

IDSALL SCHOOL

Music Curriculum



Music has a unique way of communicating that can inspire and motivate both children and adults alike. It is a vehicle for personal expression and plays an important role in the personal development of all. At Idsall, we believe that music should be accessible for every pupil in our school. Students are given the opportunity to learn about music and express themselves in a wide range of settings and genres, providing opportunities for physical, intellectual, imaginative and spiritual development. Successful participation in music develops pupils' self-esteem, confidence, wellbeing and learning skills. Through the "Golden" core threads of Performing, Composing and Listening, we provide a highly effective medium for self-expression and creativity. The breadth of this Curriculum allows students to develop the skills needed to prepare for KS4 and KS5 music courses, as well as gain a full understanding and enjoyment of music as a subject.



Music Learning Journey

Music at Idsall School has a strong emphasis on making music accessible to all students regardless of their starting point. We build on a foundation of Music knowledge and develop the individual skills, needs and styles throughout Years 7, 8 and 9. We teach a range of key skills including keyboard, instruments and Music Technology skills to all in Key Stage 3 and assist in the arrangement for lessons on other instruments through our peripatetic teachers. All of the progress in lessons is enhanced with a variety of extra curricular activities that are free to attend either at Lunchtimes or during Period 6. We encourage all students to explore the three main creative musical “golden threads” of performing, composing and appraising a wide range of musical genres.

The curriculum is designed to build upon the foundations of Primary School musical knowledge and provide the students with a broad, balanced and rich curriculum that incorporates many aspects of Music to inspire a love of learning and an understanding of themselves and the world in which they live, including tolerance of a range of cultures through the study of World Music.

Idsall music works on the principle that we can remove significant barriers financial and educational barriers to learning to enable all pupils to reach their potential in music by having access to equipment and staff along with a range of differentiated musical scores.



Year 7 Music Learning Journey

Listen,
Compose

Call and
Response
Samba
Pentatonic scale
Raga
Drone



World Music Tour 1

Question: What different types of music are there in the world?
Pupils will explore the music of Brazil, China and India.



Chords

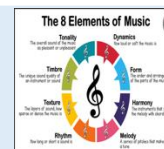


The Orchestra

Question: What different instruments can you hear?
Students will learn about the four families of instruments and how to perform in a group.

Woodwind, Brass
Strings, Percussion

Elements of Music



Question: What is a chord?

Students will explore melodies and chords and use these to create a piece of music

Treble Clef, Scale, Major,
Minor

Compose



Question: How does music work?

Students will learn about the key building blocks of music and how to use notation.

Perform, Compose, Listen

Dynamics, Tempo, Duration,
Pitch, Texture, Timbre,
Structure

7

The Big Picture – Intent: The Year 7 KS3 Music Curriculum provides students with an introduction to the Elements of Music and to the fundamental skills of musicianship. Students receive a 1 hour lesson per fortnight. Students will be able to listen to all types of Music and describe music using the core key elements, being able to discuss changes and developments in dynamics, tempo, rhythm, structure, melody, instruments, texture and harmony. They will experience whole class singing, ensemble performing, individual keyboard skills, and a range of percussion skills. Students will also experience different composition techniques including melody, harmony, chords and structure. The curriculum model is designed to build upon the skills developed in Primary School whilst allowing any gaps in knowledge and musical technique to be identified. Each lesson is carefully planned and tailored for all needs including those students that may have extensive previous musical experience and tuition. The curriculum also feeds into an extensive programme of extra curricular and outreach activities.		
Implementation: Music lessons include various practical and listening activities, enabling the students to work alone, in pairs and as part of a class. They will work on an Elements of Music composition using body percussion, vocals and a range of percussion instruments to help develop their knowledge and understanding of the key musical elements, along with a short keyboard course to develop their music reading and keyboard playing skills. Students will explore melodies and chords and use these to create a piece of music showing an understanding of the tonalities of major, minor and chromatic keys and harmony. They will also learn about structure and how a piece of music is built. Students will also explore a range of different types of World Music including Brazil, China and India, using these as a starting point for a composition. Students finish Year 7 by learning about the Instruments of The Orchestra through practical demonstrations and tasks along with listening activities and a whole class performance.	Key Summative Assessments: Elements of Music: Group Composition Chords: Group composition and performance World Music Tour: Composition The Orchestra: Class and individual performances	Summative assessment Autumn Term: Composition and Appraisal Spring Term: Composition and Appraisal Summer Term: Keyboard Skills Instrument Skills Performance
Impact: Students will have developed the key skills of Performance, Composition and Appraisal through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of Music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music.		

