

# Subject: Music

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## National Curriculum

The Ecclesbourne School follows the National Curriculum.

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and Musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Curriculum Intent

The year 7 music curriculum is designed to introduce students to several different music genres and to develop their instrumental skills. The year 8 curriculum builds on this during which students start working in groups more frequently building on skills learnt in year 7, particularly during topics such as reggae and the band project. During year 9, students are able to further develop themselves as well-rounded musicians in preparation for the GCSE music course and wider life skills.

## Curriculum Implementation

		Term	Content	Assessment
Year 7	Autumn Term	1	<p style="text-align: center;"><b>Introduction to Singing</b></p> <p>During this term, students will understand the basics of singing within a choir, focusing on basic harmonies, structures and melodies. Pupils are developing performance skills which are essential for success at KS4 and KS5. Lessons are delivered in a series of workshop choir sessions, learning pieces of increasing difficulty, with all pupils gathered around the piano. Pupils learn each song before the teacher selects which one will be performed for the assessment.</p>	<p style="text-align: center;"><b>Introduction to Singing</b></p> <p>Pupils practice a piece per lesson and perform it at the end of each session. Teacher to feedback formatively regarding improvements. Summative assessment taken at the end of the topic on the chosen piece. <b>This connects and builds on skills of Singing which pupils will have completed in KS2.</b></p>
		2	<p style="text-align: center;"><b>Keyboard Skills 1</b></p> <p>Students understand the Keyboard as an instrument, focus on correct keyboard technique and are able to play a keyboard piece by the end of the topic. Pupils are learning to play a new instrument; this may be something which they choose to specialise in during KS4/5. Pupils work through worksheets which become increasingly more difficult. At the end of the topic, pupils choose which piece they want to perform.</p>	<p style="text-align: center;"><b>Keyboard Skills 1</b></p> <p>Performances at key points during the sessions, summative assessment at the end of the topic. <b>This will be revisited and developed in Keyboard Skills 2 (see Year 8)</b></p>

