

Curriculum Overview 2022-23 Music

Curriculum overview for Year 7

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Find My Voice</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will understand different pitches and ranges within vocal music. Students will develop their understanding of the elements of music, in particular pitch, dynamics and structure. <p>Skills:</p> <ul style="list-style-type: none"> Collective singing of songs with a small range. Call and response songs. Sing with vocal control songs with a small range. Sing tunefully and with expression. Sing with accurate pitching and following performance directions, including dynamics. Sing with a sense of ensemble. identify simple structure of pieces. Sing with a sense of ensemble. Identify simple structure of pieces. 		<p>Programme music (keyboard)</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will understand the layout of keyboard instruments, correct finger positions and further develop their understanding of note duration. Students will develop their understanding of the elements of music, in particular rhythm, tempo, duration and time signatures. <p>Skills:</p> <ul style="list-style-type: none"> Know how to set up and use technical functions of classroom keyboard. Keyboard performance skills including dexterity, co-ordination, accuracy, and timing. Perform multiple parts in time with fluency and accuracy. Begin to develop sight reading skills using treble clef with a limited range –I to V 	<p>Programme music (instruments of the orchestra)</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will understand how the orchestra has developed from the Baroque period to the Romantic period. Students will know key feature of music from each period and the social & cultural factors during each time period. Students will develop their understanding of the elements of music, in particular instrumentation and timbre. <p>Skills:</p> <ul style="list-style-type: none"> Identify different instruments aurally. Identify possible musical periods and composers for a piece of music. Perform using sight reading skills using treble clef with a range of an octave. Begin to develop sight reading skills using bass clef with a limited range –I to V. Begin to develop understanding of using a sequencer. Understand and recognise a variety of structures within music 	<p>Rhythm and Pulse</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will understand different tempos and time signatures. Students will develop their understanding of the elements of music, in particular rhythm, tempo, duration and time signatures. Students will develop their understanding of graphic and score notation. <p>Skills:</p> <ul style="list-style-type: none"> Perform in time to a pulse of varying tempi. Perform rhythms using rhythm grids in simple time. Perform rhythms using staff notation in simple time. Compose rhythms using rhythm grids in simple time. Compose rhythms using rhythm grids in simple time music 	<p>How does African music foster togetherness? (West African Ensembles)</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> The development of music from West Africa and how the slave trade transported African musical influences on the West. <p>Skills:</p> <ul style="list-style-type: none"> Identify geographic/cultural context of a piece of music. Perform multiple parts in time with fluency and accuracy. Perform rhythms using rhythm grids in simple time. Perform rhythms using staff notation in simple time. Compose rhythms using rhythm grids in simple time. Compose rhythms using rhythm grids in simple time. Perform pieces with a variety of textures. Compose pieces with a variety of textures.
Assessment	Formative verbal feedback on pupils' progress toward mastery of three key skill areas is provided throughout. Written feedback will be provided once per half term and pupils' mastery of the key three key skill areas is provided at the end of the unit. The three key skills are:		Formative verbal feedback on pupils' progress toward mastery of three key skill areas is provided throughout. Written feedback	Formative verbal feedback on pupils' progress toward mastery of three key skill areas is provided throughout. Written feedback	Formative verbal feedback on pupils' progress toward mastery of three key skill areas is provided throughout. Written feedback	Formative verbal feedback on pupils' progress toward mastery of three key skill areas is provided throughout. Written feedback

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	<ol style="list-style-type: none"> 1. Performing 2. Composing 3. Appraising 	<p>will be provided once in the half term and pupils' mastery of the key three key skill areas is provided at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> 1. Performing 2. Composing 3. Appraising 	<p>will be provided once in the half term and pupils' mastery of the key three key skill areas is provided at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> 1. Performing 2. Composing 3. Appraising 	<p>will be provided once in the half term and pupils' mastery of the key three key skill areas is provided at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> 1. Performing 2. Composing 3. Appraising 	<p>will be provided once in the half term and pupils' mastery of the key three key skill areas is provided at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> 1. Performing 2. Composing 3. Appraising
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Curriculum overview for Year 8