Year 7 Curriculum Overview – by unit

Autumn Term

Golden Threads: Performance, Composition, Appraisal

Unit: The Elements of Music

Students learn about the key elements of music: Pulse, Dynamics, Tempo, Duration, Pitch and Structure through a range of performance and composition activities. These include creating a body percussion piece and then extending this by adding a range of percussion instruments. Each lesson contains an Appraisal element where students will listen to a range of short musical extracts drawn from different genres, as well as peer and self assessed performances of their ideas.

Students are also introduced to formal rhythmic notation patterns and perform a piece using these skills.

Students are also introduced to keyboard and vocal skills through activities including short keyboard challenges, vocal warm ups and songs.

Spring Term	
Golden Threads: Performance, Composition, Appraisal	
<u>Unit: Chords</u> Students will learn that a chord is more than one note played at the same time and be able play and use both single finger and full chords. They will be able to identify and use Major, Minor, Pentatonic and Chromatic scales and use these to compose melodies. Students are introduced to treble clef notation and are encouraged to notate melodies using music whiteboards. Students also extend their concept of structure, including Binary, Ternary and Rondo forms to compose an instrumental or keyboard piece.	<u>Unit: World Music Tour 1</u> Students will learn how to clap a call and response pattern and use percussion to demonstrate an understanding of the role of a Master Drummer. They will listen to a range of World Music pieces and discuss how music is used for different purposes including celebration and religion. Students will compose ideas drawn from a range of World Music genres including Samba, Traditional Indian Music using a Raga and Drone, and Chinese Music using a pentatonic scale.
Summer Term	
Golden Threads: Performance, Composition, Appraisal	
<u>Unit: Instruments of The Orchestra</u> Students will learn how to use five fingers to play the notes CDEFG and use both hands on a keyboard. They will also perform a range of short “keyboard challenges”. They will also continue to develop key instrumental and vocal skills in warm up and performance activities. Students will learn how to recognise the four families of orchestral instruments aurally and physically and identify these in a range of orchestral pieces. Each student will have the opportunity to physically hold and play a member of each family. Students can recognise and draw a treble clef using a stave to write down musical notes, and use these notation skills to perform a whole class piece using a range of different sounds and timbres.	



Year 8 Music Learning Journey

Question: How can musical ideas be developed?

Pupils will explore how to use variation to change a theme.

Listen, Compose

Call and Response

Gamelan

Syncopation

Listen, Perform, Compose



World Music Tour 2



Variations

Loops, DAW,
Layers

Music Tech
Compose

Music
Technology



Core Knowledge

Golden Thread

Question: How can we create a piece of music?

Pupils will develop composition skills using an ostinato.

Question: How can we play different instruments in a group? Students learn how to perform in a musical ensemble.



