

# Music 5 Year Curriculum Plan

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Updated:

## Teaching and Learning Vision

*Knowledge is power. Information is liberating.*

**Kofi Annan**

At Smith's Wood Academy, we believe all students, whatever their background, are able to become **experts** in the disciplines that they study. Their expertise will be achieved through quality teaching and the dissemination of deep knowledge by highly skilled and knowledgeable subject experts. The Mastery approach to teaching will prevail – in every classroom, every lesson, every day.

Our students have the right to be introduced to **deep knowledge** and a **wealth of information** from the spectrum of subjects that they study. They will be introduced to, and understand, theories and principles that have influenced, continue to influence, and will influence in the future, the world in which they live. They will be prepared to fully engage in academic discussion about their learning.

This learning will secure a successful place in society for our students. They will go further than they ever thought possible.

## Teaching and Learning Vision for the Music Department

Outcomes	Students who want to attend extra-curricular provision. Resilient students. Cultural aware students.
Twist	Teaching music musically. Social music making. Focus on practical music making.
Quantification	Excellent outcomes. Well respected locally.
Human Element	Local community and parent/carers <b>proud</b> . Engaged and enthused students.

"The music department will ensure that every student, regardless of background, will relish their music lessons and extra-curricular opportunities whilst developing a strong sense of cultural awareness. Music lessons will focus on musical learning intentions and be characterised by practical and social music making. The Music Department will be locally recognised for its excellent outcomes and actively engage with the local community."

We can turn every learner into a *musician*.

At the end of Year 11 students in *Music* will....

## Know and understand

### Knowledge about

- Contrasting genres, styles and traditions of music.
- An awareness of musical chronology in the Western Classical Tradition (Baroque, Classical, Romantic, Popular).
- Forms and Devices in musical composition and the relevant composers that used these.
- Texture used in music for ensembles.
- The different roles that music plays within the film industry.
- How film music is created, developed and performed, and the impact this has on the audience.
- To explore the musical idioms associated with a variety of popular music.
- Instruments and sonorities used in different genres of music.
- A detailed analysis of Mozart's Eine Kleine Nachtmusik and Since you've been gone by Rainbow.
- The purpose and intention of composers, performers, and those who commission music.
- The effect of the occasion, audience and choice of venue on the way music is composed and performed.
- How music is created, developed and performed in different social, historical and cultural contexts.
- History and context of genres
- To have an awareness of a variety of instruments, styles and approaches to performing and composing.
- To explain the different techniques used by instruments and the effects this has.
- To develop knowledge, skills, and understanding needed to communicate effectively as musicians.
- Chords and their inversions and the degrees of the scale, and notating these with either Roman Numerals or contemporary chord symbols.
- Reading and writing key signatures to four sharps.
- Musical vocabulary related to the areas of study.

### Knowledge how

- To perform individually and in groups where they can communicate musically with fluency and control of the resources used.
- To organise musical ideas and develop structured pieces of music.
- To develop knowledge, skills, and understanding needed to communicate effectively as musicians
- To create a sequenced piece for performance using music technology.
- To compose idiomatically for a variety of instruments.
- To present a score using music technology.

- To read and write in treble and bass clef in simple time and compound time.

### Knowledge of

- Recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music.
- Music technology and its role in the creation of music.
- Using expression in performance
- Aural skills

### Be able to

- Create a portfolio of performances that lasts between 4-6 minutes on their instrument.
- To be perform within an ensemble.
- To perform within an area of study.
- To create two compositions in response to a brief.
- To develop musical ideas
- To demonstrate technical control
- To compose with musical coherence.
- To analyse two pieces of music of different genres.
- To describe the harmony and keywords used in two pieces of music.
- To demonstrate and apply musical knowledge.
- To use appraising skills to make evaluation and critical judgements about music.