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>What does Bradford Sound Like?</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Students will understand how the cultural development of Bradford has influenced the development of music within the city. Students will learn about different song-forms and how to write lyrics to fit these structures. Students will develop their understanding of the elements of music. <p>Skills:</p> <ul style="list-style-type: none"> Identify geographic/cultural context of a piece of music. Write lyrics to a brief. Compose a simple melody, with limited range, for voice or keyboard to accompany lyrics. Identify tonality of a piece of music and function in a socio/cultural context. 		<p>How has music narrated the struggle for racial equality? (Blues & Jazz)</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> How the slave trade influenced cultural identity in the Americas and the subsequent creation of Blues and Jazz <p>Skills:</p> <ul style="list-style-type: none"> Identify geographic/cultural context of a piece of music. Keyboard performance skills including dexterity, co-ordination, accuracy, and timing. Perform multiple parts in time with fluency and accuracy. Further develop sight reading skills using treble clef with an extended range. Understand and perform chord accompaniment – I, IV and V. Understand, perform and compose more complex rhythms that feature in Blues music. Develop understanding of different bass lines within music. Improvisation. 		<p>How have the Beatles influenced modern music?</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> How Blues and Jazz influenced modern music and the impact they had on most Western genres of modern music. <p>Skills:</p> <ul style="list-style-type: none"> Identify geographic/cultural context of a piece of music. Write lyrics to a brief. Develop performance skills on a range of band instruments – ukulele, guitar, bass guitar and drum kit. Compose a with melody, with extended range, for voice or keyboard to accompany lyrics. Identify tonality of a piece of music and function in a socio/cultural context. Demonstrate secure ensemble skills with awareness of timing and balance with other performers. 	
<p>Assessment</p>	<p>Formative verbal feedback on pupils' progress toward mastery of three key skill areas is provided throughout. Written feedback will be provided once per half term and pupils' mastery of the key three key skill areas is provided at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> Performing Composing Appraising 		<p>Formative verbal feedback on pupils' progress toward mastery of three key skill areas is provided throughout. Written feedback will be provided once per half term and pupils' mastery of the key three key skill areas is provided at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> Performing Composing Appraising 		<p>Formative verbal feedback on pupils' progress toward mastery of three key skill areas is provided throughout. Written feedback will be provided once per half term and pupils' mastery of the key three key skill areas is provided at the end of the unit. The three key skills are:</p> <ol style="list-style-type: none"> Performing Composing Appraising 	

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Curriculum overview for Year 9

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Creating a masterpiece (Theme and Variation)</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> To develop a knowledge and understanding of how the Elements of Music can be used and manipulated as a basic form of musical variation to an existing theme or melody. Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody. Understand Variation Form as a type of musical Form and Structure. <p>Skills:</p> <ul style="list-style-type: none"> Identify geographic/cultural context of a piece of music. Develop composition skills and an understanding of how the elements of music can be used and manipulated as a basic form of musical variation to an existing theme or melody. Know, understand, and use other musical devices that can be changed or added to, to provide musical variation to an existing theme or melody. 		<p>Dance Music (Minimalism)</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Understand the connection between the steps, movement and formation of dances and the inter-related musical features within the music that accompanies them. Understand how different dance music genres use different time signatures and metres and how these relate to the dance. Understand how dance music is chiefly made up of primary chords, using chords I, IV, V, V7 and seventh chords in a range of simple major and minor keys. Understand how different dances use characteristic dance rhythms within their music. Describe the different accompaniment patterns and textures in dance music from different times and places. <p>Skills:</p> <ul style="list-style-type: none"> Understand changes in twentieth century music and how composers 'broke away' from late-Romantic ideals. Understand that twentieth century music consistent of many different types, styles, movements and genres. Understand and demonstrate how minimalist composers develop pieces from small starting points. Know and demonstrate the compositional and serialist techniques used by expressionist composers. 	<p>Music for stage and screen</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. How film music can change the viewer's interpretation of a scene. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. <p>Skills:</p> <ul style="list-style-type: none"> How music can enhance the visual images and dramatic impact of film and can reflect the emotional and narrative messages of the drama. How timing is a crucial factor in the composition and performance of music for film. How film music can change the viewer's interpretation of a scene. How to create an effective musical narrative for a film scene, using appropriate techniques to create an intended effect. Develop understanding of using a music sequencer. 	<p>How do you write a No. 1 hit?</p> <p>Key Knowledge:</p> <ul style="list-style-type: none"> Understand the different textural and structural elements of a song/popular song. Understand and use the different musical information given on a lead sheet in creating a Musical Arrangement of a Popular Song. <p>Skills:</p> <ul style="list-style-type: none"> Understand the different textural and structural elements of a song/popular song. Understand and use the different musical information given on a lead sheet in creating a musical arrangement of a popular song. Compose original melodies, with extended range, to a given chord sequence. Write lyrics to a brief. Develop performance skills on a range of band instruments – ukulele, guitar, bass guitar and drum kit. 	