The Planets



Ensembles

Listen, Compose

Listen, Perform

Canon, Ostinato, Timbre

8

The Big Picture – Intent: In Year 8 students begin their study focusing on two key units that develop the essential knowledge of composition and performance skills required across Year 8, 9 and KS4 courses. Students will be introduced to the concept of “Ensemble” performances that focus upon independent parts (a core GCSE requirement) as opposed to the small group or whole class programme in Year 7. Students will explore a range of composition techniques using chords and ostinatos and how they can apply and use these on a range of instruments, with whole class and group tasks that are designed to build on skills and techniques introduced in previous topic. This is designed to encourage independence and build confidence. They will also develop and extend their knowledge of World Music by listening to and performing a range of pieces from countries such as Bali, Brazil and Latin America. Students have now gained substantial knowledge in the core composites of performance, composition and appraisal. Year 8 introduces the use of music technology and DAWs to produce compositions and mixes and the various pieces of equipment needed to record and produce music. They will explore a range of pieces and ideas that utilise the key components of the year to extend using Variation.		
Implementation: Music lessons include various practical and listening activities, enabling the students to work alone, in pairs and as part of a musical ensemble. They will work on an extended group (ensemble) performance using keyboards, drums and a range of other musical instruments to help develop their knowledge and understanding of the key performance skills, along with a short keyboard course to develop their music reading and keyboard playing skills. Students will explore how ostinatos and chords are used in music and use these to create a piece of music showing an understanding of harmony, structure and repetition. Appraisal skills are extended by studying the music of Holst (The Planets). Students will also explore a range of different types of World Music including Balinese Gamelan, Brazilian Samba Battacuda and Latin American Salsa, using these as a starting point for a composition. Students finish Year 8 by learning about Theme and Variation, performing a range of pieces that act as a starting point for how to further develop and extend a musical idea. The use of music technology to support composition so that students have a much stronger focus upon independent music making, performing and composition as they choose suitable pathways to study.	Key Summative Assessments: “Canon”: Ensemble Performance The Planets: Group or individual composition World Music Tour: Composition and Performance Variation: Composition	Summative assessment Autumn Term: Composition, Performance and Appraisal Spring Term: Composition and Performance Summer Term: Instrument Skills Composition
Impact: Students will have developed the key skills of Performance, Composition and Appraisal through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of Music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music whilst having been introduced to key Music Technology Skills that will be required for future study across Year 9 and GCSE Music.		

Year 8 Curriculum Overview – by unit

Autumn Term

Golden Threads: Performance, Composition, Appraisal

Unit: Ensembles

Students will know how to use a range of technical exercises on specific instruments and keyboards. They will extend their knowledge of a musical pulse and perform a bass line to stay in time.

Students will extend their knowledge and use of notation and chords.

Students can use instruments to perform in an ensemble setting using different harmonies and timbres, along with playing separate independent parts.

Unit: The Planets

Students will be able to listen to a range of extended orchestral excerpts and know how to use a range of musical terms to discuss these. They will also be able to identify a range of ostinato patterns.

Students will be able to identify and use Major, Minor, Pentatonic and Chromatic scales and use these to compose melodies. They will be able to create an ostinato pattern and extend ideas by using chords and structure. Students will be able to compose a piece of music based upon Holst's "The Planets"

Spring Term	
Golden Threads: Performance, Composition, Appraisal	
<u>Unit: Music Technology</u> Students can use a Digital Audio Workstation to access loops to create their own music and extend this by adding tracks into the software for Midi or Audio. They will be able to describe different Frequency bands (Low,Mid,High) and a range of different musical effects. Students will understand the role of a producer in the music industry along with being able manipulate mixing controls using a DAW or mixing desk.	<u>Unit: World Music Tour 2</u> Students can clap a call and response pattern and use percussion to demonstrate an understanding of the role of a Master Drummer. Students can listen to a range of World Music pieces and discuss how music is used for different purposes including celebration and religion. Students can compose ideas drawn from a range of World Music genres including Samba, Gamelan and Salsa and how repetition is used to extend musical pieces.
Summer Term	
Golden Threads: Performance, Composition, Appraisal	
<u>Unit: Variations</u> Students can understand that a theme is a musical idea and identify a musical theme such as ‘Frere Jacques’ and ‘Faded’. They will be able to perform a range of musical themes. Students will be able to create a different version of a musical theme and know that this is called a variation and will be able to use different chords and ostinatos to develop a Variation. Students will also continue to develop key instrument specific techniques and use these to perform appropriate pieces.	



Year 9 Music Learning Journey

"Pop" Music

Listen, Perform, Compose



Film and Game Music

Final Project

Plan
Rehearse
Produce

Question: How did "Pop" Music start?
Exploring the history and importance of Blues Music.

Listen, Perform, Compose

Question: What makes music memorable?
Exploring how different pieces and styles are structured.

Listen, Perform

Hooks and Riffs

Repetition, Chords,
Create



Listen, Perform, Compose

Blues Music

12 Bar Blues
Bass Riff
Improvisation



Question: How can musical ideas be developed?
Pupils will explore how to use variation to change a theme.

