

	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	Component 1: Exploring Music Products	Component 1: Exploring Music Products	Component Two: Music Skills Development
Year 11	Component Two: Music Skills Development	Component 3: Responding to a Commercial Music Brief	

Curriculum Intent Statement for Music

At Chase Terrace Academy we aspire for all of our students to achieve greater things than they ever thought possible.

We pride ourselves on being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world.

In Music we aspire to build confidence and ability in all aspects of music making through performing, composing and listening in a variety of genres of music. Specialist tuition is provided to enable a fully interactive musical experience which can enable students to take the subject as an option and lead to a fulfilling career in the music industry.

Extracurricular enrichment opportunities are a hugely important part of the department, consequently pupils are offered the opportunity to develop as musicians through a range of performing activities including school shows, concerts and other community based showcases.

The playing of a musical instrument or vocal training offers a lifelong enjoyment and appreciation of music and as such instrumental tuition is offered to all students who might wish to take up the challenge.

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

Component 1: Exploring Music Products and Styles

Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. Each year, the music industry produces a wide range of products such as recordings, compositions, live performances, music for film, TV and computer games. In this component, you will develop your understanding of different types of music products and the techniques used to create them. You will explore how musical elements, technology and other resources are used in the creation, production and performance of music. You will also practically explore the key features of different styles of music and music theory and apply your knowledge and understanding to developing your own creative work.

Learning Outcome A – Demonstrate an understanding of styles of music

Learning Outcome B – Apply understanding of the use of techniques to create music.

Component 2: Music Skills Development

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. As a performer, producer or creator in the music industry, you

need to continually develop your skills and techniques in order to be successful and secure a regular flow of gigs and commissions. In this component, you will participate in workshops and classes where you will develop technical, practical, personal and professional skills and specialise in at least two of the following areas: music performance, creating original music, music production. Throughout your development, you will review your progress and consider how to make improvements. You will learn how musicians share their work and collaborate with others, and will develop your skills as a musician in how to use blogs, YouTube™, Soundcloud™ and other platforms to share your work and skills development with others. Developing musical skills and techniques will enable you to consider your aptitude and enjoyment for music, helping you to make informed decisions about what you will study in the future.

Learning Outcome A – Demonstrate professional and commercial skills for the music industry.

Learning Outcome B – Apply development processes for music skills and techniques.

Year 11

Component 3: Responding to a Music Brief

Learners will be given the opportunity to develop and present music in response to a given music brief. This component will allow you to work to your strengths and interests and apply the skills that you have learned throughout your course in a practical way. You will focus on a particular area of the music sector that excites and appeals to you and respond to a music brief as a composer, performer or producer. You will begin by exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using relevant resources, skills and techniques you will then develop and refine musical material before presenting your final response. You will develop and present an original creation based on a piece from a given list and a style from a choice of four. You will then present this as a solo or group performance, an audio recording or a Digital Audio Workstation (DAW) project. You will also consider how your skills and interests make you suitable for the specific music sector opportunity. Presenting music for a set brief is a key element of post-16 music qualifications and this component will enable you to establish solid foundations to help you progress to further Level 2 or Level 3 courses. You will also develop skills in self-management, communication and presentation, which are vital to any future course of study.

Features explored:

- Performing stylistically accurate cover versions.
- Creating original music using existing stylistic frameworks and traits.
- Stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point.