

Music Department KS3 & KS4 Programme of Study

		Year 7	Year 8	Year 9	Year 10	Year 11
Phase 1	Term 1	<p>Exploring Music Introduction to musical elements including dynamics, tempo, texture (polyphonic/monophonic), pitch, duration, tonality (major/minor), articulation (staccato/legato), form. Introduction to musical symbols including treble clef, bar lines, stave, time signatures, key signatures, accidentals. Introduction to the notes on the stave in the treble clef (EGBDF & FACE) Introduction to the note lengths including crotchets, minims, quavers, semiquavers. Introduction to notes on the keyboard. Introduction to the instruments of the orchestra Challenge: Moving away from using note guides on the keyboard and having the letter names written underneath the notation. Becoming a classroom assistant.</p>	<p>The Blues Cross curricular links with History Introduction/recap of the slave trade and the origins of the Blues. Introduction to the 12 bar blues chord structure. Introduction to the blues scale. Introduction of swing rhythms. Introduction to extended chords (7ths) Introduction to improvising using pitch. Greater focus on chords and fluency of performing. Greater emphasis on performing hands together. Reminder of syncopation. Creativity and originality through creating and performing a blues composition in pairs. Challenge: Performing an extended improvisation with fluency and accuracy of rhythm, utilising the entire blues scale.</p>	<p>Protest Songs Reminder of keyboard, guitar, bass & drum kit performance skills. Reminder of major/minor chords. Introduction of chord patterns and progressions (links to GCSE Popular Music) Introduction to lyric writing. Introduction to song structure (links to GCSE Popular Music). Challenge: Development of song structure by composing sections such as 'middle 8' and 'pre chorus'</p>	<p>Listening & Appraising: Introductory lessons, building on work from KS3 with more in depth detail including: GCSE subject specific vocabulary, Key Signatures (up to 5 sharps and flats), relative minors, Melodic & rhythmic devices, Note values, tones & semitones, Cadences including perfect, imperfect, plagal & interrupted, Textures including homophonic, polyphonic, heterophonic, antiphonal, monophonic, Simple & Compound time signatures, Instruments of the orchestra, Degrees of the scale (tonic, supertonic, mediant, subdominant, dominant, sub median, leading note, tonic), Baroque, Classical & Romantic genres, Melodic and harmonic intervals, Melodic & rhythmic dictation. Performing: Introductory performance CAT. Discussion of mark scheme, level of difficulty bands and working towards the required standard for recording in year 11. Composing: Introduction to Sibelius and Musescore Software. Introduction to composition techniques linking in with listening and appraising. Key concepts such as keys, harmony, structure, instrumentation. Small composition exercises set as an introduction to the process.</p>	<p>Listening & Appraising: Area of Study 4 + 'Africa' set work CAT. Area of Study 4 including 'Africa' set work. Rock & Pop characteristics and genres, Guitar & Bass techniques, Reggae, rocksteady & Ska, Remixing, Vocals, Song structure, Melody, rhythm & riffs, Fusion, Bhangra, Harmony. Performing: Continuation of personal practice in preparation for mock exam & final solo/ensemble performance. Students to complete decision of repertoire. Composing: Set brief composition (Eduqas set briefs for Area of Study 1, 2, 3 & 4, released by Eduqas in the September of Year 11).</p>
	Term 2	<p>Find Your Voice! Introduction to the importance of warming up your voice. Introduction to beat boxing and the techniques behind it. Introduction to singing acapella and adding in other vocal parts. Students choose their own songs to perform and 'mash-up' different styles. Challenge: Having accurate intonation when performing. Performing more complex vocal parts with accuracy. Helping to lead a group performance.</p>	<p>Guitar Skills Introduction to guitar playing technique. Reminder of how to read chord diagrams. Reminder of how to read tab. Development of fluency and confidence in playing guitar chords. Introducing strumming pattern. Composing own riffs for performance. Development of tab reading skills through identifying different songs and riffs written in tab form. Challenge: Developing competence in playing extended chords with fluency and creating own strumming patterns. Becoming a classroom assistant.</p>	<p>Music in the Media Introduction to the importance of music in the media. Links to television, film and gaming. Diagetic and non diagetic music, Leitmotif. Introduction to using Garage Band on the dept Macs. Composing film music that enhances the impact of the car chase scene, using musical elements. Challenge: Creating a coherent composition that demonstrates development as well as following the brief.</p>	<p>Listening & Appraising: Introduction to GCSE Music CAT Completion of introductory lessons. Area of Study 1: Musical Forms & Devices. Definition of keywords including repetition, contrast, anacrusis, imitation, sequence (ascending & descending), canon, drone, dotted rhythms, syncopation, pedal, conjunct & disjunct movement, broken chord/arpeggio, alberti bass, regular phrasing, melodic & rhythmic motifs, chord progressions, modulation of keys. Musical forms including binary, ternary, rondo, strophic.</p>	<p>Listening & Appraising: December Mock Listening & Appraising Exam Completion of Area of Study 4 Performing: Mock Performance exam Composing: Submission of progress for Composition to a set brief for feedback.</p>
Phase 2						

