

Music Curriculum Overview

	Autumn Term		Spring Term		Summer Term	
Year 7	<p>(Rotation 1) Introduction to Keyboard Skills</p> <ul style="list-style-type: none"> -The knowledge of stave acronyms. (EGBDF & FACE) -Knowledge of music notation. -To read and play a one-part visual score of music notation for a keyboard. <p align="center">Reading the stave Performing</p>	<p>Keyboard Skills- Worship Music</p> <ul style="list-style-type: none"> -To learn how to play a chord with the correct finger placement. -To perform using ensemble skills such as: communication, tempo, co-ordination, accuracy, tone and dynamics -To read a two-part visual score of music notation for a keyboard. <p align="center">Reading the stave Performing</p>	<p>World Music</p> <ul style="list-style-type: none"> -To study music from around the world and its instruments (<i>Caribbean, China and India</i>) -To explore the musical culture of these countries by playing a syncopated rhythm, composing a melody using pentatonic scale, play cross rhythms with drums. -Understanding the meaning of musical elements. <p align="center">Performing Composing Musical Elements</p>	<p>(Rotation 2) Introduction to Keyboard Skills</p> <ul style="list-style-type: none"> -The knowledge of stave acronyms. (EGBDF & FACE) -Knowledge of music notation. -To read and play a one-part visual score of music notation for a keyboard. <p align="center">Reading the stave Performing</p>	<p>Keyboard Skills- Worship Music</p> <ul style="list-style-type: none"> -To learn how to play a chord with the correct finger placement. -To perform using ensemble skills such as: communication, tempo, co-ordination, accuracy, tone and dynamics -To read a two-part visual score of music notation for a keyboard. <p align="center">Reading the stave Performing</p>	<p>World Music</p> <ul style="list-style-type: none"> -To study music from around the world and its instruments (<i>Caribbean, China and India</i>) -To explore the musical culture of these countries by playing a syncopated rhythm, composing a melody using pentatonic scale, play cross rhythms with drums. -Understanding the meaning of musical elements. <p align="center">Performing Composing Musical Elements</p>
Year 8	<p>(Rotation 1) Ensemble skills</p> <ul style="list-style-type: none"> -To read and play a four-part visual score in a group. - The purpose and impact of ensemble skills on an audience. -To perform using ensemble skills such as: communication, tempo, co-ordination, accuracy, tone and dynamics - Exploring instruments used in a band. <p align="center">Performing Musical Elements The music industry</p>	<p>Producing</p> <ul style="list-style-type: none"> -Produce a piece of music using the functions of EduBandlab (<i>music technology</i>). -To use musical elements in a composition such as tempo, pitch, texture, tone, dynamics. - Using music technology as a tool to manipulate sound. <p align="center">Performing Musical Elements Composing</p>	<p>Composing</p> <ul style="list-style-type: none"> -Composing for a video game music brief using musical elements such as repetition, tempo and tonality. - Understanding and forming leitmotifs. -To ensure compositions suit the given brief. <p align="center">Performing Composing The music industry</p>	<p>(Rotation 2) Ensemble skills</p> <ul style="list-style-type: none"> -To read and play a four-part visual score in a group. - The purpose and impact of ensemble skills on an audience. -To perform using ensemble skills such as: communication, tempo, co-ordination, accuracy, tone and dynamics - Exploring instruments used in a band. <p align="center">Performing Musical Elements The music industry</p>	<p>Producing</p> <ul style="list-style-type: none"> -Produce a piece of music using the functions of EduBandlab (<i>music technology</i>). -To use musical elements in a composition such as tempo, pitch, texture, tone, dynamics. - Using music technology as a tool to manipulate sound. <p align="center">Performing Musical Elements Composing</p>	<p>Composing</p> <ul style="list-style-type: none"> -Composing for a video game music brief using musical elements such as repetition, tempo and tonality. - Understanding and forming leitmotifs. -To ensure compositions suit the given brief. <p align="center">Performing Composing The music industry</p>
Year 9	<p>Theory Lesson: Introduction to Unit 2</p> <ul style="list-style-type: none"> -Developing use of EDU Bandlab software by using loops against a MIDI keyboard and drums. -Using EDU BandLab music technology software to find loops. -Using musical elements such as tempo, pitch, texture and dynamics to ensure an effective composition. -The effective use of FX in a composition using music technology. <p>Practical Lesson: Introduction to Unit 1:</p> <ul style="list-style-type: none"> -How to use 3 or more musical elements in a solo performance. -To perform a solo piece to an audience with effective use of performance skills. <p align="center">Composing Musical Elements Performing</p>	<p>Theory Lesson: Introduction to Unit 3:</p> <ul style="list-style-type: none"> -Understanding job roles in the music industry. -Understanding promotion methods in the music industry. -Understanding budgeting for an event. -To create and deliver a pitch based on a given brief in a group. -To create a theme for an event based on a brief. <p>Practical Lesson: Live Sound/ Ensemble Skills:</p> <ul style="list-style-type: none"> -The equipment required to set up live sound. -How to efficiently set up for a live sound performance. - How to use ensemble skills effectively in a group. <p align="center">Performing Musical Elements The music industry</p>	<p>Exploring Music Genres:</p> <ul style="list-style-type: none"> -Evaluating the effectiveness of each rehearsal. - Create a risk assessment, assessing the hazards that can occur in a musical performance. -Using music technology to compose and explore different genres. -The musical elements and aspects of different genres. <p align="center">Performing Musical Elements Composing Evaluating</p>	<p>Unit 1:</p> <ul style="list-style-type: none"> -The musical techniques needed to put on an effective performance. -The performance skills needed to put on an effective performance -To perform 2 song using musical elements and performance skills effectively. (<i>in solo or groups</i>) <p align="center">Musical Elements Performing</p>		