### Have been exposed to the following texts

- Handel – Water Music
- Mozart - Variations on 'Ah, vous dirai-je, Maman'
- Mozart – Eine Kleine Nachtmusik Movement 3
- Schubert – Der Erlkonig
- Haydn – String Quartets
- West side story – Mambo
- Glenn Miller – In the Mood
- Louis Armstrong – West end Blues
- Hermann – Vertigo
- M Norman – James Bond
- Zimmer – Pirates of the Caribbean
- Oasis – Definitely Maybe
- Rainbow – Since you've been gone

### Have been exposed to the following knowledge and theories that span beyond the GCSE specification

- Programme Music
- Music from the Far East
- Dance music
- Music from Africa
- Motown

### Developed their cultural and social capital through the following extra-curricular work

- Keyboard Club
- Choir
- Orchestra
- Guitar Club
- Trips to Symphony Hall, and other prominent music venues.

## 5 Year Curriculum Plan

### Year 7 Music at Smith's Wood Academy

The Smith's Wood Year 7 Music curriculum covers the basics of music theory, composition and performance in order for them to be successful in future years. Students will learn the keywords used to analyse music and will be able to apply them to their practical work. In the first term, students will learn the Inter-related Dimensions of Music, and the instruments of the orchestra so that they can begin to appraise music. They will develop their practical skills by learning to improvise, play the keyboard and develop their singing. In the spring term, students will start to learn to read staff notation through the study of programme music, and ground bass. Students will also develop their keyboard and ensemble skills. Finally, students will apply what they have learnt to music from around the world. Students will look at the traditions and musical features of music from Indonesia, China and Brazil.

By the end of year 7, students will be able to analyse music by using the Inter-related Dimensions keywords. They should also be able to recognise a major, minor and pentatonic scale. Students should understand the concepts behind reading staff notation and be able to work out the notes needed for a performance. Finally, students should be able to perform in time with an ensemble, play basic keyboard pieces fluently and to compose short pieces of music to reflect different stimuluses.

### Year 7 Units of Study

Year 7 Units of Study		Length of unit
Unit 1	<u>Introduction to Music</u> <b>Topics:</b> Improvisation, Harry Potter and the orchestra, Singing <b>Keywords:</b> Pitch, tempo, texture, dynamics, duration, timbre, scale, major, minor, pentatonic, blues scale, percussion, strings, brass, woodwind, call and response, round/canon, soprano, alto, tenor, bass, spiritual, carol, sacred, secular	14
Unit 2	<u>Notation</u> <b>Topics:</b> Graphic scores, staff notation, programme music, ground bass <b>Keywords:</b> Rhythm, crotchet, quaver, minim, semibreve, semiquaver, stave, programme music, major, minor, sharps, flats, ground bass, syncopation, chords, melody, harmony	13
Unit 3	<u>Music from around the world</u> <b>Topics:</b> Gamelan, Chinese music, Samba <b>Keywords:</b> Gongs, metallophone, heterophonic, pentatonic scale, erhu, pipa, dizi, yanggin, tanggu, bateria, tambourim, agogo bell, ganza, surdo, caixa, syncopation, mestre du samba, groove, break, call and response	11

### Year 8 Music at Smith's Wood Academy

The Smith's Wood Year 8 Music curriculum builds on the basics learnt at year 7. Through performance, composition and appraising students will gain an understanding of how the basics work in different genres. Students will continue to develop their keyboard skills and composition skills. In the first term, students will look at different classical pieces of music and will learn the key features demonstrated in these pieces. Students will apply these key features to their own composition and performance work. In the spring term, students will look at the history of American music and how it has been influenced by music from Africa. Students will learn to compose and perform in the style of African drumming, Blues, and Pop/R'n'B. Finally, in the summer term students will learn about the genre of minimalism and how it has influenced club dance music.