9

The Big Picture – Intent: In Year 9 students begin their study focusing on two key units that develop the essential knowledge of composition and performance skills required across Year 9 and KS4 courses. Students will be introduced to the concept of how “Pop Music” (a KS4 component) developed from Blues Music and its history. The unit also offers an opportunity for students to join a variety of instrumental programmes available in class due to the nature of the chosen materials. The Year 9 curriculum extends fundamental composition techniques such as ostinatos which develop the knowledge gained in Year 8 with students exploring a range of composition techniques using chords, hooks and ostinato riffs and how they can apply and use these on a range of instruments. Students have now gained substantial knowledge in the core composites of performance, composition and appraisal. This unit introduces the core GSCE component of “Conventions of Pop”. They will develop and extend a range of composition techniques including a verse and chorus structure using a range of instruments alongside music technology. Students will also study Film and Game Music, performing Themes and using these to develop short compositions. The KS3 curriculum culminates in a final Music Project” that utilizes all of the skills and knowledge gained across the year.		
Implementation: Music lessons include various practical and listening activities, enabling the students to work alone, in pairs and as part of a musical ensemble. They will work on an extended group (ensemble) performance using keyboards, drums and a range of other musical instruments to help develop their knowledge and understanding of the key performance skills, along with a short keyboard course to develop their music reading and keyboard playing skills. Students will explore how Blues Music forms the foundation of “Pop” music, learning about a 12 bar chord sequence, bass riffs, chords and improvisation. Appraisal skills are extended by studying a range of Blues pieces. Students will also explore a range of different types of Hooks and Riffs including Sweet Dreams and Bolero, using these as a starting point for a composition. This links into the topic of “Pop Music” where students will perform and extend pieces based on the key developments of Rock N Roll, Reggae, Disco and Hip Hop. Students finish Year 9 by learning about Film and Game music, performing a range of pieces that act as a starting point for how to further develop and extend a musical idea. The use of music technology to support composition so that students have a much stronger focus upon independent music making, performing and composition as they choose suitable pathways to study in KS4 and beyond.	Key Summative Assessments: “Green Onions”: Ensemble Performance Hooks and Riffs: Group or individual composition and performance Pop Music: Composition and Performance Film and Game Music: Composition and Appraisal Final Year 9 project	Summative assessment Autumn Term: Composition, Performance and Appraisal Spring Term: Composition and Performance Summer Term: Instrument Skills Composition
Impact: Students will have developed the key skills of Performance, Composition and Appraisal through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of Music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music whilst having been introduced to key Music Technology Skills that will be required for future study at KS4 and beyond as well as for personal enjoyment.		

Year 9 Curriculum Overview – by unit

Autumn Term

Golden Threads: Performance, Composition, Appraisal

Unit: Blues Music

Students will understand how a pattern of chords makes up a sequence and be able to perform a 12 bar Blues piece. They will know how to play a Blues Bass Riff and add this to a 12 bar chord sequence. They will know that improvisation means creatively making it up and use this skill to improvise a melody using a Blues scale.

Students will know that Blues music was inspired by African Slaves, the history of Blues music and that it is the forerunner to all styles of “Pop” music.

Unit: Hooks and Riffs

Students will understand how music is based on Repeated Musical Patterns. They will Perform, create and listen to and appraise a range of music from different times and places based on Repeated Musical Patterns. Students know what a hook and riff is and identify these in a range of different musical pieces including “Sweet Dreams (pop)”, “Bolero” (orchestral), “Chocolate Machine” (creative) and “We will Rock You” (pop).

Students will be able to rehearse and perform a piece using hooks and riffs in appropriate ensemble and Music Technology setting.

Spring Term

Golden Threads: Performance, Composition, Appraisal

Unit: Pop Music

Students will perform or compose a piece of music based upon an area of “Pop” Music having studied the key features of Rock N Roll, Reggae, Disco and Hip Hop. They will identify and listen to a range of popular music styles. They will be able to describe how different pieces of music are built and use keywords such as Intro, Verse and Chorus to describe structure.

Students will practice and perform pieces drawn from a range of “pop” music styles and also create a short piece using the key features of a chosen “pop” style using a range of instrumental, vocal and music technology skills.

Summer Term

Golden Threads: Performance, Composition, Appraisal

Unit: Film and Game Music

Students will perform or compose a piece of music based upon Film and Game music including Harry Potter, Super Mario, Minecraft and Metropolis. They will identify and listen to a range of music used in films and games using keywords and describe how themes and leitmotifs are used in a piece of film or game music.