	Spring Term	3	<p><b>Composition 1</b></p> <p>Students learn about some basic music theory and how to write their own simple melodies. Students will be able to write a simple melody which includes crotchets, minims, quavers and semibreves and covers an octave. Pupils are learning essential skills of music theory which they will not have already had much exposure to. This is critical for success during the examination elements of KS4 and 5. Pupils will learn about the importance of rhythm in music and focus on four simple note lengths as well as understanding pitch and how they are written on the music stave. Pupils also begin to understand composition as a concept, this is one of the essential aspects of the KS4/5 course and arguably one that pupils find the most challenging.</p>	<p><b>Composition 1</b></p> <p>Pupils build up their knowledge of pitch and rhythms each lesson. Each lesson ends in a simple composition task. At the end of the topic, pupils compose a more complicated piece which incorporates all of the elements learnt throughout the project. <b>This builds on Keyboard Skills 1 and now asks pupils to compose using the Keyboard as a platform for this. This also links with Composition 2 in Year 8 and Songwriting in Year 9.</b></p>	
		4	<p><b>Sequencing</b></p> <p>Students learn about how to use computer software to create music. Specifically focusing on how to use and manipulate samples to create a sequenced composition. As part of the GCSE and A Level courses, all pupils have to compose, many of whom will choose to use computer software to do this. Pupils will learn how to use the software GarageBand through a number of workshops aimed at improving their skills on the software. Pupils will use the software to create a sequenced composition at the end of the topic.</p>	<p><b>Sequencing</b></p> <p>Pupils will build on their sequenced composition, acquiring new skills and techniques. At the end of the topic, the compositions will be submitted, they will be graded and feedback given. <b>This links to computer skills taught in ICT as well as previous Computer skills taught in KS2. This also links to Film Music and Songwriting in Year 8 &amp; 9.</b></p>	
	Summer Term	5	<p><b>Programme Music</b></p> <p>Students will understand how key composers told stories through music and to compose their own programme music. Pupils will develop their aural recognition and further their understanding of compositional devices and techniques. As part of the GCSE and A Level courses students will be expected to understand how programme music fits into the history of Western Classical Music and analyse examples of programme music. Students will learn about the importance of how programme music can tell a story.</p>	<p><b>Programme Music</b></p> <p>Pupils will compose their own piece of programme music in the style of a key composer studied. At the end of the topic, the compositions will be submitted, they will be graded and feedback given. <b>This links with genre based music in Years 8 &amp; 9 (see Blues, Reggae) as well as builds on Composition 1 and helps preparer pupils for Composition 2 in Year 8</b></p>	
		6	<p><b>Ukulele Skills</b></p> <p>Students learn about the Ukulele. They also understand what chord boxes are and how we use these to decipher chords on these instruments. Students will be able to play a range of chord progressions ranging from simple to more complicated ones. Pupils are learning to play a new instrument which may be the instrument which they choose to specialise in for the performance element of the KS4/5 course. Pupils will spend each lesson learning a range of new songs and skills before choosing which song to focus on for their assessment at the end of the topic.</p>	<p><b>Ukulele Skills</b></p> <p>Students will perform throughout the sessions to develop confidence. Pupils will choose which piece to perform for their assessment based on their ability on the Ukulele by the end of the topic. <b>This links to Guitar Riffs in Year 8 where pupils will develop skills on stringed instruments.</b></p>	
			<b>Term</b>	<b>Content</b>	<b>Assessment</b>
	Year 8	Autumn Term	1	<p><b>Keyboard Skills 2</b></p> <p>Students revisit the Keyboard as an instrument, this time playing with two hands rather than just one. Pupils will be able to perform a piece with two hands. Pupils are learning to play a new instrument; this may be something which they choose to specialise in during KS4/5. Pupils work through worksheets which become increasingly more difficult building on the basic keyboard skills learn in year 7. At the end of the topic, pupils choose which piece they want to perform.</p>	<p><b>Keyboard Skills 2</b></p> <p>Performances at key points during the sessions, summative assessment at the end of the topic playing the Keyboard with two hands, some pupils being able to play full chords rather than single fingers. <b>This links to Keyboard Skills 1 (Year 7) and progresses towards Kraftwerk (Year 9)</b></p>

