



Curriculum Information 2017-18

MUSIC

1. Key Stage 3

| KS3 Music Topics | | | | | | Staff Contact: Ms Carini |
|-------------------------|---|--|--|--|---|---|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | <p>Music and me</p> <p>Singing and introduction to music.</p> <p>Students learn the basic elements of music and sing as part of a whole class.</p> | <p>Keyboards</p> <p>Students learn the basics of playing the keyboard and begin to learn to read and write musical notation.</p> | <p>Horror Music</p> <p>Students learn how to compose their own pieces of film music (in a horror style) using music ICT software.</p> | <p>African Drumming</p> <p>Students learn how to play as part of an African Drumming ensemble as well as learning the basics of reading and writing rhythmic notation.</p> | <p>Carnival of animals</p> <p>Students use music ICT software to compose their own music- reflecting an animal. Students learn in more detail the key elements of music.</p> | <p>Band Breakout</p> <p>Students learn how to play either the guitar, bass, piano or drum kit and develop their rehearsal skills.</p> <p>Students perform as part of a band.</p> |
| Year 8 | <p>Folk Music</p> <p>Students will compose music inspired by Middle Eastern and Eastern European Folk traditions.</p> <p>Students will learn about harmony and tonality and develop their skills at using Music ICT.</p> | <p>The Blues</p> <p>Students will explore the traditions of Blues Music and perform a 12 bar Blues piece as part of a band.</p> | <p>Structure and Composition</p> <p>Students will explore how structure is used in music and will compose their own piece of music using a common musical structure.</p> | <p>Class Playlist</p> <p>Students will explore key musical genres such as Reggae, RnB, Hip-Hop, Pop, Rock and Dance. Students will work in a band to perform a piece from one of these genres.</p> | <p>Classical Music</p> <p>Students will gain an appreciation of Classical Music through performing well-known Classical Pieces.</p> <p>Students will also develop their knowledge of the musical elements.</p> | <p>Salsa</p> <p>Students will explore South American Salsa music and will learn to perform as part of a group.</p> |
| Year 9 | <p>Indian Music</p> <p>Students will explore the conventions of Indian Music and will learn how to compose their own.</p> | <p>In at the deep end</p> <p>Students will work as a group to perform a piece of Popular Music. Students will explore rehearsal techniques and typical band set up.</p> | <p>Song writing</p> <p>Students will learn how to write a typical Pop/Rock song. They will explore how to write a range of musical layers as well as develop their skills at using Music ICT.</p> | <p>Solo Performance</p> <p>Students will develop their skills at performing a solo (as a vocalist, pianist, guitarist or their chosen instrument if they already play one)</p> <p>Pupils will explore techniques for developing their skills and preparing a piece for performance.</p> | <p>Film Music</p> <p>Students will explore techniques and conventions used for composing Music for Film and T.V.</p> | <p>Class Concert</p> <p>Students will select to specialise in either performance or composition and will prepare a piece in their chosen field.</p> |



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MUSIC Assessment in Key Stage 3:

In Music, you will receive detailed verbal feedback on the following pieces of work this year. There will be opportunities for you to respond to that feedback.

| Term | Year 7 | Year 8 | Year 9 |
|--------|---|--|--|
| Autumn | Baseline test- end of Autumn 1 | Folk Music assessment- end of Autumn 1 | In at the deep end performance assessment- |
| Spring | African Drumming assessment-end of Spring 1 | Class playlist performance assessment- end of Spring 2 | Film Music composition assessment- end of Spring 2 |
| Summer | End of Year Exams: 15-29.06.18 | End of Year Exams: 15-29.06.18 | End of Year Exams: 11-22.06.18 |