<p>By the end of year 8, students will be able to identify different genres and analyse the musical features in them. Students should be able to perform fluently on the keyboard, and should be able to play basic pieces with two hands. Finally, at the end of year 8, students should be able to compose a diatonic piece of music that is structured which demonstrates the characteristics of the chosen genre. They should also have an understanding on how to use music technology programmes.</p>		
<h3>Year 8 Units of Study</h3>		<h3>Length of unit</h3>
<b>Unit 1</b>	<u>BBC 10 Pieces</u> <b>Topics:</b> BBC 10 Pieces, Fanfares <b>Keywords:</b> Programme Music, accelerando, staccato, ostinato, motif, major, minor, triplets, syncopation, polyrhythm, dissonance, melody, diatonic, consonance, sample, fusion	14
<b>Unit 2</b>	<u>History of American Music</u> <b>Topics:</b> African Drumming, Blues, Popular Music <b>Keywords:</b> Slap, Bass, Open Tone, Polyrhythm, Call and response, crotchet, quaver, semiquaver, minim, semibreve, chords, tonic, subdominant, dominant, walking bass, improvisation, blues scale, broken chords, arpeggio, sub-mediant, verse, chorus, bridge, intro, outro, strophic	13
<b>Unit 3</b>	<u>Repetitive Music</u> <b>Topics:</b> Minimalism and Club Dance <b>Keywords:</b> Ostinato, Phasing, Additive rhythm, Subtractive rhythm, minimalism, reverb, panning, sample, sequence, distortion, delay.	10
<h3>Year 9 Music at Smith's Wood Academy</h3>		
<p>The aim of the year 9 music curriculum is to prepare students for GCSE Music by giving them a taster of the GCSE course. Students will start to look at the Popular Music and Film Music areas of study, and will also develop their practical skills by completing GCSE style tasks. In the first term, students will learn about the genres Reggae, Motown and Fusion music. Students will learn to perform in these styles, understand their contexts and be able to compose using music technology. In the spring term, students will understand the different functions that music has in film music and musicals. As well as developing their performance skills, students will develop their composition skills by learning to create to a brief. Finally, in the summer term students will complete tasks similar to the GCSE coursework, by creating an ensemble performance of a cover version. They will also learn about different dance genres and create two compositions based on dance genres.</p> <p>By the end of year 9, students will be able to perform an individual part fluently within an ensemble. They should be confident in reading treble clef and should know the basic keywords needed for GCSE. Students will be able to identify different genres and analyse the musical features in them. Finally, at the end of year 9, students should be able to compose a structured, diatonic piece which responds to a brief. They should also be competent in using music technology.</p>		
<h3>Year 9 Units of Study</h3>		<h3>Length of unit</h3>
<b>Unit 1</b>	<u>Popular Music</u>	14

	<b>Topics:</b> Reggae, Motown, Indian Classical Music, Fusion, Bhangra <b>Keywords:</b> Primary Chords, tonic, subdominant, dominant, supertonic, bass, melody, riff, syncopation, offbeat, tabla, tala, sitar, raga, tanpura, drone, fusion	
<b>Unit 2</b>	<u>Music with other mediums</u> <b>Topics:</b> Film Music, Musicals <b>Keywords:</b> Major, Minor, Leitmotif, Dissonance, Tritones, Pedal, Diegetic, Non-Diegetic, Underscore, Diatonic, Recitative, Aria, Action song, Character song, Chorus, Ballad, Comedy song, Overture,	13
<b>Unit 3</b>	<u>Practical skills for GCSE</u> <b>Topic:</b> Cover versions, songwriting, dance music <b>Keywords:</b> Chords, broken chords, arpeggio, tonic, supertonic, mediant, subdominant, dominant, submediant, leading note, strophic, intro, verse, chorus, bridge, middle 8, outro, instrumental, syncopation, diatonic, binary form, ternary form, melody, waltz, triple time, house music, loops, samples, reverb, panning, sample, sequence, distortion, delay.	10

## Year 10 Music at Smith's Wood Academy

Year 10 is the commencement of the GCSE course and therefore students will prepare for their GCSE examinations and coursework with more focus and detail. Students will revisit the foundations of music that they should have covered in KS3, and then will study the following areas of study: Film Music, Forms and Devices, and Popular Music. Students will also learn the first set work *Eine Kleine Nachtmusik Movement 3* by Mozart. Students will continue to develop their performance skills and this will be supported by them attending their instrumental lessons provided by the peripatetic staff. Finally, students will complete the 'Free Composition' coursework.

By the end of year 10, students should have learnt all the keywords required for GCSE Music and be able to recognise them in an appraising exam. Students should be working towards at least Grade 3 standard on their instrument in preparation for their recordings in year 11. Finally, students should have completed their free composition.

