**Subject Area: Music**

Year 7

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|  | Topic and key aspects of study  | Key Words | What to research at home/ recommended websites and reading list |
| **Autumn Term 1** | Song of Myself * Development of some fundamental musical skills
* Development of listening skills, through exposure to and engagement with a wide range of music.
* Understanding of some of the inter-related dimensions of music, and exploring how music is created, produced and communicated.
* Development of an understanding of how the voice works, and other performance considerations.
* Development of vocal skills and rhythmic percussion (including body percussion)
 | PulseRhythmPitchDynamicsTempo.  |   |
| **Autumn Term 2** | Keyboard skills* Familiarisation with playing the keyboard
* Understanding and application of practice skills and techniques.
* Introduction to a variety of appropriate musical notations.
 | ToneSemitoneIntervalSharps/flats/naturalsRhythm (semibreve, minim, crotchet, quaver) |  |
| **Spring Term 2** | The Blues* Deepening understand of Blues music, including the musics which influenced it and musics which it has itself influenced.
* The identification and performance of key features common in Blues musical practices
* Development of improvisation skills in a range of solo and ensemble contexts.
 | ImprovisationThe Blues Scale/noteShuffle rhythm12 Bar BluesCall and responseWalking bass line | <https://www.youtube.com/watch?v=3LFjHo7Cdrw><https://www.youtube.com/watch?v=JvbSXVc451Q><http://www.bbc.co.uk/schools/gcsebitesize/music/popular_music/blues2.shtml> |
|  | Scary Music* Understanding of the effect of music on emotion
* Developing of group work skills, especially with regards to composition and performance
 | Consonance DissonanceMelody and accompanimentDynamics |  |
| **Summer Term 1** | Programme music* Development of compositional skills, including the ability to extend and develop musical ideas coherently.
* Performance and rehearsal skills in a small group context.
 |  | <http://www.bbc.co.uk/schools/gcsebitesize/music/western_tradition/programme_music1.shtml> |
| **Summer Term 2** | Song writing* Understanding of the function of chords in pop songs
* Development of compositional skills
 | Chord sequenceTriadMajor and minor chordsInterval | <http://www.bbc.co.uk/schools/gcsebitesize/music/popular_music/> |

Year 8

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|  | Topic and key aspects of study  | Key Words | What to research at home/ recommended websites and reading list |
| **Autumn Term 1** | Developing musicality* Development of some fundamental musical skills
* Development of listening skills, through exposure to and engagement with a wide range of music.
* Understanding of some of the inter-related dimensions of music, and exploring how music is created, produced and communicated.
* Development of an understanding of how the voice works, and other performance considerations.
* Introduction to the ukulele, including strumming patterns and reading chord diagrams.
 | PulseRhythmPitchDynamics |  |
| **Autumn Term 2** | Indian music* Understanding of the traditional practice of Indian classical music.

Development of improvisation styles.  | AlapJhorJhalaGatSitarTampuraTablaRagaTalaDrone | <https://www.youtube.com/watch?v=UIkCm3xw0yQ> |
| **Spring Term 1** | Samba* Development of ensemble skills through performance in a samba group.
* Understanding of samba as a musical practice including its origins and cultural context
 | IntroductionCall and repeatCall and responseStructureInstrument names (i.e. surdo, tambourim, agogo, ganze, apito)Groove | <https://www.bbc.com/education/clips/zrjn34j><https://www.youtube.com/watch?v=QWw0O2L7RYw><https://www.youtube.com/watch?v=UxLwB-Qjzz0> |
| **Spring Term 2** | Battle of the Bands* Learning how to play chords (on the ukulele, guitar, piano)
* Development of singing technique, in a whole class and small ensemble context.
* Development of ensemble performance skills.
 | EnsembleBalanceTiming |  |
| **Summer Term 1** | The Twentieth Century* Understanding of the wider development of Western Art Music (‘Classical music’) throughout the 20th Century (and beyond).
* Development of performance skills and practices within a variety of contexts relevant to different musical practices.
* Development of ensemble performance skills
 | MinimalismSerialismAvante Guarde ‘Art’ music | <https://www.bbc.com/education/guides/z99x6sg/video> |
| **Summer Term 2** | Developing keyboard skills* Development of keyboard skills, including playing musically, fluently and with accuracy and expression.
* Understanding and application of practice skills and techniques.
* Introduction and continued application to a variety of appropriate musical notations.
 | ToneSemitoneIntervalSharps/flats/naturalsRhythm (semibreve, minim, crotchet, quaver) |  |