	2	<p align="center"><b>Composition 2</b></p> <p>Students build on their learning from Composition 1 by writing a melody based on a set of chords. This requires extra thought with regards choice of pitches and rhythms. Pupils are learning essential skills of music theory which they will not have already had much exposure to. This is critical for success during the examination elements of KS4 and 5. Pupils also begin to understand composition as a concept, this is one of the essential aspects of the KS4/5 course and arguably one that pupils find the most challenging. Pupils will learn about how to write a melody in response to a set of chords, ensuring that the pitches they choose compliment the accompaniment. Pupils will build up skills each week, learning how to develop a melody.</p>	<p align="center"><b>Composition 2</b></p> <p>Pupils build up their knowledge of pitch and rhythms each lesson. Each lesson ends in a simple composition task. At the end of the topic, pupils compose a more complicated piece which incorporates all of the elements learnt throughout the project. <b>This links to Composition 1 (Year 7) and progresses towards Film Music (Year 8) and Songwriting (Year 9)</b></p>
Spring Term	3	<p align="center"><b>Blues</b></p> <p>Students understand the genre of music known as Blues. They understand the context of the genre as well as iconic features. Pupils are learning about different genres of music, when it comes to set work analysis at KS4 and 5, an understanding of a wider range of musical genres and styles is essential. Pupils will learn about all the aspects of a Blues piece: chords, walking bassline, improvised melody, blues lyrics. Each lesson will be devoted to each of these elements before pupils put them together in groups to form a completed piece.</p>	<p align="center"><b>Blues</b></p> <p>Pupils will perform the separate elements in isolation throughout the project. Then a summative assessment will be completed where they perform a completed Blues piece. <b>This links to Reggae (Year 8) as well as builds on skills learnt in Keyboard Skills 1&amp;2, Ukulele Skills and Introduction to Singing.</b></p>
	4	<p align="center"><b>Film Music</b></p> <p>Pupils revisit computer based composition, but this time we are asking them to combine the use of samples (from 'Sequencing' in Year 7) with some of their own composed ideas. This is done through the medium of Film music. As part of the GCSE and A Level courses, all pupils have to compose, many of whom will choose to use computer software to do this. Students will engage with a number of workshops where they will learn different Film music techniques. Each lesson students will put these techniques into practice with a film clip.</p>	<p align="center"><b>Film Music</b></p> <p>Students will use all the techniques which they have learnt in the workshop to create a finished Film Music composition which incorporates all of the elements of the topic. This will then be graded and feedback given. <b>This builds on skills learnt in Sequencing (Year 7) and progresses towards Songwriting (Year 9)</b></p>
Summer Term	5	<p align="center"><b>Reggae</b></p> <p>Students understand the Reggae genre of music. They understand the context of the genre as well as iconic musical features. Pupils are learning about different genres of music, when it comes to set work analysis at KS4 and 5, an understanding of a wider range of musical genres and styles is essential. Pupils will learn about the different parts of the Reggae song 'Three Little Birds'. These include the chords, bassline and riff, as well as the sung melody. Pupils will learn each part separately before putting it together in a group.</p>	<p align="center"><b>Reggae</b></p> <p>Pupils will perform each of the separate parts of the song throughout the project. Pupils will then join together to form a 'band' and perform their rendition of 'Three Little Birds' for a summative assessment. <b>This links with Blues and builds on skills learnt in Keyboard Skills 1&amp;2, Ukulele Skills, Introduction to Singing and progresses towards Band Project and My Own Instrument</b></p>
	6	<p align="center"><b>Guitar Riffs</b></p> <p>Students will understand more about the Guitar as well as understand how to read TAB notation. Students will use this knowledge to perform a piece by reading the TAB notation. Pupils are developing skills of performance on an instrument as well as learning a new type of notation (Tablature), a good knowledge of all elements of music theory is crucial at KS4 and 5. Pupils will understand about what TAB is and how to read it for the Guitar. Pupils will then</p>	<p align="center"><b>Guitar Riffs</b></p> <p>Pupils will perform TAB pieces throughout the project, showing their progress on the instrument and of their reading. Pupils will choose a piece to perform for a summative assessment. <b>This builds on skills learnt in Ukulele Skills (Year 7), Blues and Reggae (Year 8) and also progresses towards Band Project (Year 9) and My Own Instrument (Year 9)</b></p>

