

**Music – Summer Term**  
**YEAR 7 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

	Summer 1	Summer 2
<b>What will students be learning?</b>	<p><b>Steel Pans</b></p> <p>Year 7 students delve into the captivating rhythms of the steel pans. Through our engaging music program, students have the opportunity to explore the unique sounds and melodies of this traditional Caribbean instrument. From mastering basic techniques to creating intricate compositions, our students develop not only musical skills but also a deep appreciation for cultural diversity and expression.</p>	<p><b>Music from China</b></p> <p>Embark on a cultural voyage with our Year 7 students as they immerse themselves in the enchanting melodies of traditional Chinese music. Through our comprehensive music curriculum, students have the chance to explore the rich heritage and intricate harmonies of Chinese musical traditions. From learning to play iconic instruments like the guzheng and pipa to discovering the ancient art of Chinese opera, our students gain valuable insights into the diverse world of Chinese musical expression.</p>
<b>How will students be assessed?</b>	<p>Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria. For this topic, teachers observe and listen to student singing and question students understanding of the building blocks to music.</p>	<p>Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria.</p>
<b>Literacy – What keywords will be taught?</b>	<p>Pitch, Tempo, Dynamics (pp, p, mp, mf, f, ff, cresc., dim., &lt;, &gt;), Duration, Texture, Timbre, Sonority, Articulation, Silence, Notation, Staff Notation, Stave, Graphic Notation, Graphic Score.</p>	<p>DAW, Pitch, Treble Clef, Treble Clef Staff Notation, Stave, Staff, Lines, Spaces, Black Notes, Sharps, Flats, Scale, strumming, Melody, Keyboard, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C", Pentatonic.</p>
<b>What employability skills are being developed?</b>	<p>Students build confidence and learn to perform as part of a large ensemble. In addition, students learn to engage in listening skills, applying their knowledge, and understanding.</p> <ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Confidence</li> </ul>	<p>Students develop mastery and navigation of the keyboard and computer software. Their hands develop nimbleness and proficiency. In addition, students decode notes on a stave, understanding how to read notation.</p> <ul style="list-style-type: none"> <li>• Dexterity</li> <li>• Perseverance</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Observation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Performance feedback</li> <li>• Verbalising feedback</li> </ul>
Wider Curriculum Links?	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> <li>• MFL – learning words from different languages</li> </ul>	<ul style="list-style-type: none"> <li>• DT – developing dexterity in students’ hands.</li> <li>• Maths – problem solving notation and symbols.</li> <li>• Drama – memorising passages</li> <li>• Physics – how sound is measure in hertz.</li> </ul>
What useful websites are there for this topic?	<a href="#">teoria - Tutorials</a> <a href="#">Ear Trainer (good-ear.com)</a>	<a href="#">Ear Trainer (good-ear.com)</a> <a href="#">(5) What’s in My Case? - YouTube</a>
What wider reading could be done for this topic?	<a href="#">Complete Vocal Technique – Complete Vocal Institute</a> <a href="#">Vocal Techniques for Singers   Vocalist</a>	<a href="#">Piano Technique (key-notes.com)</a> <a href="#">Reading Notation and Tablature - Guitar Lesson World</a>
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> <li>• Volunteer to perform to the class.</li> </ul>