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Year 10	<p>Unit 2: Pupils must compose a full 3-minute piece of music using EDU Bandlab (music technology). They must respond to a given brief, explain their creative process and reflect on every rehearsal. When composing they must ensure they are using musical elements and music technology skills to create a near professional composition.</p> <p>-The aspects that make up their own creative brief and create their own. -The musical elements needed in a composition. -The musical elements needed to compose an effective chorus, verse, intro and outro. -The effective use of music technology skills such as FX, control panel, panning and sampling to compose a full piece of music on EDU Bandlab.</p>	<p>Unit 1: Pupils must perform 2 pieces of music. They must choose songs that challenge their ability as a musician through use of performance skills and musical elements. Then research their chosen pieces in depth whilst also looking at the impact the information found will have on their audience. Pupils must also reflect on the effectiveness on every rehearsal and after the performance, reflect on the success and areas of development for future performances.</p> <p>-To gain impactful research about their chosen songs. - To analyse how this research will impact their performance of these songs. -The musical techniques and performance skills needed to put on an effective performance. -To perform 2 songs using musical elements and performance skills effectively. (in solo or groups) -The hazards that can occur in a musical performance space. -Considered questioning needed to collect effective feedback.</p>
	<p>-How to collect effective feedback. - Evaluating the effectiveness of each rehearsal. -Evaluating the feedback received effectively. -To evaluate the success of the performance.</p>	<p>-The effectiveness of each rehearsal. -Evaluating the feedback given effectively. -Analysing the musical elements that impact their performance. -The impact of their performance on the audience. -To evaluate the success and areas of development of the performance. -To analyse how this will impact future performances.</p>
	<p>Composing</p> <p>Musical Elements</p> <p>The music industry</p>	<p>Musical Elements</p> <p>Performing</p> <p>The music industry</p> <p>Reading the stave</p>
Year 11	<p>Unit 3 Preparation: These lessons are to pre-teach key knowledge for unit 3 before the brief is released in January. Pupils will look at job roles in more detail, how to budget effectively, effective rehearsal planning and delivering effective pitches.</p>	<p>Unit 3: When the brief is released in January, pupils must plan a music event, they must create their own theme based on a given brief, plan their rehearsals, manage staff and resources within a given budget and design marketing strategies to promote the event. Pupils must also compose 3 snippets of music that would be performed in the event. All these ideas are then put together to create a pitch which they present to a panel.</p>



- Retrieval of the job roles in the music industry.
- The best marketing and PR strategies to use based on a target audience.
- How a professional music event runs.
- Budgeting effectively for an event.
- Resources and staging used for an event.
- How different job roles can impact a music event.
- How to plan an effective rehearsal schedule.
- To compose a piece of music to a brief.
- To adapt a piece of music to a brief.

The music industry

Performing

Composing

- The features that make up a successful music event.
- To outline the purpose of their event to a brief.
- The elements of music used when composing
- To compose and adapt a piece of music to a brief
- The demands of working within a budget.
- How to use staffing and resources for an event effectively.
- How to promote a music event successfully.
- Creating unique stage designs.
- Demonstrating the elements of a successful pitch.
- Evaluating the feedback given effectively.
- Evaluating the effectiveness of the pitch and event.
- To evaluate the success and areas of development of the pitch and event.

The music industry

Performing

Composing

Evaluating

