Curriculum Subject: Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Making Music	**The Western Classical Tradition 1**	**Jazz**	**Programme Music**	**Popular Music**	**African Music**
YEAR 7	• To introduce pupils to pitch and rhythm notation. • To introduce pupils to the use of the pentatonic scale to perform and compose pieces of music. • To introduce pupils to the elements of music, particularly melody, structure, rhythm and dynamics. KS2 Continuity In KS2, pupils had the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. KS3 units of work will build on pupils' prior knowedge, understanding and skills.	• To know the start and end dates of the baroque, classical and romantic periods of music. • To know instruments associated with the baroque, classical and romantic periods of music. • To enhance pupils' knowledge and understanding of pitch and rhythm notation to perform and compose pieces of music from the baroque, classical and romantic periods of music.	• To introduce pupils to scales commonly associated with jazz music, including the blues scale and Aeolian mode. • To introduce pupils to the use of improvisation in jazz music. • To introduce pupils to the use of syncopation and swing rhythms as important rhythmic features of jazz music.	• To know the definition of programme music. • To further pupils' understanding of the elements of music, specifically melody, tonality, structure, sonortity (instrumentation), structure, tempo and dynamics. • To improve pupils' ability to use the elements of music to create a piece of programme music.	• To introduce pupils to the use of primary chords in C major in order to perform and compose chord progressions to pieces of music in a popular style. • To develop pupils' understanding of what makes a good melody in a piece of music in a popular style. • To introduce pupils to the structure commonly used in pieces of music in a popular style, namely the use of verses and choruses.	• To introduce pupils to the use of ostinato in African music. • To introduce pupils to the use of polyrhythms in African music. • To indtroduce pupils to the use of call and response as a structure in African music.

	Music for Film	Klezmer Music	Blues	Music for Television, Radio and Video Games	Popular Music 2	Music of the Caribbean
YEAR 8	• To introduce pupils to the two categories of music for film, including background music and music contained in the action. • To develop pupils' use of the elements of music in order to compose a piece of music to 'match' the action on screen.	• To introduce pupils to the structure of klezmer music, namely the doina, bulgar and freylechs sections. • To introduce pupils to the use of drone, 3-3-2 and off-beat rhythm as important features of klezmer music. • To introduce pupils to the use of the klezmer scale to compose a melody in the style of klezmer music.	• To introduce pupils to the 12-bar blues chord progression. • To introduce pupils to the use of the Blues scale to perform and compose pieces of music in a Blues style. • To introduce pupils to the use of syncopation as an important feature of Blues music.	• To introduce pupils to the importance of composing short and memorable melodies in order to hook the listener. • To introduce pupils to the use of ostinato in music for television, radio and video games. • To develop pupils' ability to use the elements of music to perform and compose pieces of music for television, radio and video games.	• To introduce pupils to the use of primary and secondary chords in C major in order to perform and compose chord progressions to pieces of music in a popular style. • To further pupils' understanding of what makes a good popular music melody, including use of a narrow range, stepwise movement, repetition etc. • To further pupils' understanding of verse-chorus form, including the purpose and function of sections such as the verse, pre-chorus, chorus and middle-8.	• To introduce pupils to the popular music of Jamaica, namely reggae. • To introduce pupils to the use of off beat chords in reggae music. • To intoruce pupils to the use of a riff in reggae music.
YEAR 9	**The Western Classical Tradition 2**	**Music of the 20th Century**	**Musical Theatre**	**Popular Music 3**	**Indian Classical Music**	**Composition Skills**

• To further pupils' understanding of the features of the baroque period, including the prominence of string instruments and use of a harpsichord or organ continuo. • To further pupils' understanding of the features of the classical period, including graceful melodies that are structured in balanced phrases. • To further pupils' unsertanding of the features of romantic music, including the use of chromatic harmony. Options Round 1	• To introduce pupils to the concept that 20th century composers strived to compose innovative and revolutionary pieces of music. • To further pupils' understanding of how the elements of music can be used in 20th century music, including fragments of melody, dissonant harmony, unclear tonality, lack of structure, contrasts in dynamics. • To introduce pupils to features such as retrograde, inversion, retrograde inversion, ostinato and metamorphosis.	• To introduce pupils to the origins and development of musical theatre, namely its roots in opera and operetta. • To introduce pupils to the different ensembles featured in a musical, including the use of overtures, solo songs, ensemble songs and chorus songs. • To enhance pupils' ability to use the elements of music to convey the emotions of a character.	• To introduce pupils to the musical features of trip hop, specifically a medium tempo with a bass-heavy drumbeat. • To introduce pupils to the instrumentation commonly associated with trip hop, including piano, trumpet, flute and saxophone. • To introduce pupils to the melancholic sound of trip, including repetitive chord progressions, use of riffs and female vocals.	• To introduce pupils to instuments commonly associated with Indian Classical Music, including the sitar, sarangi and tabla drums. • To introduce pupils to the structure of Indian Classical Music, namely the alap and gat sections. • To introduce pupils to the use of raga in Indian classical music.	• To fully prepare pupils for the start of GCSE Music, pupils will enhnce their knowledge of melody (indluding conjunct, disjunct, triadic, arpeggio and scalic movement), harmony (including use of primary and secondary chords), tonality (including major and minor), structure and form (including binary, ternary and rondo forms), sonority/timbre (incuding common instruments in each orchestral family), texture (including monophonic, homophonic and polyphonic), tempo, metre (simple time signatures) and rhythm and dynamics and articulation. • Pupils will be provided with the opportunity to use their knowledge and understanding of the elements of music to compose a piece of music that is suitable for submission at GCSE.