Students will practice and perform pieces drawn from a range of film and game music styles and create a short piece using the key features of a chosen Film or Game style.

Unit: Final Project

Students can present a performance or composition demonstrating confidence and creativity. They will choose a piece to rehearse using a range of instrument specific skills drawn from Units 1 – 4.

Students can use time in a constructive well planned manner and work as a part of a musical team, working to practice and improve in an independent manner. They will present a final project in the style of a KS4 presentation.

IDSALL SCHOOL

KS4 Music Curriculum



Inter-leaving and retrieval practice are key elements of the KS4 curriculum and are built into schemes of work, with students applying the same skills but in different contexts as well as revisiting key skills and areas of study that will ensure students are confident in the key components of musicianship. Students have an opportunity to refine their performance skills on their instrument, share their work and celebrate their achievements. Regular performance sessions ensure students build the resilience to perform with confidence and then reflect on how they can grow as performers. Students are rewarded and celebrated through praise in lessons and contact with home as well as celebration via the whole school rewards system.



Year 10 Music Learning Journey

**Creativity
Confidence**

Question: How can we develop an idea?
Students continue to improve performance skills and develop musical ideas.

**Performance
And
Compositions**

Listen, Compose, Perform



**AoS 3
Rhythms of
The World**

Question: What are the key features of music from around the globe? Exploring a range of World Music styles, Rhythms, Notation and instrumentation.

Indian Classical, Bhangra, The Med and Middle East, Africa, Central and South America



**AoS 5
Conventions
of Pop**

Question: What are the key components of modern Pop music?

Pupils analyse, perform and create a range of different pop styles.

Listen, Compose, Perform,

Rock n Roll, Rock Anthems, Pop Ballads, Solo Artists



Mad T-Shirt

Listen and analyse a range of pieces using keywords and notation.

**Melody, Articulation, Dynamics
Timbre, Structure, Harmony,
Instruments, Rhythm, Texture
Listening / Appraisal**

Question:
How can we discuss and describe music?
Pupils learn how to discuss a variety of different genres using keywords.

**YEAR
10**



The Big Picture – Intent: In Year 10 students begin their study focusing on the essential knowledge of appraisal required across all GCSE and A Level Units including an in depth study of MAD T-SHIRT terminology across a range of musical genres. This continues to be developed and deepened through a range of examination style questions. Students will be introduced to the Area of Study 5 “Conventions of Pop” and Area of Study 3 “Rhythms of The World”, both of which allow students to confidently develop core knowledge learnt across KS3. The Year 10 curriculum extends fundamental composition techniques such as ostinatos which develop the knowledge gained in KS3 with students exploring a range of composition techniques using chords, hooks and ostinato riffs and how they can apply and use these on a range of instruments. They will be introduced to “development” using a range of extension techniques. Students will develop and extend a range of composition and performances with extensive individual feedback according to OCR Criteria.		
Implementation: Music lessons include various practical and listening activities, enabling the students to work alone, in pairs and as part of a musical ensemble. They will work on an extended group (ensemble) performance using instrument specific skills and pieces to help develop their knowledge and understanding of the key performance skills. Students will explore how Blues Music forms the foundation of “Pop” music, before studying the key “Conventions of Pop” across the foundation genres of Rock n Roll, Rock Anthems, Pop Ballads and Solo Artists. They will also learn about “Rhythms of The World” and develop their knowledge of World Music by studying Music from Africa, The Mediterranean, Classical Indian Music and Raga along with Latin America. All of these styles are studied through a range of practical performance and composition tasks together with exam style questions. Students will deepen their theoretical knowledge of music including the extended treble clef, appropriate notation, Chords and inversions, Harmonies, key and time signatures. Students will complete Year 10 with a re teach module based upon Instruments of the Orchestra, along side preparing and recording performances and compositions for grading and feedback.	Key Summative Assessments: Ensemble and Solo Performances “Free” composition Appraisal: Conventions of Pop: End of topic formal mock assessment Rhythms of The World: End of Topic formal mock assessment Final Year 10 mock examination (Listening Paper)	Summative assessment Autumn Term: Composition and Performance AoS5 questions Spring Term: Composition and Performance AoS3 Questions Summer Term: Composition and Performance Full Mock Paper
Impact: Students will have developed the key skills of Performance, Composition and Appraisal through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will understand how to produce an effective performance as well as developing key ensemble skills. They will understand how to approach the compositional process and implement compositional devices to produce a creative piece of Music. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a musician and their preferred genre/discipline of Music whilst having been prepared for the final coursework and examination elements of Year 11.		

