

Music Department 2023-2024

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 13
TERM 1	<p>Students in Year 7 cover 3 units of Music on rotation with a unit of Musical Theatre in term 1. The unit they will study be studying each term depends on the rotation.</p> <p>Introductory Unit: Matilda and The Core Values of Performing Arts</p> <p>Students explore the conventions of Musical Theatre and the core values of the Performing Arts using <i>Matilda The Musical</i> as a starting point. They will learn a teacher taught song, applying vocal, physical and expressive skills to the performance as a member of an ensemble. Students will also develop their composition skills to create</p>	<p>Students in Year 8 cover 3 units of Music on rotation with a unit of Musical Theatre in term 5. The unit they will be studying each term depends on the rotation.</p> <p>Unit 1: Guitar Skills</p> <p>Students will learn the 4 main chords used in popular music and will be able to play these in an appropriate chord sequence and use these to play different popular songs.</p>	<p>Students in Year 9 cover 2 units of Music on rotation with a unit of Musical Theatre in term 5. The unit they will be studying each term depends on the rotation.</p> <p>Unit 1: Soundtracks</p> <p>Students will explore the history of film and the accompanying music, developing their musicianship skills by playing a piece of film music, before exploring and creating a leitmotif for a chosen character.</p>	<p>AOS 1</p> <p>Developing awareness of your own instrument capabilities. Students will prepare group presentations in instrumental families, including specific techniques. Students will also prepare a simple piece to perform together to the class.</p> <p>AOS 5: Conventions of Pop</p> <p>Students will explore the different styles though class/group performances, composition tasks and listening exercises. Assessment – End of unit listening test.</p>	<p>AOS 1</p> <p>Students will record their AOS 1 performance during this term. Students will choose an ensemble piece to perform as part of their exam.</p> <p>Composition</p> <p>Students will workshop through the brief ideas, linking this to the relevant areas of study. Students will then choose the most appropriate composition brief and controlled time is given for the OCR set brief composition.</p>	

	a piece of work using the narrative and themes as a stimulus. This links to their other performing arts lessons where they will explore the dance and drama elements of the production.					
TERM 2	<p>Unit 1: Samba Performance</p> <p>Students will be introduced to the Elements of Music through the exploration of Samba music. Students will create a piece of music inspired by the Samba Batucada.</p>	<p>Unit 1: Guitar Skills</p> <p>Students will learn the 4 main chords used in popular music and will be able to play these in an appropriate chord sequence and use these to play different popular songs.</p> <p>Unit 2: Variations</p> <p>Students will explore the work of Johan Pachelbel and how Theme and Variation can be used to develop a simple motif into a complete piece of music before creating their own piece of music using this structure.</p>	<p>Unit 1: Soundtracks</p> <p>Students will explore the history of film and the accompanying music, developing their musicianship skills by playing a piece of film music, before exploring and creating a leitmotif for a chosen character.</p>	<p>Composition:</p> <p>Students will begin to develop initial ideas including: Three note composition, Primary chords and cadences, Analysis of nursery rhymes, Word setting, Chord sequences</p> <p>AOS 4: Film Music</p> <p>Students will explore how music can create a mood/emotion, significant characters or actions through workshops, short performance and composition tasks</p>	<p>AOS 1: Ensemble performance</p> <p>Students will choose and finalise their ensemble performance choice.</p> <p>AOS 5 & 4</p> <p>Students will review both AO5 and AO4 through performance and appreciation tasks.</p> <p>Composition</p> <p>Students will continue work on both their chosen composition and the composition to a brief for submission as part of their exam.</p>	

TERM 3	<p>Unit 1: Samba Music</p> <p>Students will be introduced to the Elements of Music through the exploration of Samba music. Students will create a piece of music inspired by the Samba Batucada.</p> <p>Unit 2: Keyboard Skills</p> <p>Students will develop their understanding of musical notation including rhythm and note lengths while playing pieces on the keyboard.</p>	<p>Unit 2: Variations</p> <p>Students will explore the work of Johan Pachelbel and how Theme and Variation can be used to develop a simple motif into a complete piece of music before creating their own piece of music using this structure.</p> <p>Unit 3: Jazz & Blues</p> <p>Students will explore the cultural importance of Jazz & Blues music and will learn the 12 bar blues form on their chosen instrument and will be able to play as a small ensemble. Students will improvise their own melodies using the C blues scale.</p>	<p>Unit 2: Reggae</p> <p>Students will explore the work of Bob Marley and The Wailers and create an ensemble performance of a piece by this band using multiple instruments.</p>	<p>AOS 1 Performance master class</p> <p>Students will select potential pieces to practice and improve over the term. Students will record performances for self-assessment against marking criteria.</p> <p>AOS 3: Rhythms of the world</p> <p>Students will explore the different musical styles through workshops, (including external organisations) group performances and compositions. Listening test at the end of unit.</p>	<p>AOS 1: Ensemble performance</p> <p>Students will prepare and record their ensemble performance.</p> <p>Composition:</p> <p>Students to complete both composition to be sent off to the exam board.</p> <p>AOS 3 & 2</p> <p>Students will review both AO3 and AO2 through performance and appreciation tasks.</p>	
TERM	<p>Unit 2: Keyboard Skills</p> <p>Students will develop their understanding of musical</p>	<p>Unit 3: Jazz & Blues</p> <p>Students will explore the cultural importance of Jazz</p>	<p>Unit 2: Reggae</p>	<p>Composition</p> <p>Students will take part in a short composition task</p>	<p>Revision of AOS 2, 3, 4, and 5</p>	

4	<p>notation including rhythm and note lengths while playing pieces on the keyboard.</p> <p>Unit 3: Gallery Composition</p> <p>Students will explore how to compose a melody and how to create chord sequences while composing a piece of music with an image as a Stimulus.</p>	<p>& Blues music and will learn the 12 bar blues form on their chosen instrument and will be able to play as a small ensemble. Students will improvise their own melodies using the C blues scale.</p>	<p>Students will explore the work of Bob Marley and The Wailers and create an ensemble performance of a piece by this band using multiple instruments.</p>	<p>based on AOS3. Students will create a short group composition based on the rhythm and note patterns in the style of one of the Rhythms of the World.</p> <p>AOS 2: Concerto through time</p> <p>Students will explore the concerto through class or group performance, composition tasks and listening exercises.</p>	<p>Students recap vocabulary and do practice questions.</p> <p>Composition</p> <p>Submission of integrated portfolio and Practical component</p>	
<p>TERM</p> <p>5</p>	<p>Unit 3: Gallery Composition</p> <p>Students will explore how to compose a melody and how to create chord sequences while composing a piece of music with an image as a Stimulus.</p>	<p>Musical Theatre Unit: The Lion King</p> <p>Students explore the conventions of Musical Theatre as a genre of performance through the exploration and performance of a vocal piece from <i>The Lion King</i>.</p>	<p>Musical Theatre Unit: Shrek</p> <p>Students explore the conventions of Musical Theatre as a genre of performance through the exploration and performance of a vocal piece from <i>Shrek The Musical</i>.</p>	<p>AOS1 and Practical component</p> <p>Students will use lesson and home learning time to finalise their choice for their AOS 1 performance. Students prepare group performances to be rehearsed and then then workshopped during lessons in preparation for the Ensemble Performance.</p> <p>Composition</p> <p>Students will spend the first part of the term defining their brief and then the main part of the</p>	<p>Revision</p>	

Brooke Weston Faculty Curriculum Summary



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