Term 3
Year 7	Elements of Music	Rhythm and Pulse	Programme Music
Year 8	The Blues	Samba	Dance Music
Year 9	School of Rock	Song Writing	Film Music
Year 10	Unit 5: Introduction to Performing – Rehearsal Skills	Unit 5: Introduction to Performing – Performance and Review Unit:1 The Music Industry - Organisations	Unit:1 The Music Industry – Job Roles
Year 11	Unit 6: Introduction to Recording	Unit 2: Managing a Music Product	

Year 7

Elements of Music

Key Learning – Pitch, Dynamics, Tempo, Duration, Structure, Texture, Timbre.

A good understanding of the elements of music is essential for students to be able to comment critically when listening to music and for understanding how to improve, or suggest improvements, to their own work or that of others. Elements of music is constantly referred to when discussing and analysing music across the key stage and into key stage 4.

Rhythm & Pulse

Key learning – Pulse, Rhythm, Rhythm Notation, Ostinato.

This unit builds on the knowledge and skills covered in the previous unit and provides the opportunity for students to be able to write down their composition work.

Programme Music

Key learning – Phrases, Staff Notation, Sharp, Flat.

This unit develops the students understanding of how to write their music using staff notation and to structure their compositions using phrasing.

Year 8

Blues

Key Learning – (Staff & Rhythm Notation revisited) Chords, 12 Bar Structure, Walking Bass, Improvising, Lyric Writing.

This unit builds introduces chords and how they can be used to create the structure of a song and that music does not need to be written down for performing.

Samba

Key learning – (Pulse, Rhythm, Ostinato revisited) Polyrhythms, Syncopation, Fills.

This unit provides opportunity for students to understand how music can be structured in different ways and can be used for a variety of occasions.

Dance Music

Key learning – (Staff & Rhythm Notation revisited) Waltz, Pavane, EDM, 3/4 Time Signature, Octaves, Melody Writing, Drone, Modal Scales, Music Technology to Create a composition (Garage Band).

This unit develops the students understanding of how music for dancing can be created for a number of different intentions.

Year 9

Rock School

Key Learning – (Staff & Rhythm Notation revisited) Tab, strum patterns.

This unit allows students to explore how a real life band may approach learning a piece of music in a more informal way.

Song Writing

Key learning – Riff, 4 Chord Song Structure, Bridge.

This unit provides the opportunity for students to combine all that they have learned in previous units with the new knowledge learned to create a complete pop song.

Film Music

Key learning – (Aspects of music technology revisited), Leitmotif, Dissonance, Synchronisation (Mickey Mousing), Underscoring

This unit shows how music can be used in the wider world, not just the performing sector and revisits how music technology can be used to create music.

Year 10

Unit 5: Introducing Music Performing

Key Learning – Learning Aim A: Develop your music performance skills and review your own practice, Learning Aim B: Use your music performance skills within rehearsal and performance.

This unit enables students will explore skills and make decisions as they prepare for performance and is a direct follow on from the rock school unit covered in year 9.

Unit 1: The Music Industry

Key learning – Learning Aim A: understand different types of organisations that make up the music industry, Learning Aim B: understand job roles in the music industry.

This unit allows students to gain a good understanding of the scope of the music industry with a view to getting work in and using the organisations that exist. They will investigate music organisations to find out about the work they do and how they relate to and rely on one another. They will also be given the opportunity to find out about the people who work in these organisations, from performers to people who work in technical, production and administrative roles. This is one of the core units and should a student not achieve a high grade on this paper they have the option to re-sit in year 11.

Year 11

Unit 6: Introducing Music Recording

Key Learning – Learning Aim A: plan a recording session, Learning Aim B: use recording equipment safely to produce multi-track recordings.

In this unit students will record from audio sources such as acoustic instruments, amplified instruments, electronic instruments and vocals. Students will learn how to control the input signals from real sound sources using gain and microphone placement. Once the tracks have been recorded successfully, they will mix these sounds together into a finished recording using some basic processing such as reverb, chorus and EQ.

Unit 2: Managing a Music Product

Key Learning – Learning aim A: plan, develop and deliver a music product, Learning aim B: promote a music product, Learning aim C: review the management of a music product.

This unit will enable students to manage the planning, delivery and promotion of a live concert, CD, or other music product. Students will use the recordings produced in Unit 2 to create the portfolio of evidence required for this unit. This is the second core unit.