

## Music Curriculum Overview

Below is a curriculum overview, showing what is taught at each stage of the year.

	Cycle 1	Cycle 2	Cycle 3
<b>Year 7</b>	<p><b>Topic:</b> Instrumental Skills</p> <p><b>Overview:</b> Learning the basics of chords and melody using keyboards, guitars, bass and drums. Working on musical timing.</p> <p><b>Assessment Week:</b> Performing a final piece to the teacher</p>	<p><b>Topic:</b> Chords and AABA pentatonic composition</p> <p><b>Overview:</b> Understanding how chords are constructed and what a pentatonic scale is and how to use one. Composing own music and inputting this to a DAW on the computers.</p> <p><b>Assessment Week:</b> Sharing final compositions for feedback.</p>	<p><b>Topic:</b> Film Music and Music Tech</p> <p><b>Overview:</b> Exploring film music and its devices such as leitmotifs and underscoring. Then composing own music to fit a film clip using loops and MIDI input.</p> <p><b>Assessment Week:</b> Sharing final compositions for feedback.</p>

	Cycle 1	Cycle 2	Cycle 3
<b>Year 8</b>	<p><b>Topic:</b> 4 chord songs and Music technology</p> <p><b>Overview:</b> Understanding the 4 chord trick and how pop songs utilise it. Composing own 4 chord pop songs using DAW and audio sampling.</p> <p><b>Assessment Week:</b> Sharing final compositions for feedback.</p>	<p><b>Topic:</b> Ensemble skills using popular repertoire</p> <p><b>Overview:</b> Understanding how to work as an ensemble and use lead sheets. Developing instrumental skills and timing skills. Using interpretation to create a more unique version of the chosen repertoire.</p> <p><b>Assessment Week:</b> Sharing final performances for feedback.</p>	<p><b>Topic:</b> Parody song writing</p> <p><b>Overview:</b> Recapping the understanding and building of chord sequences. Including writing lyrics and a hook to a given song. The essence of parody and appropriateness.</p> <p><b>Assessment Week:</b> Sharing final compositions for feedback.</p>

	Cycle 1	Cycle 2	Cycle 3
<b>Year 9</b>	<p><b>Topic:</b> Music through the decades</p> <p><b>Overview:</b> Looking at Music from 1950 to the 2000s. Exploring the key historic information from these decades and also the key genres and their musical characteristics. Composing and performing in these genres stylistically and recreating them as close to the originals as possible.</p> <p><b>Assessment Week:</b> Test about the different genres.</p>	<p><b>Topic:</b> AABA composition and My Instrument.</p> <p><b>Overview:</b> Exploring Music theory to create a composition using an AABA structure that uses a chord sequence and a pentatonic melody. Inputting and realising these using Music technology. Then exploring solo performance and understanding what makes good practice.</p> <p><b>Assessment Week:</b> Sharing compositions and a short solo performance.</p>	<p><b>Topic:</b> The Music Industry and World Music</p> <p><b>Overview:</b> Beginning to explore the nuts and bolts of the Music industry. Including venues, their uses, job roles and the various different umbrella terms to describe the varying organisations within the industry. Exploring music from Africa, India, Java and Bali, Jamaica, Spain and Brazil.</p> <p><b>Assessment Week:</b> Quizzes on the industry and on World Music.</p>

	Cycle 1	Cycle 2	Cycle 3
<b>Year 10</b>	<p><b>Topic:</b> Component 1 – Exploring Music the Music Industry</p> <p><b>Overview:</b> Students will study between 6 and 8 different genres of Music in detail. Students will learn about the history, evolution and characteristics of each genres whilst participating in workshops. During these workshop students will build a portfolio of work in which they perform, compose, produce and evaluate in the styles explored.</p> <p><b>Assessment week 2 :</b> Handing in of the portfolio coursework.</p>		<p><b>Topic:</b> Component 2 – Music Skills Development</p> <p><b>Overview:</b> Students will set targets and develop their skills in their chosen pathway throughout this cycle. Pathways include performance, composition and production. Students will complete a log of their progress and work towards a final piece.</p> <p><b>Assessment Week:</b> Handing in of the coursework.</p>

	Cycle 1	Cycle 2	Cycle 3
<b>Year 11</b>	<p><b>Topic:</b> Responding to a brief practice</p> <p><b>Overview:</b> Students will use the skills they have developed over the course to learn how to respond to a variety of briefs and complete the planning process of a project. This is in preparation for the externally assessed unit next cycle.</p> <p><b>Assessment Week:</b> Mock exam.</p>	<p><b>Topic:</b> Completing component 3 – Responding to a commercial brief</p> <p><b>Overview:</b> The brief is released in January and students have until May to complete the work in controlled conditions. They have to plan and deliver the product requested by the brief within their chosen pathway and evaluate its effectiveness.</p>	