Year 10 Curriculum Overview – by unit

Autumn Term

Golden Threads: Performance, Composition, Appraisal

Unit: MAD T-SHIRT

Students will know how to listen to and analyse music using Mad T-Shirt terminology. They will learn and extend their knowledge of Melody, Articulation, Dynamics, tempo, Structure, Harmony, Instruments of the Orchestra, Rhythm, Texture and Tempo.

Students will also be introduced to formal notation, chords and triads along with the concept of Major and Minor Tonalities, Key Signatures and Time Signatures.

Students will learn about instrument specific warm up and practice techniques and use these to perform a solo or ensemble piece. They will understand the structure of the course and how to improve levels of performance, continuing to develop confidence as a performer.

Unit: AoS5 Conventions of Pop

Students will know about the 4 key components of pop music – Rock n Roll, Rock Anthems, Pop Ballads and Solo Artists and how these use a range of musical intervals, time signatures and key signatures. They will also study how a Verse / Chorus Structure is used in “Pop” music along with Mid 8s and improvised instrumental breaks.

Students will learn how a range of effects are used on different instruments including Reverb, Echo, Delay and Wah Wah. They will also know how to identify and use broken (arpeggio) and Power chord patterns, along with the four main families of voice types.

Spring Term	
Golden Threads: Performance, Composition, Appraisal	
<u>Unit:</u> AoS 3 Rhythms of The World Students will learn about the 4 key areas of World Music – Traditional Indian Classical and Bhangra, The Mediterranean (Greece and Isreal), Africa along with the music of Latin America (Samba and Calypso). This will include lessons featuring Call and Response, Drone, Raga, Tala, Dhol, Fusion, Irregular Metres, Syncopation, Parallel Melodies, Stepwise, Polyrhythms, Djembe and Cross Rhythms. Students will have an understanding and working knowledge of Time Signatures and note lengths. Students will know how to develop an idea for a composition using specific techniques including Ostinatos and Riffs, Chord patterns, Repetition, Retrograde and Inversions	<u>Unit:</u> Instruments of The Orchestra Students will learn detailed techniques and sounds used in an Orchestra together with the role of a Conductor. They will have a detailed understanding of the 4 main families of orchestral instruments and how they are used to create certain sounds and effects. Students will extend their knowledge and ability to analyse music using Mad T-Shirt terminology. Students will continue to develop extended compositions using instruments specific techniques, alongside continuing to improve a range of instrument specific skills in both a solo and ensemble setting.
Summer Term	
Golden Threads: Performance, Composition, Appraisal	
<u>Unit:</u> Performance and Composition Students will extend and deepen their knowledge and ability to analyse music using Mad T-Shirt terminology together with both a practical and theoretical understanding of elements of music including Cadences, Modulation and the Cycle of 5ths. Students will continue to develop extended compositions using instruments specific techniques and will continue to improve a range of instrument specific skills in both a solo and ensemble setting. The term culminates in a “mock” appraisal examination allowing students to understand overall progress and learning on the course and any gaps in knowledge and skills to be identified and developed.	



Year 11 Music Learning Journey



Creativity
Confidence

11

Performance
And
Compositions

Concerto
Grosso,
Baroque,
Classical,
Romantic

AoS 2
**Concerto
Through Time**

Listen / Appraisal

Question: How has music
changed across the centuries in
a social and historical context?
Exploring how the Concerto and
Orchestra have changed and
developed over 300 years



AoS 4
Film Music

Timbre, Texture,
Technology,
instruments

Question: How do composers create music for
soundtracks, films and video games?
Listen and analyse a range of pieces using
keywords and notation.

