



Music Faculty

Curriculum Overview

	Term 1 (September-December)	Term 2 (January-April)	Term 3 (April-July)
	Tempo, Rhythm, Singing, Heart And Soul	Keyboard skills, Pitch Notation, Instruments of The Orchestra	Programme/Story Music, Folk Music
Yr 7	<p>New Skills</p> <ul style="list-style-type: none"> Identifying, understanding and using musical notation – crotchet, quaver, semi-quaver, minim, semibreve Using musical language – Allegro, Allegretto, Moderato, Andante, Lento Vocal techniques – breathing, diction, sound Keyboard skills – use of five fingers, playing as an ensemble and solo – Heart And Soul Creating own rhythm compositions <p>Recalled Skills</p> <ul style="list-style-type: none"> Skills learned at primary school <p>New Knowledge</p> <ul style="list-style-type: none"> Identifying musical notation Use of fingers correctly when using keyboard Notes on the keyboard (including sharps and flats) Understanding and reading of rhythms using musical notation Awareness of head voice and falsetto Appraisal of music – listening to and commenting using musical language <p>Recalled Knowledge</p> <ul style="list-style-type: none"> Names of notes Layout of notes on piano/keyboard Italian musical terms <p>Assessment: Rhythm compositions</p>	<p>New Skills</p> <ul style="list-style-type: none"> Identifying, understanding and reading notes on the Treble and Bass Clef To identify instruments of the orchestra and the family that they belong to Following a musical score when using keyboard <p>Recalled Skills</p> <ul style="list-style-type: none"> Keyboard skills – use of all fingers Listening and appraisal skills Singing skills <p>New Knowledge</p> <ul style="list-style-type: none"> Treble and Bass clef notation – awareness and understanding Names, sounds and families of instruments Music from different genres <p>Recalled Knowledge</p> <ul style="list-style-type: none"> Musical language. Musical notation (rhythm – note values) Notes on keyboards Singing techniques <p>Assessment: Keyboard performance/recording of Ode To Joy</p>	<p>New Skills</p> <ul style="list-style-type: none"> Identify and understand Programme music Composing programme/story music Ensemble performing – Programme Music Identifying and understanding Folk Music Performing/singing folk music - ensemble <p>Recalled Skills</p> <ul style="list-style-type: none"> Keyboard skills – use of all fingers Listening and appraisal skills Singing skills Practice and refining skills Ensemble skills – listening, evaluating, keeping time. <p>New Knowledge</p> <ul style="list-style-type: none"> Knowledge of the use and types of Programme music, composers and pieces Knowledge of different types of folk music – naming and identifying by listening. Knowledge of local folk music Knowledge and understanding of Irish and Scottish folk music Instruments used in folk music <p>Recalled Knowledge</p> <ul style="list-style-type: none"> Musical language.

	Performance of Heart And Soul Listening Booklets	Instruments Recognition Listening Booklets	<ul style="list-style-type: none"> • Musical notation (rhythm – note values) • Notes on keyboards • Singing techniques • Instruments – families and identification/naming Assessment: Group composition of Programme/Story music Group performance of Folk music Listening Booklets
--	-----------------------------------------------------	-----------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Term 1 (September-December) Harmony, Chords, Ensemble Performance, Keyboard Skills	Term 2 (January-April) Jazz Music, Classical Music	Term 3 (April-July) Popular Music - 1950's to present day
Yr 8	New Skills <ul style="list-style-type: none"> • Recognise different types of harmony - consonant, dissonant • To be able to recognise major, minor, major 7th, minor 7th chords • To be able to play major, minor, major 7th, minor 7th chords • Using two hands when playing the keyboard Recalled Skills <ul style="list-style-type: none"> • Keyboard techniques • Reading and understanding musical notation • Listening skills New Knowledge	New Skills <ul style="list-style-type: none"> • To be able to improvise • Composing Jazz Music • Performing in Classical music styles • Composing Classical music style Recalled Skills <ul style="list-style-type: none"> • Keyboard techniques • Reading and understanding musical notation • Listening Skills • Two handed techniques on the keyboard • Playing chords New Knowledge <ul style="list-style-type: none"> • Understanding of jazz and its purpose 	New Skills <ul style="list-style-type: none"> • Identifying different styles and eras of popular music • Understanding and implementing popular music techniques – improvisation, riffs, instrumentation, singing techniques • Understanding construction of popular music songs • Composing in different pop styles • Performing in different pop styles Recalled Skills <ul style="list-style-type: none"> • Keyboard techniques • Reading and understanding musical notation • Listening Skills • Two handed techniques on the keyboard • Playing chords • Improvisation skills