Year 9

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|  | Topic and key aspects of study  | Key Words | What to research at home/ recommended websites and reading list |
| **Autumn Term 1** | Conventions of pop: from rock and roll* Understanding how composers of popular music use and develop musical elements (to include instruments, pitch and melody, tempo, rhythm and metre, dynamics, harmony and tonality).
* Development of practical and performance skills in whole class and small ensemble contexts.
* Development of compositional skills within a particular musical style, as appropriate.
 | Tonality: major and minorDynamicsInstruments (to include guitar, piano, bass, voice etc.)Electronic effects (to include distortion, panning, amplification, sampler, mixing desk, drum machine, multitracking) | <https://www.youtube.com/watch?v=6MK_iAEFCY0><https://www.youtube.com/watch?v=AJ8OLgWI4ps&> |
| **Autumn Term 2** | Conventions of pop: to the present day* Understanding how composers of popular music use and develop musical elements (to include instruments, pitch and melody, tempo, rhythm and metre, dynamics, harmony and tonality).
* Development of practical and performance skills in whole class and small ensemble contexts.
* Development of compositional skills within a particular musical style, as appropriate.
 | Tonality: major and minorDynamicsInstruments (to include guitar, piano, bass, voice etc.)Electronic effects (to include distortion, panning, amplification, sampler, mixing desk, drum machine, multitracking) | <https://www.youtube.com/watch?v=ybCTV6IGXPA><https://www.youtube.com/watch?v=EqjjUaVrJJQ> |
| **Spring Term 1** | Film and video game music* Understanding how composers use music to enhance the action on screen in films and video games.
* Understanding how composers use music dramatically and expressively through a variety of musical elements and devices.
 | Consonance and dissonanceDynamicsTempo Harmony and tonalityInstruments and timbreLeitmotifDiegetic and non/extra-diegetic music | <https://www.youtube.com/watch?v=7I-SM-gzOUg><https://www.youtube.com/watch?v=97qV3QBwV7s><https://www.youtube.com/watch?v=0UgHnKrcl5g><https://www.youtube.com/watch?v=oY2bpQDr8e8> |
| **Spring Term 2** | Film and video game music* As above, with the continued development of compositional and performance skills
* Understanding how composers use music to enhance the action on screen in films and video games.
* Understanding how composers use music dramatically and expressively through a variety of musical elements and devices.
 | Consonance and dissonanceDynamicsTempo Harmony and tonalityInstruments and timbreLeitmotifDiegetic and non/extra-diegetic music | As above, and<https://www.youtube.com/watch?v=YwD1rWw_loU> |
| **Summer Term 1** | My music: towards composition – Developing musicality* Development of instrumental technique (to include keyboard and vocal work)
* Development and refinement of practice techniques
* Development of ensemble skills through whole class and small ensemble work in a variety of contexts
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| **Summer Term 2** | My music: towards composition – Developing musicality* As above.
* Development of instrumental technique (to include keyboard and vocal work)
* Development and refinement of practice techniques
* Development of ensemble skills through whole class and small ensemble work in a variety of contexts
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**Year 10/11**

Exam Board: OCR

Chosen Units: N/A

How will this course be assessed examined: 40% examination, 60% non-exam assessment.

40% listening and appraising written paper

30% two short compositions (one free composition, and one to a brief)

30% two short performances (on any instrument, including voice)

**Content overview**

There are five areas of study:

Area of study 1: My music

Area of study 2: The concerto through time

Area of study 3: Rhythms of the world

Area of study 4: Film music

Area of study 5: Conventions of pop

**Component 01/02: Integrated portfolio**

Students develop their understanding of performance and composition through exploration of their own instrument within styles and genres of their choosing.

They demonstrate their playing skills and abilities by practising and performing a piece musically, accurately and with appropriate interpretation. In the composition element of this component, they demonstrate knowledge of composition techniques, use of musical elements and resources, including specific instrumental and technology techniques.

**Component 03/04: Practical component**

Students develop their skills and understanding of performance and composition. The focus of the performance aspect of this component is on the demands of performing with an ensemble. Students are also required to compose a piece of music appropriate for one of the areas of study in response to a set brief.

**Component 05: Listening and appraising**

This component focuses on areas of study 2, 3, 4, and 5. Students demonstrate their knowledge and understanding of musical elements, contexts and language.

For key words and other focuses relevant to the course of study, please see appendix 5e, language for learning.

<https://www.ocr.org.uk/Images/219378-specification-accredited-gcse-music-j536.pdf>

For an overview of the course structure, please see the curriculum rationale document.
**Year 12/13**

Name of course: RSL Level 3 Certificate for Music Practitioners

Exam Board: RSL (Rockschool limited)

Chosen Units: Subsidiary Diploma: Business Pathway. 90 credits in total.

* 349 Planning for a Career in Music L3 – Internal core. 15 credits.
* 389 Music Promition and Event Management L3 – External Core. 30 credits.
* 310 Composing Lyrics L3 – Internal optional. 5 credits.
* 318 Listening to Music L3 – Internal optional. 10 credits.
* 359 Live Music Performance L3 – Internal optional. 15 credits.
* 355 Leading Music Making Activity L3 – Internal optional. 10 credits.
* 327 Understanding Recording techniques L3 – Internal optional. 5 credits.

How will this course be assessed examined:

All assessment is based around practical and/or technical skills and knowledge applicable to roles in the music industry – live performance, written account/essay, presentation etc.

Learning is highly individualised depending on the individual student and the module. For further information, including the full module overview, please see <https://www.rslawards.com/vocational/music-practitioners/>