**Music – Summer Term**  
**YEAR 8 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

	Summer 1	Summer 2
<b>What will students be learning?</b>	<p><b>Syncoption</b></p> <p>Step into the vibrant world of reggae music with our Year 8 students as they embark on an exciting journey of rhythm and melody. Through our dynamic music program, students delve into the roots of reggae, exploring its origins in Jamaica and its global impact on music and culture. From learning iconic reggae rhythms on the drums to mastering the soulful basslines on the guitar, our students experience the infectious groove that defines this genre. With engaging lessons and hands-on activities, students not only develop their musical skills but also gain a deeper appreciation for the social and historical context of reggae music.</p>	<p><b>Steel Pans</b></p> <p>Year 8 students delve into the captivating rhythms of the steel pans. Through our engaging music program, students have the opportunity to explore the unique sounds and melodies of this traditional Caribbean instrument. From mastering basic techniques to creating intricate compositions, our students develop not only musical skills but also a deep appreciation for cultural diversity and expression.</p>
<b>How will students be assessed?</b>	<p>Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria. Students will be observed in using a computer program called Mix Craft.</p>	<p>Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria.</p>
<b>Literacy – What keywords will be taught?</b>	<p>Reggae, music genre, Jamaica, Caribbean, rhythm, bassline, offbeat, syncopation, skank guitar, drum pattern, one drop, dub, toasting, sound system, Rastafarian culture, social commentary, political messages, Bob Marley, ska, rocksteady, dancehall, reggae fusion</p>	<p>Steel pans, steel drum, percussion instrument, Caribbean origin, Trinidad and Tobago, music education, rhythmic patterns, melodic lines, ensemble playing, cultural significance, Caribbean music, musical traditions, handcrafted, hammered steel, pitch range, Caribbean festivals, music workshops, community engagement</p>
<b>What employability skills are being developed?</b>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Digital Skills</li> <li>• Problem solving</li> <li>• Attention and concentration.</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Skills</li> <li>• Organisation skills</li> <li>• Adaptability</li> <li>• Time management</li> </ul>

<p><b>Wider Curriculum Links?</b></p>	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> <li>• MFL – learning words from different languages</li> </ul>	<ul style="list-style-type: none"> <li>• Business – creating adverts.</li> <li>• DT – developing dexterity in students’ hands.</li> <li>• Maths – problem solving notation and symbols.</li> <li>• Drama – memorising passages</li> <li>• Physics – how sound is measure in hertz.</li> </ul>
<p><b>What useful websites are there for this topic?</b></p>	<p><a href="#">teoria - Tutorials</a> <a href="#">Ear Trainer (good-ear.com)</a></p>	<p><a href="#">Ear Trainer (good-ear.com)</a> <a href="#">(5) What’s in My Case? - YouTube</a></p>
<p><b>What wider reading could be done for this topic?</b></p>	<p><a href="#">How to Read Bass Tab   StudyBass</a> <a href="#">How To Create BASS RIFFS: 4 Step Process - Online Bass Courses</a></p>	<p><a href="#">Advertising jingle definition and meaning   Collins English Dictionary (collinsdictionary.com)</a> <a href="#">8 Reasons Why Jingles are Powerful in Advertising - Score a Score</a></p>
<p><b>What else can students be doing independently to develop their understanding of this topic?</b></p>	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> </ul>

**Music – Summer Term**  
**YEAR 9 CURRICULUM INFORMATION**

*'Building knowledge, understanding, memory and performance.'*

Music – Summer Term YEAR 9 CURRICULUM INFORMATION <i>'Building knowledge, understanding, memory and performance.'</i>		
	Summer 1	Summer 2
<b>What will students be learning?</b>	<p><b>Blues and Jazz Music</b></p> <p>Discover the soulful and expressive world of Blues and Jazz in our music classes! Delve into the rich history and unique characteristics of these iconic genres. In class you will understand the 12-bar blues progression to exploring improvisation in jazz. Immerse yourself in the emotive storytelling of the blues and the sophisticated improvisation of jazz. Learn to play timeless classics and create your improvisational masterpieces. Join us on this musical journey, where every note tells a story, and the rhythm of blues and jazz becomes a part of your musical identity. Unleash your creativity and explore the magic of these timeless genres!</p>	<p><b>Minimalism</b></p> <p>Step into the captivating world of minimalism with our Year 9 students as they explore the intriguing realm of this contemporary musical style. In our music program, students delve into the essence of minimalism, unraveling its intricate patterns and mesmerizing repetitions. From experimenting with minimalist compositions on electronic keyboards to analyzing the works of pioneering minimalist composers such as Steve Reich and Philip Glass, our students embark on a journey of discovery and innovation. Through engaging activities and interactive lessons, students develop their understanding of minimalist techniques and aesthetics, honing their skills in composition and performance.</p>
<b>How will students be assessed?</b>	<p>Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria. Students will be observed in using a computer program called Mix Craft.</p>	<p>Students are continually assessed throughout their journey. Teachers observe students' performances or creations, question their understanding and knowledge, witness them completing tasks in line with the Music Criteria, listen to responses and their work. Furthermore, certain tasks, like composing, requires students to submit work and marked by the teacher using the Music Criteria. Students will be observed in using a computer program called Mix Craft.</p>
<b>Literacy – What keywords will be taught?</b>	<p>Blues, Jazz, Improvisation, 12-Bar Blues, Swing, Jazz Standards, Musical Storytelling, Jazz Harmony, Blues Guitar, Jazz Improv, Syncopation, Jazz Ensemble, Swing Rhythm, Soulful Expression, Jazz History, Jazz Piano, Blues Progression, Jazz Saxophone, Blues Vocals, Jazz Fusion</p>	<p>Minimalism, contemporary, musical style, patterns, repetitions, compositions, minimalist composers, Steve Reich, Philip Glass, innovation, creativity, simplicity, beauty, composition, performance</p>
	<ul style="list-style-type: none"> <li>• Time management</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> </ul>