Music Department KS3 & KS4 Programme of Study

					Examples learnt through definition and listening to examples as well as working through exam questions also. Performing: Solo Performance CAT Composing: Continuation of composition practice using structures such as the 12 bar blues. Linking in with listening and appraising through examining melodic and harmonic devices	
Phase 3	Term 3	<p>Notes & Beats Reminder of note lengths, Introduction to reading the bass clef notes (GBDFA & ACEG) Group work, extending skills on pulse and rhythm. Combining rhythms together in a group performance. Introducing syncopation. Challenge: Including dynamics and articulation (accents)</p>	<p>Djembe Drumming Introduction to music of Africa. Introduction to different djembe performance techniques. Introduction to polyrhythms and cyclic rhythms. Reminder of call and response patterns and syncopation. Reminder of improvisation. Maintaining an accurate and consistent pulse during performance. Challenge: Leading group performances, leading improvisation and call and response. Maintaining a high level of accuracy and fluency.</p>	<p>Rock n Roll Reminder of the 12 bar blues chord progression. Reminder of keyboard, guitar, bass and drum kit skills. Reminder of ensemble playing skills (GCSE Ensemble Preparation) Reminder of syncopated rhythms. Introduction to a walking bass line. Emphasis on faster performance tempo. Challenge: Performing more complex parts within the ensemble. Helping to lead and support the ensemble. Performing with more of a sensitivity to the style.</p>	<p>Listening & Appraising: Completion of Area of Study 1 introduction. Focus on 1st set work: 'Badinerie' by JS Bach. Focus on keys, cadences, textures, modulations & tonicisations. Also learn about chord inversions. Annotate the score with reference to harmony & motifs. Performing: Continuation of performance practice. Composing: Composing a 16 bar piece with focus on melodic & rhythmic devices & development in line with the composition mark scheme.</p>	<p>Listening & Appraising: Mock exam RAFT Introduction to Area of Study 3: Film Music Diagetic & Non Diagetic, Leitmotif & Idee Fixe, Melody, Harmony, Tempo, time signatures & rhythm, Dynamics, timbre & tone colour, Musical elements, Minimalism. Performing: Continuation of solo and ensemble performance practice. Composing: Completion & final submission of composition to a set brief for feedback.</p>
	Phase 4	Term 4	<p>Keyboard Skills & the Great Composers Greater focus on notation reading with less reliance on 'keyboard laminates,' Greater focus on accuracy and understanding of rhythms, Greater focus on accuracy of pitch, Greater focus on using the correct finger positions, Introduction of keyboard chords, Introduction of scales (major & minor) Introduction of playing with 2 hands together (playing independent parts) Wider variety of performance pieces. Challenge: More complex parts hands together – introducing ABRSM grade material. Become a classroom assistant.</p>	<p>Britpop Introducing the genre and looking at the music that led up to the culture (links to A Level Rock & Pop), Reminder of keyboard and guitar skills. Introduction of drum kit performance. & bass guitar if possible. Band work, performing a Britpop song of their choice (GCSE ensemble preparation) Challenge: Accuracy of maintaining a consistent pulse and fluency throughout performance. Plus leading others within the band to do the same.</p>	<p>Music Through the Ages Listening and performing music from the 60s, 70s, 80s, 90s and 00s (Links to GCSE and A Level) Examining the different styles of each era and the defining instruments from the period also (synthesisers/drum machines). Reminder of keyboard, guitar, bass & drum kit skills. Vocal skills also. Reminder of different chord progressions and how they develop and change through the ages. Incorporating relevant/popular music of the moment.</p>	<p>Listening & Appraising: Completion of Badinerie set work. Introduction to Area of Study 2: Music for Ensemble Performing: Mock Solo Performance Exam (March) Composing: Students to begin work on their 'Free Composition' Students choose their own brief, composing in that style.</p>