| Keywords and Subject Specific Vocabulary | | | | | | Music |
|--|--|--|--|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 7 | Tone Semitone Intervals Scales Vocal range Voice types Verse Chorus Structure Call and response Dynamics | Treble and bass clef Notes on the stave Sharps, flats and naturals Piano technique Keyboard notes Basic chords Major and minor | Chromaticism Semitones Sharps and flats Drone Atonality/dissonance Cluster chords Ostinato Repetition Timbre Orchestral instruments | Note lengths e.g. semibreve, minim, crotchet, quaver and semiquaver Polyrhythms and cross rhythms Syncopation Rests Pulse and metre Time signature Call and response improvisation | Tempo Dynamics Duration Structure Texture Pitch Timbre-instruments of the orchestra Phrase marks | Performance and rehearsal skills Timbre- band instruments Pop song structure Drum fills Riffs, repetition Pentatonic scale |



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|-------------------|---|---|--|---|--|--|
| Year 8 | Major/minor Scales e.g. modal, pentatonic chromatic Pedal/drone Tech key words e.g. looping, midi Homophonic texture treble/bass clefs, stave and score | 12 bar Blues structure Walking bass Triads Chords naming I,IV,V Improvisation Scat singing Swung/dotted notes Inversions | Structure Binary Ternary Rondo Theme and variations Strophic Through-composed Quantizing Synthesiser/drum-machine, multitracking Loops | Pop song structure Middle 8, hook Riff Bassline melody Beat counter-melody chords | Expression Dynamics Tempo key words e.g. accelerando Articulation key words e.g. staccato and legato, pizzicato and con arco | Son clave Syncopation Salsa instruments Riff Piano guajeo Verse and tag Improvisation |
| Year 9 | Harmony and tonality Melody, Drone, Raga, Tala, Chaal Pitch bend Sharps and Flats Ornaments e.g. trills and mordents Sitar, Sarangi, Sarod, Tabla, Dhol, Tambura. Improvisation Alap and gat | Performance skills Rehearsal technique Amplification Electronic and pop instruments Lead/backing vocals Solo Pop structure | Musical layers e.g. melody, bassline, harmony (chords) counter-melody and drum beat Structure- Popular song forms Music tech e.g. digital effects Texture- e.g. homophonic, polyphonic, melody and accompaniment | Performance techniques and routine Warms ups Scales Rehearsal techniques Texture e.g. melody and accompaniment and solo Recap of pitch notations | Compositional devices Micky mousing Hit points Leitmotif Ostinato, loop, riff Texture Dynamics | Composition, Melody Harmony, Bassline Counter-melody, Chords Rhythm, Structure Texture, Performance Stage presence, Dynamics, Tone, Range Solo |



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| How to support your son at home | | | Music |
|--|--|--|--|
| What sorts of independent work/homework will he get? | How much help should you give him? | What are the top three tips for supporting independent learning? | Useful resources and links |
| <p>Although homework is not officially set in Music in Years 7, 8 or 9, we encourage students to practice their instrument as often as they can - a minimum of 5 times a week for 20 minutes to expect sustained improvement on your instrument. Students can also book practice time at lunch and after school Mon-Thurs. Students are welcome to sign up for piano, drum, guitar clubs, Vocal Group, Orchestra and beginner violin ensemble.</p> | <p>As much as you possibly can – either through encouragement, praise, advice or any other support</p> | <ol style="list-style-type: none"> 1. Encourage their son to practice and book rehearsal time 2. Expose your son to different styles of Music by playing a range of music from your records, Spotify, the internet or the radio. 3. Ensure your son makes full use of the music department website (see link under resources) | <p>The music department has their own website which has all the links and resources needed to excel, both in the classroom and from home</p> <p style="text-align: right;">www.Fhsmusic.org.uk</p> |

2. Key Stage 4

| GCSE Music Topics | | | | | | |
|-------------------|--|--|--|---|---|------------------------------------|
| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| Year 10 | General/baseline test. Music theory/keyboards Keywords, listening Chords -> composition | Concerto through time First composition First group performance | Film Music Long answer questions Composition | Folk music/rhythms & Mediterranean Group and solo performances | Rhythms from the world Group and solo performances | Performance at concert Revision |
| Year 11 | Melodic dictation Cadences & structure -> composition Pop Music | Pop Music Solo and group performances - EXAM | Concerto – recap Texture & Tonality recap | Film – recap Long answer questions Instrument recognition | Rhythms – recap | Revision - EXAM |



