

# Content & Skills overview

# Music

**Learning Objectives:** LO1 – Reading staff notation, LO2 – Instrumental technique, LO3: Compose own pieces, LO4 – Perform expressively, LO5 – Use technology, LO6 – play own part in ensemble

Year 6 – end of Primary	Year 7	Year 8	Year 9	Year 10	Year 11	School Leavers at 16	Year 12	Year 13	School Leavers at 18
<b>Key stage 2</b> <ul style="list-style-type: none"> <li>Pupils should be taught to sing and play musically with increasing confidence and control.</li> <li>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> </ul> <b>Pupils should be taught to:</b>	<b>7.1 - Rhythms LO1, LO4, LO4 &amp; LO6</b>  Introduction to notation reading through Rhythm. Assessment: ensemble performance, own composition and listening test.  <b>7.2 - Keyboard &amp; Pitch LO1, LO2 &amp; LO4</b> Learning to read and write basic notation and learning keyboard technique. <u>Assessment:</u> Solo performance  <b>7.3 - Instruments of the Orchestra LO1, LO2, LO4 &amp; LO6</b> Being able to identify instruments though listening	<b>8.1 - Link to KS4 AoS5</b> <b>KS3: LO1 &amp; LO2</b> Blues and Jazz: Understanding the origins of blues and jazz, analysing it's stylistic features. Performing in blues style <u>Assessment:</u> Group performance of Blues piece.  <b>8.2 - LO1, LO2 &amp; LO3</b> Theme & Variation Developing reading and composition skills through learning a piece and composing variations of this theme using key	<b>9.1 - Link to KS4 - AoS2 &amp; 4</b> <b>KS3: LO1, LO2, LO3, LO4, LO6</b> Blues and Jazz: Understanding the origins of blues and jazz, analysing it's stylistic features. Composing in blues style <u>Assessment:</u> Group performance of group blues composition <b>9.2 - Link to KS4 - AoS4: KS3: LO3, LO4, LO5</b> Film Music/Underscore:	<b>OCR specification:</b>  <b>AoS1: My Music</b> Studying an instrument for performance and preparing an understanding of instruments for composition.  <b>AoS2: Concerto Through Time</b> Studying the concerto from 1600 to 1910 focusing on listening, context and identifying key features.  <b>AoS3: Rhythms of the World</b> Study the traditional rhythmic roots from four geographical	<b>Eduqas specification:</b>  <b>NEA – 60% of exam to be completed in the year of exam.</b> Students complete composition and performance coursework.  Revision of appraising AoS  Exam preparation	Some of our students will move into performing arts focused further education such as Brit School, ELAM. Historically on average 2-3 students continue to study music at HP with 1-2 external students	Introduction to the course recapping and developing aural and analytical skills from GCSE.  <b>Area of study A: The Western Classical Tradition</b> The Development of the Symphony 1750– 1900 Students will study Symphony No. 104 in D major 'London': Haydn and Symphony No. 4 in A major 'Italian': Mendelssohn together with other	<b>Area of study E: Into the Twentieth Century</b> Musical styles of the early twentieth century. Students will study Trio for Oboe, Bassoon and Piano, Movement II: Poulenc and Three Nocturnes, Number 1, Nuages: Debussy in detail together with further examples of music from the era.  Students will	Students tend to move into further education at University. Those that choose music courses tend towards the performance based courses at institutions such as Guildhall, Goldsmiths.

<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and</li> </ul>	<p>and developing ensemble skills through keyboard ensemble</p> <p>Assessment: Ensemble performance.</p> <p><b>7.4 - Link to KS4 AoS3</b> <b>KS3: LO3 &amp; LO5</b> Programme Music: Recapping the elements of music. Introduction to using the elements to reflect mood and represent imagery. <u>Assessment:</u> Paired composition based on a brief</p> <p><b>7.5 - Link to KS4 AoS2 &amp; 4</b> <b>LO1, LO4 &amp; LO6</b> Band Skills: Introduction to the key features of popular music. Developing instrumental skills in an ensemble. <u>Assessment:</u> Ensemble performance</p> <p><b>7.6 – LO2 &amp; LO3</b></p>	<p>compositional techniques. Assessment: Performance of theme and composition of variations.</p> <p><b>8.3 Link to KS4 - AoS3</b> <b>KS3: LO2, LO6</b> African Music Understanding the main rhythmic musical features, instruments and devices in African music. Assessment: Performing polyrhythmic pieces from Ghana</p> <p><b>8.4 - Link to KS4 AoS1</b> <b>KS3: LO1, LO2 &amp; LO6</b> Ensemble Skills: Developing instrumental skills in an ensemble. Understanding intervals, melody and primary chords <u>Assessment:</u></p>	<p>Recapping the use of musical elements to reflect a story. <u>Assessment:</u> Group performance of underscore written to a film scene</p> <p><b>9.3 - Link to KS4 - AoS5</b> <b>KS3: LO1, LO2, LO4, LO6</b> Pop Music Understanding popular music structure and musical features. Learning about ensemble skills and rehearsal practice <u>Assessment:</u> Group performance of pop song</p> <p><b>9.4 - Link to KS4 - AoS5</b> <b>KS3: LO3 &amp; LO5</b></p>	<p>regions of the world Including India, Punjab, Central and South America, Eastern Mediterranean and middle east and Africa.</p> <p><b>AoS4: Film Music</b> Study a range of music used for films including: • music that has been composed specifically for a film • music from the Western Classical tradition that has been used within a film • music that has been composed as a soundtrack for a video game understanding key features that help to create a mood.</p> <p><b>AoS5: Conventions of Pop</b> study a range of popular music from the 1950s</p>			<p>symphonies from these eras. They will compose a piece in sonata form.</p> <p><b>Area of study 2:</b> Students and staff will choose this area based on the general interests of the cohort from either Rock and Pop, Musical Theatre or Jazz. Students will compose a piece based on the stylistic features of the chosen area of study.</p> <p>Students will continue to develop their own performance skills throughout the year.</p>	<p>compose a piece of music in accordance with the given brief by the exam board – this will be based on one of the areas of study.</p> <p>Students will continue to prepare a 8/10 minute recital for their performance exam. 2 pieces must be chosen from 2 x areas of study</p>	
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<p>understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>4 Chord Composition showing understanding of popular music structure and musical features.</p> <p><u>Assessment:</u> Composition of pop song.</p>	<p>Ensemble performance of Mandela</p> <p><b>8.5 – Link to KS4 AoS4</b> <b>KS3: LO3 &amp; LO5</b></p> <p>TV Themes: Recapping the elements of music. Introduction to using the elements to reflect mood and represent imagery.</p> <p><u>Assessment:</u> Paired composition based on a brief</p> <p><b>8.6 - Link to KS3 - AoS2</b> KS3: LO2 &amp; LO6</p> <p>Samba: Introduction to textural devices and revision of rhythms.</p> <p><u>Assessment:</u> Class &amp; group performance of Samba piece.</p>	<p>Pop Music. Composition showing understanding of popular music structure and musical features.</p> <p><u>Assessment:</u> Composition of pop song.</p>	<p>to the present day, focussing on: • Rock 'n' Roll of the 1950s and 1960s • Rock Anthems of the 1970s and 1980s • Pop Ballads of the 1970s, 1980s and 1990s • Solo Artists from 1990 to the present day</p>						
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