<p><b>What employability skills are being developed?</b></p>	<ul style="list-style-type: none"> <li>• Computer literacy</li> <li>• Collaboration</li> <li>• Technology</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptability</li> <li>• Time management</li> <li>• Decision-making</li> </ul>
<p><b>Wider Curriculum Links?</b></p>	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> <li>• MFL – learning words from different languages</li> </ul>	<ul style="list-style-type: none"> <li>• Business – creating adverts.</li> <li>• DT – developing dexterity in students’ hands.</li> <li>• Maths – problem solving notation and symbols.</li> <li>• Drama – memorising passages</li> <li>• Physics – how sound is measure in hertz.</li> </ul>
<p><b>What useful websites are there for this topic?</b></p>	<p><a href="#">teoria - Tutorials</a> <a href="#">Ear Trainer (good-ear.com)</a></p>	<p><a href="#">Ear Trainer (good-ear.com)</a> <a href="#">(5) What’s in My Case? - YouTube</a></p>
<p><b>What wider reading could be done for this topic?</b></p>	<p><a href="#">The History of Dance Music   Armada Music</a></p>	<p><a href="#">Composing Classics: A History of Video Game Music — Google Arts &amp; Culture</a></p>
<p><b>What else can students be doing independently to develop their understanding of this topic?</b></p>	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> </ul>	<ul style="list-style-type: none"> <li>• Students can use their break and lunchtime to practise in the rehearsal rooms in Music Department. Students must ask permission and limited on availability.</li> <li>• Students can learn an instrument in school to develop their skills further.</li> <li>• Attend a concert with friends and family.</li> </ul>

<p align="center"><b>Music – GCSE</b> <b>YEAR 10 CURRICULUM INFORMATION</b> <i>'Building knowledge, understanding, memory and performance.'</i></p>		
	Summer 1	Summer 2
<p><b>What will students be learning?</b></p>	<p><b>Composing and Instrumental Music 1700-1820</b></p> <p>Students will continue to develop skills in performing and composing, effectively reflecting, and evaluating their progress. Studying instrumental music from the Edexcel GCSE specification offers students a rich and diverse exploration of music through various instruments and genres. With a focus on performance, students delve into the intricacies of playing their chosen instrument, honing technical skills and musical interpretation under the guidance of experienced teachers. The curriculum encompasses a wide range of musical styles, from classical to contemporary, allowing students to develop a versatile repertoire and a deep understanding of different musical traditions.</p>	<p><b>Composing and Instrumental Music 1700-1820</b></p> <p>Students will continue to develop skills in performing and composing, effectively reflecting, and evaluating their progress. Studying instrumental music from the Edexcel GCSE specification offers students a rich and diverse exploration of music through various instruments and genres. With a focus on performance, students delve into the intricacies of playing their chosen instrument, honing technical skills and musical interpretation under the guidance of experienced teachers. The curriculum encompasses a wide range of musical styles, from classical to contemporary, allowing students to develop a versatile repertoire and a deep understanding of different musical traditions.</p>
<p><b>How will students be assessed?</b></p>	<p>Students are assessed on their ability to analyse and evaluate music in written form, using knowledge and understanding of musical elements and contexts to make critical judgements about repertoire within the chosen areas of study. In addition, students will have opportunities to record their performances and analyse and evaluate their progress using the GCSE performance criteria. Furthermore, students' creations and ideas are assessed using the GCSE criteria to reflect their progress accurately.</p>	<p>Students continue to be assessed on their performance and composing skills, enhancing and fine-tuning skills further. Students move onto a new area of study and are assessed on their understanding of elements and ability to analyse and evaluate music effectively.</p>
<p><b>Literacy – What keywords will be taught?</b></p>	<p>Modulation Retrograde Rhythmic Chords Ostinato Contrary Motion Sequence Melisma Imitation Pedal Diminution Augmentation Counter Melody Inversion</p>	<p>Afro Celt music, keyword list: Fusion, World Music, Traditional, Electronic, Rhythmic, Cultural Blend, Instrumentation, Synthesis, Global, Innovation, Collaboration, Ethereal, Beats, Melodic, Cross-Cultural, Afrobeat, Celtic,</p>