## Year 10 Units of Study

		Length of unit
<b>Unit 1</b>	<u>Foundations of Music</u> <b>Topics:</b> Texture, Tempo, Tonality, Dynamics, Timbre, Creative Composition, Ensemble skills <b>Keywords:</b> Semibreve, Minim, Crotchet, Quaver, Semiquaver, Dotted Rhythms, Triplets, Adagio, Andante, Presto, Vivace, Grave, Allegro, Piano, Forte, Melody, Dynamics, Texture, Pizzicato, Arco, Syncopation, Crescendo, Diminuendo, Dolce, Largo, Tenuto, Polyphonic, Homophonic, Unison, Monophonic, Canon, Antiphonal, Major, Minor, Atonal, Scale, Key Signature, Tonic, Supertonic, Mediant, Subdominant, Dominant, Submediant, Leading note, Perfect Cadence, Imperfect Cadence, Plagal Cadence, Interrupted Cadence	7
<b>Unit 2</b>	<u>Film Music</u> <b>Topics:</b> History of Film, Horror Music, Sci-Fi, Westerns, Minimalism, Composition, Arrangement <b>Keywords:</b> Diegetic, Non – Diegetic, Augmentation, Syncopation, Cross-rhythm, Polyrhythm, Diminution, Hemiola, Diatonic, Consonant, Dissonance, Chromatic, Dominant 7 <sup>th</sup> , Diminished 7 <sup>th</sup> , Tritone, Arpeggio, Intervals, Fanfare, Ostinato, Glissando, Leitmotif, Pedal,	7



Unit 3	<u>Forms and Devices</u> <b>Topics:</b> Eras of Western Classical Music, Musical Forms, Musical Devices, Free Composition, Performance <b>Keywords:</b> Repetition, Contrast, Anacrusis, Imitation, Sequence, Drone, Canon, Conjunct, Disjunct, Trill, Turn, Mordent, Acciaccatura, Alberti Bass, Binary form, Ternary Form, Minuet and Trio, Rondo Form, Variation, Strophic	7
Unit 4	<u>Eine Kleine Nachtmusik</u> <b>Topics:</b> Analysis of Eine Kleine Nachtmusik, Free Composition, Performance <b>Keywords:</b> Allegretto, Quartet, Anacrusis, Homophonic, Modulation, Diatonic, Triple time, Unison, Trill, Diminished 7 <sup>th</sup> , Dominant 7 <sup>th</sup>	6
Unit 5	<u>Popular Music</u> <b>Topics:</b> Rock and Pop, Reggae, Fusion, Bhangra, Club Dance, Free Composition, Ensemble skills <b>Keywords:</b> Descant, Call and Response, A Cappella, Vibrato, Falsetto, Portamento, Scat Singing, Soprano, Tenor, Melisma, Reverb, Syllabic, Sampling, Vocoder, Verse, Chorus, Lyrics, Middle 8/Bridge, Ballad, Intro, Hook, Strophic, Coda/Outro, Alto, Bass, Panning, Synthesiser, Loops	11

## Year 11 Music at Smith's Wood Academy

As students come to the end of their study, there is a heavy focus on completing the required coursework for the examination. During Year 11, students will prepare for performance exams and will complete their composition coursework. In preparation for both their ensemble performance and the appraising paper, students will study music for ensembles where they will explore sonority and texture within different genres of music. Students will also learn the last set work *Since you've been gone* by Rainbow. Finally, students will be given time to revise and develop their exam technique in preparation for their appraising exam.

By the end of year 11, students should be able to create a portfolio of performances that lasts from 4 – 6 minutes at a minimum of grade 3 standard. They should be able to create 2 compositions that demonstrate their ability to respond to a brief and reflect the key features of their chosen area of study. Finally, they will be able to demonstrate and apply musical knowledge in their appraising exam and be able to use appraising skills to make evaluative and critical judgements about music.

