

## **Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## **Aims**

The Music curriculum at Weaverham High School aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## **Key Stage 3**

Pupils build on their previous knowledge and skills through performing, composing and listening. They develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They listen with increasing discrimination and awareness to inform their practice as musicians. They use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils will be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the interrelated dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history

## KS3

|        | Autumn 1                                                                                                                                                             | Autumn 2                                                                                                                | Spring 1                                                                                                                                                                      | Spring 2                                                                                                                                                                                      | Summer 1                                                                                                                                                                                  | Summer 2                                                                                                                                                               |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 7 | <b>TRANSITION</b> <ul style="list-style-type: none"> <li>Musical elements</li> <li>Rhythm and Pulse</li> </ul> <p>Aural tests<br/>Group composition/Performance</p>  | <b>INTRO TO KEYBOARDS</b> <ul style="list-style-type: none"> <li>Ode to Joy</li> </ul> <p>Solo keyboard assessments</p> | <b>Instruments of the Orchestra/Muscore</b> <p>Lt Kije notation assessment</p>                                                                                                | <b>Black Note March</b> <ul style="list-style-type: none"> <li>Tonality: Major/Minor</li> <li>Black Note March</li> </ul> <p>Paired keyboard assessment</p>                                   | <b>WESTERN CLASSICAL</b> <ul style="list-style-type: none"> <li>Fur Elise</li> </ul> <p>Solo keyboard assessment</p>                                                                      | <b>ROMANTIC</b> <ul style="list-style-type: none"> <li>Programme Music</li> </ul> <p>Group composition</p>                                                             |
| Year 8 | <b>STRUCTURE and FORM</b> <ul style="list-style-type: none"> <li>AB</li> <li>ABA</li> <li>Variations (Simpson's theme tune)</li> </ul> <p>Composition assessment</p> | <b>MINIMALISM</b> <ul style="list-style-type: none"> <li>Intro to Sibelius</li> </ul>                                   | <b>OPERA/MUSICAL THEATRE</b> <ul style="list-style-type: none"> <li>Carmen</li> <li>West Side Story</li> </ul> <p>Listening and appraising written assessment</p>             | <b>SOLO PERFORMANCE</b> <ul style="list-style-type: none"> <li>Accuracy and fluency</li> <li>Expression and articulation</li> <li>Italian terms</li> </ul> <p>Solo performance assessment</p> | <b>SALSA/CARIBBEAN MUSIC</b> <ul style="list-style-type: none"> <li>Reggae</li> <li>Steel Pans</li> <li>Clave rhythms</li> <li>Montuna</li> </ul> <p>Assessment of group arrangements</p> | <b>AFRICAN MUSIC</b> <ul style="list-style-type: none"> <li>Drumming</li> <li>Singing</li> <li>Ladysmith Black Mambazo</li> </ul> <p>Group performance assessments</p> |
| Year 9 | <b>BLUES</b> <ul style="list-style-type: none"> <li>12 Bar Chord sequence</li> <li>Jackass Blues</li> </ul> <p>Group performance assessment</p>                      | <b>JAZZ</b> <ul style="list-style-type: none"> <li>Melody and improvisation</li> </ul> <p>Solo keyboard assessment</p>  | <b>POP MUSIC</b> <ul style="list-style-type: none"> <li>Rock Music</li> <li>60s (Beatles)</li> <li>Contemporary</li> </ul> <p>Listening and appraising written assessment</p> | <b>DANCE MUSIC</b> <ul style="list-style-type: none"> <li>Structure and form</li> <li>Dance Ejay software</li> <li>Rhythm and pulse</li> </ul> <p>Dance Ejay composition</p>                  | <b>FILM and GAMING MUSIC</b> <ul style="list-style-type: none"> <li>Diagetic/Non Diagetic</li> <li>John Williams</li> </ul> <p>Garage band composition</p>                                | <b>MUSIC and the Media</b> <ul style="list-style-type: none"> <li>Radio adverts</li> </ul> <p>Group composition of radio advert</p>                                    |

KS4:

Yr10

|                                                                                                 | Autumn 1                                                                                                                                                                                       | Autumn 2                                                                                                                                                                       | Spring 1                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                         | Summer 1                                                                                                                                         | Summer 2                                                                                                                            |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <p>Understanding Music (40%)</p> <p>Assessment through exam style questions every 2 lessons</p> | <p>AOS1: Western Classical tradition</p> <ul style="list-style-type: none"> <li>Coronation anthems and Oratorios of Handel</li> <li>Orchestral music of Haydn, Mozart and Beethoven</li> </ul> | <p>AOS1: Western Classical tradition</p> <ul style="list-style-type: none"> <li>Piano music of Chopin and Schumann</li> <li>The requiem of the late Romantic period</li> </ul> | <p>AOS4: Western classical tradition since 1910</p> <ul style="list-style-type: none"> <li>Orchestral music of Copeland</li> <li>British Music of Arnold, Britten, Maxwell-Davies and Taverner</li> </ul> | <p>AOS4: Western classical tradition since 1910</p> <ul style="list-style-type: none"> <li>Orchestral music of Kodaly and Bartok</li> <li>Minimalist music of John Adams, Steve Reich and Terry Riley</li> </ul> | <p>AOS2: Popular Music</p> <ul style="list-style-type: none"> <li>Music of Broadway (1950s – 90s)</li> <li>Rock Music (1960s and 70s)</li> </ul> | <p>AOS2: Popular Music</p> <ul style="list-style-type: none"> <li>Film and gaming music</li> <li>Pop Music 1990s-present</li> </ul> |
| <p>Performing Music (30%)</p>                                                                   | 1 <sup>st</sup> solo performance                                                                                                                                                               | 2 <sup>nd</sup> solo performance                                                                                                                                               | 1 <sup>st</sup> ensemble performance                                                                                                                                                                      | 2 <sup>nd</sup> ensemble performance                                                                                                                                                                             | Solo/ensemble performances                                                                                                                       | Solo/Ensemble performance final recordings                                                                                          |
| <p>Composing Music (30%)</p>                                                                    | Creating chord sequences and melodies                                                                                                                                                          | Minimalism<br>Blues<br>Reggae                                                                                                                                                  | Start Composition 1 (Free)                                                                                                                                                                                | Continue Comp 1                                                                                                                                                                                                  | Continue Comp 1                                                                                                                                  | Complete Composition 1 and write up                                                                                                 |

Yr11

|                           | Autumn 1                                                                                                                               | Autumn 2                                                                                                                                                           | Spring 1                                   | Spring 2                     | Summer 1      | Summer 2 |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------------|---------------|----------|
| Understanding Music (40%) | AOS3: Traditional Music <ul style="list-style-type: none"> <li>Blues Music from 1920s-1950</li> </ul> Fusion music (African/Caribbean) | AOS3: Traditional Music <ul style="list-style-type: none"> <li>Contemporary Latin Music</li> <li>Contemporary folk music of the British Isles</li> </ul> MOCK EXAM | Exam practice                              | Exam Practice                | Exam Practice |          |
| Performing Music (30%)    | Solo/ensemble performances                                                                                                             | Solo/ensemble performances                                                                                                                                         | Solo/Ensemble performance final recordings |                              |               |          |
| Composing Music (30%)     | Begin Composition 2 (to a brief)                                                                                                       | Complete rough draft of Comp 2                                                                                                                                     | Continue comp 2                            | Complete comp 2 and write up |               |          |