		Percussion, Synthesizers, Diverse Influences, Harmonic, Groove, Unique Sound, Folkloric, Genre-blurring.
What employability skills are being developed?	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Adaptability</li> <li>• Time management</li> <li>• Decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Computer literacy</li> <li>• Collaboration</li> <li>• Technology</li> <li>•</li> </ul>
Wider Curriculum Links?	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> </ul> <p>MFL – learning words from different languages</p>	<ul style="list-style-type: none"> <li>• Business – creating adverts.</li> <li>• DT – developing dexterity in students’ hands.</li> <li>• Maths – problem solving notation and symbols.</li> <li>• Drama – memorising passages</li> <li>• Physics – how sound is measure in hertz.</li> </ul>
What useful websites are there for this topic?	<p><a href="#">GCSE Music - Edexcel - BBC Bitesize</a></p> <p><a href="#">16 Tips on Composing Music - Bob Reynolds (bobreynoldsmusic.com)</a></p>	<p><a href="#">GCSE Music - Edexcel - BBC Bitesize</a></p>
What wider reading could be done for this topic?	<p><a href="#">Edexcel GCSE (9-1) Music Student Book   Musicroom.com</a></p>	<p><a href="#">Edexcel GCSE (9-1) Music Student Book   Musicroom.com</a></p>
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> <li>• Enhance their performance skills outside class.</li> <li>• Record their performances and listen back.</li> <li>• Keep a practice diary, update regularly to keep track of their progress.</li> <li>• Set goals for their performance, what do you want to achieve?</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance their performance skills outside class.</li> <li>• Record their performances and listen back.</li> <li>• Keep a practice diary, update regularly to keep track of their progress.</li> <li>• Set goals for their performance, what do you want to achieve?</li> </ul>



<b>Music – GCSE</b> <b>YEAR 11 CURRICULUM INFORMATION</b> <i>'Building knowledge, understanding, memory and performance.'</i>		
	Summer 1	Spring 2
<b>What will students be learning?</b>	Exam preparation, exploring how to answer questions effectively.	
<b>How will students be assessed?</b>		
<b>Literacy – What keywords will be taught?</b>	tonality, including major, minor and basic modulations within the music, tonic, supertonic, mediant, subdominant, dominant, submediant, leading note, verse and chorus, call and response, binary and theme and variations, legato and staccato, unison,	

	chordal and solo, pulse, simple time, compound time, and basic rhythmic devices, for example dotted rhythms	
What employability skills are being developed?	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Adaptability</li> <li>• Time management</li> <li>• Decision-making</li> </ul>	
Wider Curriculum Links?	<ul style="list-style-type: none"> <li>• Drama – developing a strong confident voice</li> <li>• Art – expression through the arts</li> <li>• English – singing songs and understanding meaning.</li> <li>• MFL – learning words from different languages</li> </ul>	
What useful websites are there for this topic?	<a href="#">Music Theory Academy - Free Music Theory Lessons</a> <a href="#">Randall's Listening Lab – The Learning Exchange (tleliteracy.com)</a>	
What wider reading could be done for this topic?	<ul style="list-style-type: none"> <li>• The Rough Guide to Classical Music</li> <li>• How Music Works by David Byrne</li> </ul>	
What else can students be doing independently to develop their understanding of this topic?	<ul style="list-style-type: none"> <li>• Enhance their performance skills outside class.</li> <li>• Record their performances and listen back.</li> <li>• Keep a practice diary, update regularly to keep track of their progress.</li> <li>• Set goals for their performance, what do you want to achieve?</li> </ul>	