	The Elements of Music	AoS 1 The Western Classical Tradition	AoS 1 The Western Classical Tradition	AoS 2 Popular Music	Component 2 Performing	Component 3 Composing
YEAR 10	• Pupils will be introduced to key words and phrases associated with the eight elements of music. *Melody *Harmony *Tonality *Structure and form *Sonority *Texture *Tempo, metre and rhythm *Dynamics and articulation Options Round 2	• To introduce pupils to the features of the Coronation Anthems and Oratorios of Handel, namely a large orchestra and choir. • To introduce pupils to the orchestral music of Haydn and Beethoven, namely the difference between concerto and symphony. • To introduce pupils to the features of the piano music of Chopin and Schumann (including the use of long melodic lines and chromaticism) and the Requiem of the late-Romantic period (including the use of large orchestral and choral forces).	• To introduce pupils to the instruments used in the second movement of Haydn's Symphony No. 101 in D major. • To introduce pupils to the structure of the second movement of Haydn's Symphony No. 101 in D major, namely the use of extended ternary form. • To introduce pupils to Haydn's use of melody, harmony, tonality, structure, sonority, texture, tempo/metre/rhythm and dynamics/articulation in the second movement of his Symphony No. 101 in D major.	• To further pupils' understanding of the instrumentation commonly associated with all sub topics within AoS2: Popular Music. • To further pupils' understanding of the use of primary and secondary chords to compose chord progressions. • To further pupils' understanding of effective melodic writing in popular music, including conjunct movement, a narrow range and use of repetition.	• To introduce pupils to the importance of the accuracy of pitch and rhythm in performance. • To introduce pupils to the importance of performing at an appropriate tempo. • To introduce pupils to the importance of observing the composer's expressive markings.	• To enhance pupils' ability to compose a piece of music in binary, ternary, rondo or popular music form. • To enhance pupils' understanding of harmony and tonality, including modulation to closely related keys, including dominant, subdominant, relative major/minor and tonic major/minor. • To enhance pupils' understanding of melody, including use of conjunct, disjunct, scalic, arpeggio and triadic movement.

	AoS 2 Popular Music	AoS 3 Traditional Music	AoS 4 Western Classical Tradition since 1910	Component 2 Performing Component 3 Composing	Component 2 Performing Component 3 Composing Revision of Elements of Music and AoS 1-4	External exams
YEAR 11	• To introduce pupils to the instruments used in With A Little Help From My Friends, Within You, Without You and Lucy In The Sky With Diamonds. • To introduce pupils to the structure of each of the songs. • To introduce pupils to the Beatles' use of melody, harmony, tonality, structure, sonority, texture, tempo/metre/rhythm and dynamics/articulation in each of the songs listed in the AQA GCSE Music specification.	• To enhance pupils' understanding of Blues music, including the use of the 12-bar blues chord progression, blues scale, blue notes, portamento, syncopation and swing rhythm. • To enhance pupils' understanding of African and Caribbean music, including the use of ostinato, polyrhythms, call and response, off beat rhythm. • To introduce pupils' understanding of features of Latin American music, including the use of syncopation. • To introduce pupils to instruments associated with folk music.	• To further pupils' understanding of 20th century composers who strived to compose innovative and revolutionary pieces of music. • To further pupils' understanding of how the elements of music can be used in 20th century music, including fragments of melody, dissonant harmony, unclear tonality, lack of structure, contrasts in dynamics. • To further pupils' understanding of 20th century music features such as retrograde, inversion, retrograde inversion, ostinato and metamorphosis.	• To introduce pupils to the importance of the accuracy of pitch and rhythm in performance. • To introduce pupils to the importance of performing at an appropriate tempo. • To introduce pupils to the importance of observing the composer's expressive markings. • To enhance pupils' ability to compose a piece of music in binary, ternary, rondo or popular music form. • To enhance pupils' understanding of harmony and tonality, including modulation to closely related keys, including dominant, subdominant, relative major/minor and tonic major/minor. • To enhance pupils' understanding of melody, including use of conjunct, disjunct, scalic, arpeggio and triadic movement.	• To introduce pupils to the importance of the accuracy of pitch and rhythm in performance. • To introduce pupils to the importance of • performing at an appropriate tempo. • To introduce pupils to the importance of observing the composer's expressive markings. • To enhance pupils' ability to compose a piece of music in binary, ternary, rondo or popular music form. • To enhance pupils' understanding of harmony and tonality, including modulation to closely related keys, including dominant, subdominant, relative major/minor and tonic major/minor. • To enhance pupils' understanding of melody, including use of conjunct, disjunct, scalic, arpeggio and triadic movement.	

St Bede's Curriculum Design Principles

<u>Within subjects</u>: depth, relevance, sequencing, spacing

<u>Between subjects</u>: breadth, cultural capital, coherence, progression, interlinking