Listen, Perform, Compose, Revise

**Final
Coursework**



Progression to next
stage of learning:
A Level Music and Btec
Level 3 Music at Idsall
School



The Big Picture – Intent: In Year 11 students continue their study focusing on the essential knowledge of appraisal required across all GCSE and A Level Units including an in depth study of MAD T-SHIRT terminology across a range of musical genres. This continues to be developed and deepened through a range of examination style questions. Students will be introduced to the Area of Study 4 “Film Music” and Area of Study 2 “The Concerto Through Time”, both of which allow students to confidently develop core knowledge learnt across KS3 and Year 10. The Year 11 curriculum extends fundamental composition techniques such as ostinatos which develop the knowledge gained in Year 10 with students exploring a range of composition techniques using chords, hooks and ostinato riffs and how they can apply and use these on a range of instruments. They will be introduced to “development” using a range of extension techniques. Students will develop and extend a range of composition and performances with extensive individual feedback according to OCR Criteria. Coursework continues with a focus on Composition 2 (set brief) based upon a set series of stimuli given by OCR. Students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.		
Implementation: Music lessons include various practical and listening activities, enabling the students to work alone, in pairs and as part of a musical ensemble. They will work on an extended group (ensemble) performance using instrument specific skills and pieces to help develop their knowledge and understanding of the key performance skills. Students will explore a range of Film and Game Musical pieces, and how music is used to create a mood and atmosphere in a cinematic setting. This will be done through a range of practical performance and composition lessons alongside formal examination style appraisal questions. They will also learn about “The Concerto Through Time” and develop their knowledge of orchestral music by studying a range of composers drawn from the Baroque, Classical and Romantic periods. All of these styles are studied through a range of practical performance and composition tasks together with exam style questions. Students will deepen their theoretical knowledge of music including the extended treble clef, appropriate notation, Chords and inversions, Harmonies, key and time signatures. Students will complete Year 11 with a module based upon improving all areas of composition and performance coursework alongside producing musical “scores” and evidence required for OCR submission.	Key Summative Assessments: Ensemble and Solo Performances “Set” composition Appraisal: Film Music: End of topic formal mock assessment The Concerto Through Time: End of Topic formal mock assessment Year 11 mock examinations (Listening Paper)	Summative assessment Autumn Term: Composition and Performance AoS2 questions Spring Term: Composition and Performance AoS4 Questions Summer Term: Composition and Performance Full Mock Papers
Impact: Students will have developed the key skills of Performance, Composition and Analysis through different genres and styles of Music. They will be developing cultural capital and an understanding of the world around them and how Music can have an impact on their audience. They will have developed their skills on their instrument and understand how to produce an effective performance and ensemble. They will understand how to employ compositional devices and techniques to produce a creative piece of music which develops ideas effectively. They will have had a fun and positive experience of Music with a good understanding of their own personal strengths as a performer and their preferred genre of Music. They will leave the GCSE course with the transferable skills and good knowledge base to pursue a music related career of their choosing.		

Year 11 Curriculum Overview – by unit

Autumn Term

Golden Threads: Performance, Composition, Appraisal

Unit: The Concerto Through Time

Students will know about the Concerto across the following musical periods: Baroque (Concerto Grosso and Concerto), Classical and Romantic. They will learn about Cadenzas, Instrumentation and Musical Ornaments including a trill, turn, mordent, and acciacatura, alongside a knowledge of family specific instruments such as the harpsichord and Continuo.

Students will be introduced to the set composition brief and how to develop and extend a starting point and given source. This will be developed using a range of extended techniques and structures drawn from across the course.

Unit: Film Music

Students will know how music is composed specifically for a film and how traditional “classical” music is used within a film and games. They will know how rhythm, elements and instruments are used to create effects in film and game sequences along with the key concepts of motifs and Leitmotifs.

Students will continue to develop a composition to a set brief using structure and style. This will include sequences, imitation and full extended chords and structure.

Spring Term	
Golden Threads: Performance, Composition, Appraisal	
<u>Unit:</u> Final Coursework and Examination Preparation	
Students will develop and extend both performances and composition before recording final versions of coursework. They will learn how to prepare and notate performance and composition scores ready for external assessment. Students will revise and extend their knowledge and ability to analyse music using Mad T-Shirt terminology in preparation for Appraisal Examination papers. This will utilize a range of questioning and revision styles. They will receive extensive revision coaching with a range of examination style questions being used to identify any gaps in knowledge and deepen higher level learning.	