## Year 11 Units of Study

Length of unit

Unit 1	<u>Since you've been gone</u> <b>Topics:</b> Analysis of Rainbow 'Since you've been gone', Free Composition, Solo Performance <b>Keywords:</b> Major, Riff, Syncopation, Homophonic, Conjunct, Diatonic, Verse, Chorus, Bridge, Intro, Outro, Key Signatures, suspensions, inversion chords.	7
Unit 2	<u>Music for ensembles</u> <b>Topics:</b> History of the western classical tradition, chamber ensembles, musicals, Blues and Jazz, Ensemble Performance, Composition to a brief <b>Keywords:</b> Monophonic, Homophonic, Polyphonic, Unison, Chordal, Layered, Melody and Accompaniment, Round, Canon, Countermelody, Ensemble, Rhythm Section, Duet, Trio, Quartet, Quintet, Sextet, Septet, Octet, Trio Sonata, Sonata da Chiesa, Sonata, Fugue, Similar Motion, Contrary Motion, Improvisation, Walking Bass, Comping, Swing style, Stanza, Riff, Standard, Head, Chord Extensions, Break, Stop Chords, Kicks, Licks, Turnaround, Front line, Shout Chorus, Cadenza, Aria, Recitative	14

<b>Unit 3</b>	Performing and Composing <b>Topics:</b> Solo Performance, Ensemble Performance, Free Composition, Composing to a brief	6
<b>Unit 4</b>	Revision and exam practice <b>Topics:</b> Forms and Devices, Music for Ensemble, Film Music, Popular Music <b>Keywords:</b> See above.	5

## 5 Year Curriculum Plan Overview

### Year 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Autumn Term 1</b>	Improvisation - Dimension of music	Improvisation – 20 <sup>th</sup> century	Improvisation - Pentatonic	Improvisation – Indian Raga	Improvisation - Blues	Harry Potter and the orchestra - Percussion	Harry Potter and the orchestra - Brass
<b>Autumn Term 2</b>	Harry Potter and the orchestra - Woodwind	Harry Potter and the orchestra - Strings	Singing – Call and response	Singing – Canon/Round	Singing - Spiritual	Singings - Carols	Singing – Secular Christmas songs
<b>Spring Term 1</b>	Graphic Scores	Graphic scores	Rhythm Notation	Programme Music – Danse Macabre	Programme Music – Danse Macabre	Programme Music – Carnival of the animals	Programme Music – Pictures of the exhibition
<b>Spring Term 2</b>	Programme Music – Pictures of the exhibition	Ground Bass – Pachelbel's Canon	Ground Bass – Pachelbel's Canon	Ground Bass – Stand by me	Ground Bass – Stand by me chords	Ground Bass – Stand by me melody	
<b>Summer Term 1</b>	Gamelan	Gamelan composition	Pentatonic composition	Pentatonic composition	Chinese folk song		
<b>Summer Term 2</b>	Chinese folk song	Samba - Groove	Samba – Intro and Break	Samba – Call and response	Samba - Composition	Samba - Composition	EXAMS

### Year 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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<b>Autumn Term 1</b>	Into the hall of the mountain king	Into the hall of the mountain king	The Planets - Mars	Beethoven 5	Zadok the Priest	Zadok the Priest	West side story - Mambo
<b>Autumn Term 2</b>	Ride of the Valkyries	Ride of the Valkyries	Shostakovich – Leningrad Symphony	Lark Ascending	Lark Ascending	Bach – Toccata and Fugue	Bach – Toccata and Fugue
<b>Spring Term 1</b>	African Drumming – Class Performance	African Drumming – Class Performance	African Drumming - Composition	African Drumming - Composition	African Drumming - Composition	Blues – Whole Class Performance	Blues - Chords
<b>Spring Term 2</b>	Blues – Walking Bass	Blues – Walking Bass	Blues - Improvisation	Cover Versions - Adele	Cover Versions - Valerie	Cover Versions - Valerie	
<b>Summer Term 1</b>	In C	In C	Clapping Music	Tubular Bells	Tubular Bells		
<b>Summer Term 2</b>	Minimalist composition	Minimalist composition	Club Dance – Electronic effects	Club Dance - Composition	Club Dance - Composition	Club Dance - Composition	EXAMS