Music Department KS3 & KS4 Programme of Study

Term 5	<p>Brazilian Drumming Introduction to samba and its relevance within Brazil, Introduction to the different types of drum including tamborim, surdo, ganza, agogo bells, repinique and their roles within the ensemble. Introduction to the structure of Brazilian drumming. Introduction to improvisation. Greater focus on rhythm and pulse. Group work for performance CAT. Challenge: Group leaders leading call and response and improvisation section.</p>	<p>Instruments of the Orchestra & the Great Composers Extended from Year 7 Examining the orchestra, the instruments it is made up of, individually and families (woodwind, percussion, brass and strings). Listening to a variety of orchestral instruments and composers. Trying out some orchestral instruments. Linking those instruments to their use in popular music today. Introduction of Italian Terms for dynamics and tempo.</p>	<p>Rap & Sampling Reminder of lyrics writing, Reminder of how to use technology to create a beat/backing track, Introduction to different rhyming schemes and styles, Introduction to rap artists through the ages and the influence of rap. Importance of expression in performance. Challenge: Extended performance</p>	<p>Listening & Appraising: Main content of Area of Study 2 including: Introduction to musical ensembles (quartet, orchestral, wind & brass bands etc), Jazz & Blues ensembles, Texture & harmony in ensembles, Baroque chamber music, Classical and Romantic ensembles, Textural devices in ensembles, Musical ensembles. Performing: Continuation of solo and ensemble performance skills. Composing: Continuation of work on 'Free Composition'</p>	<p>Listening & Appraising: Specific revision of all Areas of Study including Set Works. Performing & Composing Deadline for student marking reviews to be made.</p>
Term 6	<p>End of Year Listening CAT Ukulele Skills Introduction to the ukulele – how to hold and strum correctly. Introduction to chords and picking. How to read chord diagrams and ukulele tab. Using a variety of songs that can change dependent on what is popular at that time and also what is playable for the students at that stage. Challenge: Having a wider range of pieces available to challenge those that progress further.</p>	<p>End of Year Listening CAT Rock Band Performance Project Retrieval of ensemble playing skills and instrumental skills including drums, guitar (reading chords and tab) (from Britpop group work). Students are placed in groups and are given a choice of 4 songs, each with the keyboard and guitar chords, bass line, lyrics and drum beat. They organise who is doing which part in each group and they start a mini project, learning their chosen rock song. Challenge: To play fluently and accurately through the song, with expression suitable to the chosen style.</p>	<p>End of Year Listening CAT Just Play! An extension and continuation of 'Music Through the Ages' where students can research and choose their own group piece to learn or perform a solo in a musical style of their choice.</p>	<p>Listening & Appraising: Completion of Area of Study 2. Area of Study 2/4 Listening CAT. Introduction of Area of Study 4: Focus on 2nd set work 'Africa' by Toto Analysis of chords (harmony), structure, instrumentation, keys & tonality etc. Performing: Ensemble performance of 'Africa' CAT including time taken in listening & appraising lessons to rehearse. Focus on selecting suitable ensemble & solo material for final NEA performance recording in year 11. Composing: Submission of 'Free Composition' for feedback.</p>	<p>STUDY LEAVE</p>