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		<ul style="list-style-type: none"> Manipulate motifs and tone rows using a variety of musical development techniques. Develop understanding of using a music sequencer. 		
Assessment	<p>Formative verbal feedback on pupils' progress toward mastery of four key skill areas is provided throughout, the increase in skills in Year 9 reflecting an increase in the range of skills taught. Written feedback will be provided once per half term and pupils' mastery of the key four key skill areas is provided at the end of the unit. The four key skills are:</p> <ol style="list-style-type: none"> Performing Composing Appraising Using technology 	<p>Formative verbal feedback on pupils' progress toward mastery of four key skill areas is provided throughout, the increase in skills in Year 9 reflecting an increase in the range of skills taught. Written feedback will be provided once per half term and pupils' mastery of the key four key skill areas is provided at the end of the unit. The four key skills are:</p> <ol style="list-style-type: none"> Performing Composing Appraising Using technology 	<p>Formative verbal feedback on pupils' progress toward mastery of four key skill areas is provided throughout, the increase in skills in Year 9 reflecting an increase in the range of skills taught. Written feedback will be provided once per half term and pupils' mastery of the key four key skill areas is provided at the end of the unit. The four key skills are:</p> <ol style="list-style-type: none"> Performing Composing Appraising Using technology 	<p>Formative verbal feedback on pupils' progress toward mastery of four key skill areas is provided throughout, the increase in skills in Year 9 reflecting an increase in the range of skills taught. Written feedback will be provided once per half term and pupils' mastery of the key four key skill areas is provided at the end of the unit. The four key skills are:</p> <ol style="list-style-type: none"> Performing Composing Appraising Using technology

Curriculum overview for Year 10 Eduqas GCSE Music

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1/HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Eduqas GCSE Music Area of Study 1: Forms and devices:</p> <p>Key Knowledge: In this area of study, learners place music within a broad historical context and learn the key principal features of Baroque, Classical and Romantic music. Pupils will about structural forms and devices across a variety of genres and styles from the Western Classical Tradition 1650-1910.</p> <p>Skills: Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary,</p>	<p>Eduqas GCSE Music Area of Study 2: Music for ensemble</p> <p>Key Knowledge: Learners will consider how texture is used in the following instrumental and vocal groupings: <ul style="list-style-type: none"> vocal ensembles (including solos, duets, trios, use of backing vocals) jazz/blues trio rhythm section string quartet basso continuo sonatas. </p> <p>Skills: In this area of study, learners develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context.</p>	<p>Eduqas GCSE Music Area of Study 3: Film music</p> <p>Key Knowledge: In this area of study, learners will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect.</p> <p>Skills: Through listening to and performing examples of film music learners will study how: <ul style="list-style-type: none"> composers use musical elements appropriately to </p>	<p>Eduqas GCSE Music Area of Study 4: Popular music</p> <p>Key Knowledge: In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles).</p> <p>Skills: Through listening to and performing examples of popular music learners will study how: <ul style="list-style-type: none"> instrumental and synthesised sound is used </p>	<p>Eduqas GCSE Music Consolidating, Developing, Combining and Applying all Areas of Study and Knowledge and Skills</p> <ul style="list-style-type: none"> Revisit all topics from year 10 using different pieces as listening and performing examples Complete free composition project (of choice) and submit Continue to build aural skills through frequent practice. Free composition Work on year 10 performance pieces Listening exercises to further develop notation skills <p>Listening exercises to develop the ability to identify musical elements AO3 and appraising skills AO4</p> <p>Mock Performance Assessment – two pieces, with at least one ensemble (times should be noted, and feedback given)</p> <p>Assessment of composition to WJEC Eduqas criteria. Discussion should follow with learners re. targets, refinement etc.</p>