		learn pieces which get increasingly more difficult before picking the one they are most confident on to perform for an assessment.	
	<b>Term</b>	<b>Content</b>	<b>Assessment</b>
<b>Year 9</b>	Autumn Term	1 <b>Fusions</b> Pupils will understand the context and stylistic features of music from Indian Classical music and Klezmer. Pupils will work together to create a performance which fuses together these different genres. Pupils will need a wide range and understanding of music from all genres and time periods for the examination at KS4 and 5 and Fusion music is an area of study on both the GCSE and A Level syllabus. Students will learn about the three main aspects of Indian Classical music as well as the key features of Klezmer music and will be asked to fuse these genres with more familiar ones for their assessment.	<b>Fusions</b> Pupils will perform and practice throughout the project. Pupils will complete a summative performance in groups of their fusion piece. <b>This builds on skills learnt in Programme Music, Keyboard Skills 1&amp;2, Blues, Reggae. This links to the Fusions area of study on the GCSE and A Level Syllabus.</b>
		2 <b>Kraftwerk</b> Pupils will understand about the context and impact of the band Kraftwerk as well the time period. Pupils will learn to play a Kraftwerk song as a class. Pupils will be learning to perform with a large ensemble as well as understanding further about different genres and time periods of music. All of which are essential for success at KS4 and 5. Pupils will understand about the band Kraftwerk and their impact on Electronic music from the 1970's to present day. Pupils will learn all of the different sections to one of Kraftwerk's songs and then perform it as a class.	<b>Kraftwerk</b> Pupils will learn a different section of a Kraftwerk song each lesson. At the end of each session, the section will be practised as a class. Pupils will then perform their version of the whole song as a class at the end of the topic. <b>This builds on skills learnt in Keyboard Skills 1&amp;2, Blues and Reggae. This progresses towards set works like Killer Queen at GCSE and the Popular Music and Jazz as well as the New Directions areas of study at A Level.</b>
	Spring Term	3 <b>Experimental Music</b> In this unit, students will understand about the influence of Experimental musicians and composers in the twentieth century. Students will explore 4 main experimental music areas including: Serialism, Aleatoric Music, Graphic scores and Minimalism. Students will be asked to explore composition in less conventional ways and broaden their minds to what music can be.	<b>Experimental Music</b> The assessment will include a performance from one of the areas of experimental music that pupils have looked at – this will be a performance of their own experimental music composition. <b>This links to composition coursework element of GCSE and A Level as well as the New Directions area of study at A Level.</b>
		4 <b>Composition 3</b> In this unit you will improve skills of the software Garageband to create your own song from scratch with no sequencing or samples to help you. Students will need to include their own drum beat, bass line and chords.	<b>Composition 3</b> Pupils will work on creating separate parts of their song each lesson with interim performances throughout the project. Pupils will play their finished song using GarageBand in the final lesson ready for summative assessment. <b>This builds on skills developed in Sequencing and Film Music and progresses towards the composition coursework elements of both the GCSE and A Level course.</b>
	Summer Term	5 <b>Band Project</b> Pupils will develop their skills of working within an ensemble by learning to play a set piece and creating their own cover version of a pop song. Ensemble skills are an essential part of the performance aspect of both the KS4 and KS5 courses. Pupils will be introduced to three different choices of songs which they can cover. Pupils will then work in groups to decide on roles and create their own version of their chosen song.	<b>Band Project</b> Pupils will practice each lesson and interim performances will happen throughout the project. Pupils will perform their finished versions of the songs as a summative assessment. <b>This builds on skills learnt in Keyboard Skills 1 &amp; 2, Ukulele Skills, Guitar Riffs, Blues, Reggae, Kraftwerk. This helps pupils progress towards the Ensemble performance element of the GCSE course and the performance recital element of the A Level course.</b>

	6	<p style="text-align: center;"><b>My Own Instrument</b></p> <p>Pupils are able to explore different instruments and develop their skills on one chosen instrument in this topic. Pupils will improve to work towards performing a completed piece. Developing key skills and proficiency on an instrument. Pupils must be able to play an instrument to a good enough standard to be able to succeed in the KS4 and 5 courses. Pupils will be given a choice of instruments to specialise on for this topic. Pupils must make an informed choice so that they can develop their skills on that instrument. Pupils will work through instrument specific booklets which include pieces of increasing difficulty.</p>	<p style="text-align: center;"><b>My Own Instrument</b></p> <p>Pupils will practice during the sessions and some pupils will do interim performances at the end of each lesson. Pupils will increase their skills on the instrument as much as possible before performing a finished piece for a summative assessment. <b>This builds on skills learnt in all topics – particularly those involving instruments (i.e., not ICT based) and helps prepare pupils for the Solo performance element of the GCSE course and the performance recital element of the A Level course.</b></p>
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### Extra-Curricular Opportunities

Orchestra  
 Swing Band  
 Main Choir  
 Chamber Choir  
 Music Theory Club  
 Brass group  
 Clarinet group

### Resources

Class sets of djembes, keyboards, samba set and ukuleles  
 Acoustic, electric and bass guitars  
 Several pianos, including two baby grands in both the school's main hall and new theatre.  
 Wide range of percussion including conga drums and drum kits  
 Mac computers  
 Recording equipment  
 Industry standard Nord keyboard