<ul style="list-style-type: none"> • Knowledge of understanding how chords are formed • Awareness of different moods created by major, minor, major 7th and minor 7th chords • The importance and uses of harmony in music <p>Recalled Knowledge</p> <ul style="list-style-type: none"> • Musical language. • Musical notation (rhythm – note values) • Notes on keyboards • Keyboard technique • Singing techniques • Genres of music <p>Assessment: Theory Book Chord identification Performance of chord sequence – two hands</p>	<ul style="list-style-type: none"> • Use of improvisation in jazz and other types of music • Understanding of the Classical period especially Mozart and Beethoven • Understanding of the construction(form) and techniques of Classical music <p>Recalled Knowledge</p> <ul style="list-style-type: none"> • Use of chords, naming of chords and how they are played • Use of scales – keyboard technique • Musical language • Singing techniques • Genres of music • Musical notation <p>Assessment: Theory Book Improvisation performance Classical composition Listening Booklets</p>	<ul style="list-style-type: none"> • Use of chord sequences • Composing skills • Ensemble skills <p>New Knowledge</p> <ul style="list-style-type: none"> • Awareness and understanding of the different decades and genres of popular music • Awareness of the typical structure of a pop music song • Understanding of Intro, Verse, Chorus, Bridge, Solo, Outro • Awareness of popular music performing techniques • Popular music composing techniques – riff, improvisation • Important artists from this period • Pop music instrumentation • <p>Recalled Knowledge</p> <ul style="list-style-type: none"> • Use of chords, naming of chords and how they are played • Use of scales – keyboard technique • Musical language • Singing techniques • Genres of music • Understanding of structure • Instrumentation – identifying • Musical notation <p>Assessment: Theory Book Group Performance Solo Performance Group Composition</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	Term 1 (September-December) Ensemble Skills, Blues Music	Term 2 (January-April) Aeolian Mode – Kije’s March, Caribbean Music	Term 3 (April-July) Riffs, Queen, Elvis, The Beatles
Yr 9	<p>New Skills</p> <ul style="list-style-type: none"> Guitar, bass, ukulele and percussion playing techniques in ensembles Performing and recording ensemble pieces in a studio environment Be able to perform the blues scale and improvise using the scale as a reference Be able to perform a 12 bar blues <p>Recalled Skills</p> <ul style="list-style-type: none"> Use of chords, naming of chords and how they are played Use of scales – keyboard technique Musical language Singing techniques Understanding of structure Instrumentation – identifying Improvisation <p>New Knowledge</p> <ul style="list-style-type: none"> Knowledge of Studio techniques Guitar, bass, ukulele and percussion playing techniques Structure and history of Blues music Blues artists and common instrumentations. The use of the Dominant 7th chord in blues music <p>Recalled Knowledge</p> <ul style="list-style-type: none"> Musical language. Musical notation (rhythm – note values) Notes on keyboards Keyboard technique Singing techniques Genres of music Knowledge of different chords <p>Assessment: Theory Book</p>	<p>New Skills</p> <ul style="list-style-type: none"> To be able to play the Aeolian scale To be able to use Aeolian mode as a basis for improvisation, performance and in composition To recognise Russian traits in music Playing syncopated bass lines, chord sequences and percussion parts (Reggae Music) Recognise Caribbean music <p>Recalled Skills</p> <ul style="list-style-type: none"> Keyboard techniques Reading and understanding musical notation Listening Skills Two handed techniques on the keyboard – Reggae music chord sequences Playing chords Improvisation Ensemble skills Compositional skills Appraisal skills <p>New Knowledge</p> <ul style="list-style-type: none"> Understanding of Aeolian mode and other commonly used modes such as Dorian and Phrygian Some of Prokofiev’s famous pieces How modes are used to help compose, improvise and perform Different styles of Caribbean music The Reggae “feel” The influence of Bob Marley <p>Recalled Knowledge</p> <ul style="list-style-type: none"> Use of chords, naming of chords and how they are played Use of scales – keyboard technique 	<p>New Skills</p> <ul style="list-style-type: none"> Performing and composing riffs Composing a piece of music made up from riffs and chord sequence Cross over technique on keyboard – two hands with Bohemian Rhapsody Harmony singing Performing along to high quality backing tracks – full songs <p>Recalled Skills</p> <ul style="list-style-type: none"> Keyboard techniques Reading and understanding musical notation Listening Skills Two handed techniques on the keyboard Playing chords Improvisation skills Use of chord sequences Composing skills Ensemble skills Using modes in performance (Ionian, Dorian, Aeolian, Blues) Appraisal skills <p>New Knowledge</p> <ul style="list-style-type: none"> Awareness and understanding of the role and importance of riffs in pop/rock music Composing using riffs – identifying existing riff based songs Understanding of Intro, Verse, Chorus, Bridge, Solo, Outro Awareness of the contribution and impact both on music and on society by Queen (Live Aid), The Beatles and Elvis Awareness and appreciation of music by Queen, The Beatles and Elvis and their impact How multi track recording changed music (The Beatles and Queen) Pop music instrumentation outside of the normal instruments – The Beatles <p>Recalled Knowledge</p> <ul style="list-style-type: none"> Use of chords, naming of chords and how they are played Use of scales – keyboard technique

	<p>Chord identification Ensemble Group performance appraisal Blues Group performance appraisal</p>	<ul style="list-style-type: none"> • Musical language • Singing techniques • Genres of music • Musical notation • Structure of songs <p>Assessment: Theory Book Improvisation performance/composition Aeolian mode Whole class ensemble appraisal and recording Listening Booklets</p>	<ul style="list-style-type: none"> • Musical language • Singing techniques • Genres of music • Understanding of structure • Instrumentation – identifying • Musical notation • Riffs (Y8) • Pop music through the decades (Y8) <p>Assessment: Theory Book Group Performance Appraisal of music Solo performance</p>
--	------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------