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	<p>minuet and trio, rondo, variation and strophic forms, including how composers use musical devices to create and develop music.</p> <p>This area of study includes one prepared extract which learners must study in depth: Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord</p>	<p>Through listening to and/or performing examples from chamber music, musical theatre, jazz and blues, learners will study texture, including how composers combine musical lines in the following textures:</p> <ul style="list-style-type: none"> • monophonic • homophonic • polyphonic • unison • chordal • layered • melody and accompaniment • round • canon • counter melody 	<p>respond to a specific commission</p> <ul style="list-style-type: none"> • composers use leitmotifs and thematic transformation to develop thematic material to respond to a given stimulus or commission such as words or pictures • musical features are adopted by composers to create a mood in descriptive music • dynamics and contrast are used for the creation of special effects 	<ul style="list-style-type: none"> • original music may be modified • vocal sounds are used • instruments and voices are combined • sound is computer-generated and amplified • software and samplers are utilised. <p>Learners will also identify and use the following musical features:</p> <ul style="list-style-type: none"> • 32 bar song form • Strophic • 12 bar blues • verse • chorus • riffs • middle 8 • bridge • fill • instrumental break • intros and outros • improvisation • loops • samples • panning • phasing • syncopation • driving rhythms • balance • standard chord progressions • melismatic and syllabic writing • lead and backing vocals • backing tracks • primary chords • secondary chords • cadences 	<p>Mock listening exam based on all areas of study</p> <p>**Throughout the year pupils will be working on their solo performance and their free composition, meaning that they will have an ensemble performance and a composition in response to one of four briefs set by Eduqas to complete in year 11**</p>
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<p>Assessment</p>	<p>Mini assessments: Pupils will identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music.</p> <p>Performances: Pupils will perform their solo piece so that we can gauge where they are at and provide feedback.</p> <p>Compositions: Regular feedback will be provided in the notes section of pupils' garage band so that pupils know what targets they need to work on each session.</p>	<p>Mini assessments: Pupils will identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music.</p> <p>Performances: Pupils will perform their solo piece so that we can gauge where they are at and provide feedback.</p> <p>Compositions: Regular feedback will be provided in the notes section of pupils' garage band so that pupils know what targets they need to work on each session.</p>	<p>Mini assessments: Pupils will identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music.</p> <p>Performances: Pupils will perform their solo piece so that we can gauge where they are at and provide feedback.</p> <p>Compositions: Regular feedback will be provided in the notes section of pupils' garage band so that pupils know what targets they need to work on each session.</p>	<p>Mini assessments: Pupils will identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music.</p> <p>Performances: Pupils will perform their solo piece so that we can gauge where they are at and provide feedback.</p> <p>Compositions: Regular feedback will be provided in the notes section of pupils' garage band so that pupils know what targets they need to work on each session.</p>	<p>Mini assessments: Pupils will identify musical elements, musical contexts and musical language, and apply this knowledge to familiar and unfamiliar music.</p> <p>Performances: Pupils will perform their solo piece so that we can gauge where they are at and provide feedback.</p> <p>Compositions: Regular feedback will be provided in the notes section of pupils' garage band so that pupils know what targets they need to work on each session.</p> <p>End of Year 10 Mock Exam: mock GCSE exam paper</p>
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Curriculum overview for Year 11 Eduqas GCSE Music