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GCSE MUSIC Assessment:

| Term | Year 10 | Year 11 |
|--------|---|--|
| Autumn | Assessment/homeworks: Music theory homework booklet First solo performance October 2018- written feedback given | Quizlet Musical Context worksheets Rhythms of the World end of topic test Solo and ensemble performance- Written feedback given November 2018 Pre-public exams: Last 2 weeks of term- written feedback given |
| Spring | Quizlet Film music worksheets Film music end of topic test First Composition- Written feedback given April 2017 First Ensemble performance- Written feedback given March 2017 | Quizlet Performances – practise Pop music end of topic test Time signatures worksheet Composition 2 written feedback given- March 2018 |
| Summer | Concerto end of topic test Pre-public exams: 09-20.07.- Listening exam written- Feedback Given Written feedback given for composition and performance – July 2017 | FINAL EXAM DATES- 6th June 18 |

| BTEC Music Topics | | | | | | |
|-------------------|--|--|---|---|---|---|
| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| Year 10 | <i>Performance Composition</i> | <i>Performance Composition</i> | <i>Performance Composition The Music Industry</i> | <i>Performance Composition The Music Industry</i> | <i>Performance Composition The Music Industry</i> | <i>Performance Composition The Music Industry</i> |
| Year 11 | <i>The Music Industry Creating a Product</i> | <i>The Music Industry Creating a Product</i> | <i>The Music Industry Creating a Product</i> | <i>The Music Industry Creating a Product</i> | <i>The Music Industry Creating a Product</i> | |



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BTEC MUSIC Assessment:

| Term | Year 10 | Year 11 |
|--------|---|--|
| Autumn | Unit 5: First performance – Thursday 19th October Unit 5: Second Performance (Concert) Tuesday 7th November Written feedback provided on performances in November | Pre-public exams: 04-15.12.17- Written Exam on the Music Industry- Written feedback given Unit 2: Creating their own product- Written Feedback given |
| Spring | Unit 5: Third Performance (Concert) Wednesday 7th March Written feedback provided on performances in March | First chance at Unit 1 listening exam- 10th January- Written Exam on the Music Industry- Written feedback given Unit 2: Creating their own product- Written Feedback given |
| Summer | Unit 5: Fourth Performance (Concert) Tuesday 19th June Final written feedback given on Unit 5 in July Unit 4-Composition written feedback Pre-public exams: 09-20.07.18- Written Exam on the Music Industry- Written feedback given | Second Chance at Unit 1 Listening exam-14th May 2019 |

| NCFE Music Tech Topics | | | | | | |
|------------------------|--|--|--|---|---|--|
| | Topic 1 | Topic 2 | Topic 3 | Topic 4 | Topic 5 | Topic 6 |
| Year 10 | Intro to a DAW – Digital Audio Workstation | Sequencing – keyboard skills. Using a DAW effectively | Sequencing – using MIDI FX Sequencing using audio FX | Sequencing – using MIDI FX Sequencing using audio FX | MIDI controller theory Audio Formats Audio effects Unit 1 – Setting up and configuring a digital audio workstation | Exam preparation revision Unit 1 – Setting up and configuring a digital audio workstation |
| Year 11 | Unit 3 – Recording Multi Track Audio Exam preparation | Unit 3 – Multi-Track recording practical work Unit 1 – Setting up and configuring a digital audio workstation | Unit 3 – Multi-Track recording practical work Unit 1 – Setting up and configuring a digital audio workstation | Unit 2 External Exam Unit 2 External Written Exam | Unit 4 – Mixing Multi-track audio practical work | Unit 4 – Mixing Multi-track audio practical work |



