

Music Curriculum 2024-2025

	Autumn Term	Spring Term	Summer Term
Year 7	Elements of Music	Keyboard Studies	Programme Music
Year 8	Samba	Blues	Dance Music
Year 9	Pop Music	Indian Music Traditions	Film Music
Year 10	Component 1: Exploring Music Products	Component 1: Exploring Music Products and Component 2: Music Skills Development	Component 2: Music Skills Development
Year 11	Component 3: Responding to a Commercial Music Brief	Component 3: Responding to a Commercial Music Brief	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

Unit 1 – Elements of Music

Key Learning – (DRSMITTH) Dynamics, Rhythm, Structure, Melody, Instrumentation, Tempo, Texture, Tonality and Harmony.

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 are constantly referred to when discussing and analysing music across the key stage 3 and into key stage 4.

Unit 2 – Keyboard Studies

Key learning – Pulse, Rhythm, Time Signature, Pitch, Dynamics, Articulation, Structure, Pitch Notation.

Pupils will use the knowledge gained in the previous topic and apply it to practical music making. Pupils will further develop their knowledge of musical elements together with developing their performance skills on keyboard piano through various solo and group performance tasks.

Unit 3 – Programme Music

Key learning – Leitmotif, Music Painting, Structure, Harmony, Tonality, Key Signature, Pitch Notation, Dynamics, Articulation.

Pupils in this unit will develop their understanding of Programme Music and its origins. Pupils will analyse musical examples and explain how certain feelings, emotions, pictures, and paintings are conveyed using musical elements. They will then use this understanding when creating their very own piece of programme music.

Year 7 Summary

Listening	Composing	Performing
<p>Pupils will listen to musical examples from each topic of the curriculum and develop their knowledge through listening and analysing of music using keywords and elements of music.</p> <p>Examples include works like Toccata and Fugue in D minor by J.S. Bach, Star Wards by J.Williams, Ode To Joy by L.W. Beethoven and many more.</p>	<p>Pupils will learn to compose vocal or instrumental melodies using staff notation.</p> <p>Pupils will learn to compose melodies on softwares like MuseScore and Garageband.</p> <p>Pupils will compose rhythmic and melodic duets using pitch notation.</p> <p>Pupils will also compose their own piece of programme music.</p>	<p>Pupils will learn to perform using their voice, keyboard piano and percussion.</p> <p>Pupils will learn to perform examples of programme music and Beethoven’s Ode to Joy as a whole class.</p>

Year 8

Unit 4 – Samba Drumming

Key Learning – Rhythm, Ostinato, Percussion, Polyrhythm, Dynamics, Call and Response, Improvisation.

Pupils in this unit will gain an understanding of the musical features used in Samba drumming, especially focusing on rhythm, metre, and pulse. Pupils will further develop an understanding of ostinato and polyrhythm and their significance in Samba music. Pupils will also develop an understanding of how samba performances are structured and where they take place. Pupils will participate in various practical activities as a whole class and in groups.

Unit 5 – The Blues

Key learning – Swing Rhythm, 12 Bar Blues, Chords, Improvisation, Blues Notes, Walking Bass, Pitch Notation.

Pupils in this unit will gain and develop an understanding of the musical features used in Blues music, especially focusing on 12 bar blues, swing rhythm and improvisation. Pupils will perform examples of Blues music using keyboard pianos and will develop the skills needed to improvise whilst using the blue notes from the Blues scale. Pupils participate in various practical whole class and group activities throughout the topic.

Unit 6 – EDM 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).

In this unit, pupils will develop an understanding of EDM (Electronic Dance Music). Pupils will learn about the origins of EDM, and which styles of pop music influenced the launch of EDM era. Pupils will listen to various examples of different styles of EDM and will eventually compose their own example of an EDM piece. Pupils will develop their mixing and editing skills using Logic Pro allowing them to create an authentic EDM piece of music.

Year 8 Summary

Listening	Composing	Performing
Pupils will partake in various listening activities throughout the year. Pupils will listen to various examples of Samba music and comment on rhythmic features. Pupils will also listen to various examples of Blues songs and will gain an understanding of swing rhythm and improvisation.	Pupils will compose their own examples of EDM music using Logic Pro Tools. Pupils will also adopt improvisation techniques when playing various examples of Blues music. Students will compose their own rhythmic patterns in Samba.	Pupils will participate in whole class and group performances of Samba drumming. Pupils will also be performing 12 Bar Blues on keyboard pianos featuring developed improvisation skills.

Year 9

Unit 7 – Pop Music

Key learning – Chords, Verse/Chorus, Riff, Hook, Vocals, Lead Singer, Backing Singer, Synthesizer.

In this unit, students will develop their understanding of musical features used in Pop music across the different eras. Students will learn about stylistic features of Rock ‘n’ Roll, Rock Anthems, Pop Ballads and Solo Artists. Students will listen to various examples and will analyse them using the knowledge of DRSMITTH. Student will plan and compose a complete pop song within a style of their choice.

Unit 8 – Indian Music Traditions

Key Learning – Raga, Tala, Tabla, Drone, Improvisation, Jhol, Jhala, Ghat, Alap.

Students in this unit will develop and deepen an understanding of world music. Students will gain an understanding of how musical features are used in Indian Classical Music. Students will listen to various examples of this style and will learn to perform raga scale on keyboard piano. Students will then use this knowledge to improvise melodies using the notes of the chosen raga.

Unit 9 – Film Music

Key learning – Diegetic/Non-Diegetic Sounds, Underscore, Leitmotif, Sequence, Ostinato, Dissonance, Tonality/Harmony, Melody.

Students in this unit will summarise the knowledge and the skills gained through the three years of music education. Students will analyse film soundtracks using DRSMITTH and explain how musical features are used to set the scene/mood in films. Students will compose their very own film soundtrack for a chosen clip from a movie of their choice.

Year 9 Summary

Listening	Composing	Performing
Pupils will partake in various listening activities throughout the year. Pupils will listen to various examples of Pop music and comment on their musical features. Pupils will also listen to various examples of Indian Classical Music focusing on developing the knowledge of traditional musical instruments.	Pupils will compose an original Pop song using the knowledge gained through listening and analysis activities. Pupils will also adopt improvisation techniques when playing various examples of Indian ragas. Students will compose a film soundtrack for a chosen movie clip.	Pupils will participate in whole class and group performances of a Pop song. Pupils will also partake in Indian Classical Music workshops focusing on drone, raga and table drumming.

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.