TERM	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1/ HT 2
<p>Curriculum Content:</p> <p>Priority Essential knowledge and skills that will be taught.</p>	<p>Eduqas GCSE Music Area of Study 1: Forms and Devices (Advanced)</p> <p>Revisit area of study 1: Forms and Devices (with more advanced topics and practical content)</p> <p>Variation form and strophic form in classical music</p> <p>Recognition of features of baroque, classical and romantic periods</p> <p>Revisit: imitation, pedal, canon, alberti bass and all harmonic features</p> <p>Revisit and revision: <i>Badinerie</i></p> <p>Exam preparation: theoretical knowledge consolidation and revision; exam techniques and strategies</p> <p>Building a vocabulary revision list</p> <p>Select final choice of pieces for the practical examination</p> <p>Work and rehearse all performances</p> <p>Begin work on the piece for the WJEC Eduqas Composition set brief</p> <p>Continued regular practice on appraising questions in the style of the examination, including comparisons of extracts</p>	<p>Eduqas GCSE Music Area of Study 4: Popular Music (Advanced)</p> <p>Revisit area of study 4: Popular Music (with more advanced topic/class/practical content)</p> <p>Bhangra and fusion, including class Bhangra project.</p> <p>Loops, samples, panning, phasing, melismatic/syllabic</p> <p>Revisit <i>Since You've Been Gone</i></p> <p>Exam preparation: theoretical knowledge consolidation and revision; exam techniques and strategies</p> <p>Continued work on performance (ensemble and/or solo), recording final performances as appropriate.</p> <p>Complete WJEC Eduqas set composition: final refinements, production of score/leadsheet and composition log.</p>	<p>Eduqas GCSE Music Area of Study 2: Music for Ensemble (Advanced)</p> <p>Revisit Music for Ensemble (with more advanced topic/class/practical content):</p> <p>Polyphonic, layered, round, canon and countermelody</p> <p>Extend knowledge of style Further development of free composition piece.</p> <p>Continued work on performances, recording when appropriate</p>	<p>Eduqas GCSE Music Area of Study 3: Film Music (Advanced)</p> <p>Revisit Film Music (with any further topics/content):</p> <p>Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures</p> <p>Complete all coursework</p> <p>Complete free composition</p> <p>Complete all performances</p>	<p>Listening practice and final examination. Ensure the specification content is fully covered</p> <p>Exam practice questions.</p> <p>Revision techniques.</p> <p>Exam preparation: theoretical knowledge consolidation and revision; exam techniques and strategies; practice questions; learner answer analyses and improvement</p>

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<p>Assessment</p>	<p>Summative GCSE Assessment: Assess performances to WJEC Eduqas criteria when ready</p> <p>Monitor composition, processes, progress and composition log</p> <p>Regular listening tests and homework exercises. Build department resources bank for learners to access according to ability and musical understanding.</p>	<p>Summative GCSE Assessment: Assess composition to brief using WJEC Eduqas criteria. Ensure that all authentication procedures have been included</p> <p>Continue to assess performances when ready to WJEC Eduqas criteria</p> <p>Regular listening tests and homework exercises</p>	<p>Summative GCSE Assessment: Mock exam</p> <p>Continue to assess performances to WJEC Eduqas criteria</p> <p>Monitor composition</p>	<p>Mini assessments: Complete all course work and assess using WJEC Eduqas criteria</p> <p>Complete all necessary documentation ready for submission</p>	<p>Appraising examination</p> <p>Practice 90 min listening exam.</p> <p>Final external GCSE listening exam.</p>
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