

Curriculum Subject: Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Making Music	The Western Classical Tradition1	Music Technology	The Elements of Music	Programme Music	African Music
YEAR 7	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • An introduction to using a Digital Audio Workstation to compose and produce music. To develop students' skills in setting up a project, recording using MIDI keyboards, inputting music using the 'pencil' tool and using automation. 	<ul style="list-style-type: none"> • To introduce students to each of the eight elements of music. • Melody – to introduce pupils to pitch notation and how to construct a melody using conjunct and disjunct movement and repetition. • Harmony – to introduce pupils to chords. • Tonality – to introduce pupils to major and minor tonalities. • Structure – to introduce pupils to binary, ternary and rondo forms. • Sonority – to introduce pupils to the four families of the orchestra. • Texture – to introduce pupils to single line melody, melody and accompaniment and polyphonic textures. • Tempo, metre and rhythm – to introduce pupils to rhythm notation and time signatures. • Dynamics and articulation – to introduce students to common dynamic markings. 	<ul style="list-style-type: none"> • To know the definition of programme music. • To further pupils' understanding of the elements of music, specifically melody, tonality, structure, sonority (instrumentation), structure, tempo and dynamics. To improve pupils' ability to use the elements of music to create a piece of programme music. 	<ul style="list-style-type: none"> • To introduce pupils to the use of ostinato in African music. • To introduce pupils to the use of polyrhythms in African music. • To introduce pupils to the use of call and response as a structure in African music.
	<p>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 knowledge, understanding and skills.</p>					

	Blues	Folk Music	Music for Media	Popular Music	Music of the Caribbean	Latin American Music
YEAR 8	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To introduce students to British folk music. • To develop pupils' understanding of the typical features of folk music. • To introduce students to sea shanties. • To develop pupils' understanding of the typical features of sea shanties. 	<ul style="list-style-type: none"> • 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 importance of composing short and memorable melodies in order to hook the listener. • To develop pupils' ability to use the elements of music to perform and compose pieces of music for television, radio and video games. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To introduce pupils to the features of Caribbean music, specifically reggae and calypso. • Use of riff (short repeated patterns) usually played by a bass guitar. • Use of simple chord progressions (perhaps using chords 1, 4 and 5 of a key). • Use of verse-chorus form. • Use of electric guitar, bass guitar, drum kit, piano and electric organ • Use of a medium tempo. • Use of a 4/4 time signature. • Use of the 'skank' or 'bubble' rhythm – playing chords on beats 2 & 4 of the bar. 	<ul style="list-style-type: none"> • To introduce pupils' understanding of features of Latin American music, specifically the music of Brazil, Argentina, Cuba and Dominican Republic. • To introduce students to the use of ostinato, call and response and syncopation in Samba. • To introduce students to the use of a minor tonality and syncopation in Tango. • To introduce students to the use of ostinato, a minor tonality, the clave rhythm and syncopation in salsa.

	The Western Classical Tradition 2	Composition Skills	Rock Music	Musical Theatre	Ragtime and Jazz	Music of the 20 th Century
YEAR 9	<ul style="list-style-type: none"> 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' understanding of the features of romantic music, including the use of chromatic harmony. 	<ul style="list-style-type: none"> To fully prepare pupils for the start of GCSE Music, pupils will enhance their knowledge of melody (including conjunct, disjunct, triadic, arpeggio and scalar 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 (including 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. 	<ul style="list-style-type: none"> To introduce pupils to the musical features of rock music, including the use of riffs, primary chords, instrumentation associated with rock music, 4/4 time signature and syncopation. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> To introduce pupils to features of ragtime, including solo piano, 2/4 time signature, syncopated melody and crotchet movement in the bass. To introduce students to the features of Dixieland, including the use of frontline instruments such as a clarinet, trumpet and trombone and a rhythm section of piano, drum kit and double bass. To introduce students to the swing/big band style, including the use of a larger jazz band. To introduce students to the features of bebop, including complicated melodies and extremely fast tempo. 	<ul style="list-style-type: none"> 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.
	Options Round 1					

	The Elements of Music	AoS1: The Western Classical Tradition	AoS1: The Western Classical Tradition – Study piece	AoS2: Popular Music	Component 2 (Performing) and Component 3 (Composing)	Component 2 (Performing) and Component 3 (Composing)
YEAR 10	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • To introduce pupils to Beethoven's use of melody, harmony, tonality, structure, sonority, texture, tempo/metre/rhythm and dynamics/articulation in the 1st movement of his First Symphony. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, scalar, arpeggio and triadic movement.
	Options Round 2					

	AoS2: Popular Music – study pieces	AoS3: Traditional Music	AoS 4 Western Classical Tradition since 1910	Component 2 (Performing) and Component 3 (Composing)	Component 2 (Performing) and Component 3 (Composing)	External exams
YEAR 11	<ul style="list-style-type: none"> To introduce pupils to Queen's 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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, scalar, arpeggio and triadic movement. 	<ul style="list-style-type: none"> 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, scalar, arpeggio and triadic movement. 	

St Bede's Curriculum Design Principles

Within subjects: depth, relevance, sequencing, spacing

Between subjects: breadth, cultural capital, coherence, progression, interlinking