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NCFE MUSIC Assessment:

| Term | Year 10 | Year 11 |
|--------|--|---|
| Autumn | Assessment of sequencing skills – teacher assessment | Pre-public exams: 04-15.12.17 Written practical – 08/12/17 - EWF Written listening – 15/12/17 - EWF |
| Spring | Assessment of sequencing work and DAW theory - EWF | March 12-16 th 2018 Practical Exam and Written/Listening Exam |
| Summer | Coursework evidence – unit 1, 3 and 4 - EWF Pre-public exams: 09-20.07.18 | Finishing all unit coursework evidence - EWF |

Music

| What sorts of independent work / homework will my son get? | How you can help | Useful resources and links |
|---|---|--|
| <p>There is a variety of homework at KS4 dependant on the course that your son is studying.</p> <p>All Music courses (BTEC, GCSE and Music Tech) have an exam element, so much of the homework will be focused on this- learning key words and terms and being able to analyse different styles of music.</p> <p>In the BTEC and GCSE courses, performance is one of the main units- so your son should aim to practice their instrument/voice as often as they can - a minimum of 5 times a week for 20 minutes to expect sustained improvement on their instrument.</p> <p>On all three courses, composition plays a major part and students will be expected to work on these outside of lesson times. 257 can be used at lunch and after school for this purpose.</p> | <ol style="list-style-type: none"> 1. Encourage your son to practise and book rehearsal time 2. Expose your son to different styles of music by playing a range of music from your records, Spotify, the internet or the radio. 3. Ensure your son makes full use of the music department website (see link under resources) 4. Help with the learning and memorising of key words and terms- using websites and revision materials | <p> www.quizlet.co.uk www.kahoot.co.uk www.Fhsmusic.org.uk OCR GCSE Music- Rhinegold revision guide OCR GCSE Music- CGP revision guide- this comes with a CD and practice listening questions </p> |



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3. Assessment Criteria (KS3 and 4)

| STEPS to success criteria | | | | Music |
|---|---|---|---|--------------|
| Strand | A student on Step 1 can | A student on Step 5 can | A student on Step 9 can | |
| Performance | Perform a simple part with errors on an instrument or using his voice. | Perform a complex part accurately with expressive control, making appropriate use of dynamics and phrasing. | Perform showing an excellent understanding of the musical character of his piece, and can do so displaying commitment, conviction, artistic flair and creativity. | |
| Rehearsal | Take direction from others in rehearsal and begin to participate. | Set up and pack away their own instrument/equipment (tuning, levels etc.) properly and safely without assistance. Remain on-task, with only occasional lapses in focus; Offer their opinion on how to improve his ensemble's performance, including evaluating our balance, tempo/rhythm, structure, dynamics, expression, and phrasing. | Show a sensitive approach to leading the music rehearsal, and ensure all musical opinions are heard, while showing an acute understanding of how to exploit the relevant musical elements, in order to steer the group towards a high standard of performance. | |
| Composition | Improvise simple and short rhythmic patterns. | Develop and extend his musical ideas, including some use of contrasting elements (dynamics, articulation, register, structure, rhythm, harmony, melody, timbre, texture, instrumentation) | Create compositions that are original, coherent, idiomatic, and imaginative. Produce an accurate and complete score. | |
| Listening, appraising and understanding music | Name basic music terminology. Find notes on the keyboard with assistance. | Identify moments in his own or others' performance which were successful and suggest improvements using some subject-specific language accurately. Begin identifying rhythmic notation (crochets, quavers). Understand how to form, identify the notes of and play major and minor chords on an instrument. Can identify notes on the keyboard or another instrument without assistance. | Highlight his keen understanding of music through his analytical approach and sophisticated musical vocabulary using verbal responses and written analyses. Accurately notate what he hears (for example can hear a melody and write its rhythm and pitch accurately on a treble or bass clef staff) Understand how to form, identify the notes of and play major, minor, chromatic and pentatonic scales on an instrument. | |