## Year 9

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Autumn Term 1</b>	Reggae – Context/Melody	Reggae - Bass	Reggae - Chords	Reggae - Riff	Reggae - Performance	Motown – My Girl	Motown – My Girl
<b>Autumn Term 2</b>	Motown – Rockin' Robin/ABC	Motown – Rockin' Robin/ABC	Michael Jackson	Michael Jackson	Indian Classical Music	Bhangra/Fusion	Bhangra/Fusion
<b>Spring Term 1</b>	Leitmotifs	Leitmotifs	Pirates of the Caribbean	Pirates of the Caribbean	Horror music composition	Horror music composition	Horror music composition
<b>Spring Term 2</b>	Horror music composition	Horror music composition	Musicals – History/Performance	Musicals - Performance	Musicals - Composition	Musicals - Composition	
<b>Summer Term 1</b>	Cover Versions - Class	Cover Versions - Ensemble	Cover Versions - Ensemble	Cover Versions - Ensemble	Dance Music – History of Dance Music		
<b>Summer Term 2</b>	Dance Music – Waltz Composition	Dance Music – Waltz Composition	Dance Music – Waltz Composition	Dance Music – House Track	Dance Music – House Track	Dance Music – House Track	EXAMS

## Year 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Rhythm Notation/Dotted Rhythm/Class Performance	Tempo/Keywords/Class Performance	Pitch Notation/Creative Composition/Class Performance	Key Signatures/Degrees of the scale/Class Performance	Instruments of the orchestra/Creative Composition/Class Performance	Cadences/Creative Composition/Class Performance	Assessment/Class Performance
Autumn Term 2	Intro to Film Music/Superman motif/James Bond performance	History of Film Music/Horror Composition/James Bond performance	Minimalism in Film Music/Horror Composition/James Bond Performance	Harmony in Film Music/Horror Composition/James Bond Cover	Western Films/Horror Composition/Class performance	Sci-Fi and Thrillers/Horror Composition/Class Performance	Assessment/Class Performance
Spring Term 1	Baroque Era/Free Composition/Solo performance	Classical Era/Free Composition/Solo Performance	Romantic Era/Free Composition/Solo Performance	Melodic Devices/Free Composition/Solo performance	Structure/Free Composition/Solo Performance	Structure/Free Composition/Solo Performance	Assessment/Performance
Spring Term 2	Context of EKN/Free Composition	Minuet Section A/Free Composition	Minuet Section B/Free Composition	Trio Section A/Free Composition	Trio Section B/Free Composition	Assessment/Free Composition	
Summer Term 1	Clocks performance/Free Composition/Harmony	Clocks performance/Free Composition/Vocal Techniques	Jailhouse Rock performance/Free Composition/Rock music	Red Red Wine performance/Free Composition/Reggae	MOCK EXAM		
Summer Term 2	Red Red Wine performance/Free Composition/Club Dance Music	Eleanor Rigby performance/Free Composition/Club Dance Music	Eleanor Rigby performance/Free Composition/Fusion	Ensemble performance/Free Composition/Indian Classical Music	Ensemble performance/Free Composition/Bhangra	Ensemble performance/Free Composition/Bhangra	WORK EXPERIENCE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Autumn Term 1	Scales/Key Signatures/Free Composition	SYBG Harmony/Free Composition	SYBG Intro/Free Composition	SYBG Verse/Free Composition	SYBG Chorus/Free Composition	SYBG Bridge/Free Composition	Assessment/Free Composition
Autumn Term 2	Baroque Era/Solo Performance/Composition Brief	Fugue/Trio Sonata/Composition Brief	Classical Era/Solo Performance / Composition Brief	String Ensemble/EKN/Composition Brief	Romantic Era/Solo Performance / Composition Brief	Musical Theatre/EKN / Composition Brief	MOCK EXAMS
Spring Term 1	Musical Theatre/Ensemble Performance/Composition Brief	Musical Theatre/Ensemble Performance/Composition Brief	Blues/Ensemble Performance / Composition Brief	Blues/EKN/Composition Brief	Jazz/EKN/Composition Brief	Jazz/EKN/Composition Brief	Assessment/Composition Brief
Spring Term 2	Performance/Composition Brief/Revision	Performance/Composition Brief/Revision	Performance / Composition Brief/ Revision	Performance / Composition Brief/ Revision	Performance / Composition Brief/ Revision	Performance / Composition Brief/ Revision	
Summer Term 1	Revision	Revision	Revision	Revision	Revision		
Summer Term 2							

