

Year 7 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> YOU CAN'T STOP THE BEAT PITCH PERFECT 	<ol style="list-style-type: none"> An exploration of pulse and rhythm. Musical literacy and building confidence using notation in simple time. Creating original compositions using ostinato and texture. Body percussion and class singing. What makes a good melody? Using the keyboards to compose original melodies in C major. Class performances (instrumental and vocal). A look at melodic movement, phrasing and treble clef notation. 	<ol style="list-style-type: none"> Group composition- "Musical Machines"; class singing; rhythm activities Individual composition- My Melody; part singing/mash-ups. <p>Homework: set at least once per half-term</p>	<ol style="list-style-type: none"> Notation activities. Body percussion- https://www.youtube.com/watch?v=92gf8dAlhUw Treble clef note names https://www.youtube.com/watch?v=FAU4aQP0IwM
Spring Term	<ol style="list-style-type: none"> HARMONY THE ORCHESTRA 	<ol style="list-style-type: none"> A look at chord structures in pop and folk music. Differences between primary and secondary chords. Performing and composing a chord sequence. Researching the four families of the orchestra. Performing pieces of music as an individual and as a class. 	<ol style="list-style-type: none"> Group performance and composition challenges on musical instruments. Various performance and composition challenges on GarageBand <p>Homework: set at least once per half-term</p>	<ol style="list-style-type: none"> Explanation of harmony and chords https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zgxx2nb Instruments of the orchestra: https://www.youtube.com/watch?v=EfedK-dqXWc
Summer Term	<ol style="list-style-type: none"> RONDO END OF YEAR CELEBRATION 	<ol style="list-style-type: none"> Exploring structure in music. How do composers create contrast between sections? Programme music- music to describe a given story. Students will choose from a menu of activities. Examples include- group performance of a favourite piece; You Tube keyboard and guitar tutorials; composing a piece for the Creative Arts Festival. 	<ol style="list-style-type: none"> Group composition of a Haunted Castle rondo piece. Performances recorded on Showbie so those at home can listen to the finished work. Some students will show case their work in the Creative Arts festival. 	<ol style="list-style-type: none"> Conversations when listening to music together or when watching a film. How do composers create contrast or change the mood for the viewer? come along to our Creative Arts Festival!



Year 8 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	1. Blues 2. Rock	1: 7 th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition. 2: chord sequence; power chords; riffs; hooks; strophic structure.	In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	1: active listening at home. When listening to music on the radio and on the TV, students should be able to "spot a riff", "catch a hook" etc. We will practice this in class.
Spring Term	1. Film: Heroes and Villains	1: Leitmotifs; underscore; composition brief; melodic intervals; major and minor; GarageBand techniques (eg layering and autoplay)	Students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	Film research. Look out for the work of Zimmer/Williams/Newman and discuss what it is it specifically in the music that helps build tension etc.
Summer Term	1. Baroque Music 2. Year 8 showcase	1. Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments 2: students can opt to pursue an individual pathway or work with friends on a cover version/performance or composition.	In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	1: Baroque- look up instruments of the period on YouTube or look for interactive opportunities in our local area. http://www.leedsbaroque.org/

Year 9 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Live Lounge 2. Variations 	<ol style="list-style-type: none"> 1. Rock and Pop song structure/chord sequences/Riffs and Hooks/Cover version techniques/band etiquette 2. Variation techniques and devices linked to MAD TT SHIRT 	<ol style="list-style-type: none"> 1. Cover version composition and performance assessment 2. Composition assessment/listening test 	<p>BBC Live Lounge on iPlayer is a great resource to watch/listen to: https://www.bbc.co.uk/iplayer/episodes/p01029mq/radio-1s-live-lounge</p>
Spring Term	<ol style="list-style-type: none"> 1. Brief Composition/ Performance project 2. Extended Project: The Beatles 	<ol style="list-style-type: none"> 1. Lessons will operate on a carousel basis as students will work on a composition task and a performance piece over a six-week period. Resources will be provided to support but it is anticipated that students will work to personalised deadlines/targets set. 2. A unit designed to bridge the gap to GCSE Music. The focus will still be practical, but students will spend time analysing and deconstruction Beatles repertoire. 	<ol style="list-style-type: none"> 1. End of half-term deadline to upload performance and composition work. 2. Performance of Beatles track; appraising work and practice GCSE style questions. 	<ol style="list-style-type: none"> 1. Homework tasks will be set to support progression through this unit. 2. The Beatles- share any knowledge about the Fab Four; watch some Beatles performances together!
Summer Term	<ol style="list-style-type: none"> 1. Minimalism 2. End of KS3 Showcase 	<ol style="list-style-type: none"> 1. A look at Minimalist techniques such as phase-shifting/ additive and subtractive processes. Group skills within a texture. 2. Students select an activity from a menu. Possible options include solo and group performance of free-choice repertoire/free-choice or brief-led composition. 	<ol style="list-style-type: none"> 1. Minimalist group composition 	<p>To support your young musician with their preparation for the KS3 Showcase, encourage them to show their work to others or even perform in front of a friendly family audience!</p>

Year 10 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<p>Developing baseline GCSE skills and musical literacy.</p> <p>Introduction to Little Shop of Horrors (AoS2).</p>	<p>Term 1: Recap on MAD TT SHIRT. Introduction to the AQA set work (AoS2). Exploration of composition strategies. Research on different styles and genres. Examples of what a good composition looks like. Ongoing homework and 2 lessons per cycle.</p> <p>Term 2: Feed Me/Git It analysis</p>	<p>Term 1: Comfort zone performance in front of class: weekly homework to support.</p> <p>Term 2: Composing exercises and short answer tests on Set Work and Area of Study in general. Performance- first upload of solo piece. This should be final solo choice. Partial recording at this stage is fine.</p>	<p>Check that students have discussed GCSE repertoire with private tutors. Music staff at school can help here with school-based tutors but the onus is on students in private arrangements out of school.</p>
Spring Term	<p>Deeper exploration of content required for AoS2.</p> <p>Looking at two more songs from our set work.</p> <p>Further work on composition and performance.</p>	<p>Term 1: Section A strategies and knowledge. Popular Music (AoS2). Use of MAD TT SHIRT in Rock, Pop, Film, Theatre and Gaming music. Plan composition and work on chord sequence/melody initially.</p> <p>Term 1 - Free composition work addressing personalised targets.</p> <p>Term 2: Little Shop of Horrors and Mushnik and Son.</p>	<p>Term 1: For performance, practice ongoing of solo piece, acting on targets set last term. Upload recordings to Showbie.</p> <p>Term 2: Final draft of composition. For performance, second upload of solo piece. Complete submissions at this stage. (Year 10 Mock)</p>	<p>Performances in front of family/friends work well in the lead up to final assessment.</p>
Summer Term	<p>Revision of AoS 2 and exploration of content required for AoS1.</p> <p>Revision of Set Work songs</p> <p>Refining year 10 composition and performance pieces.</p>	<p>Term 1: Revision techniques and strategies for Y10 exams. Using DIRT and moderated feedback from dept team to further refine composition and performance.</p> <p>Term 2: Year 10 exams and feedback. A look at the AoS1 set work and initial analysis. Setting targets for summer/very start of year 11.</p>	<p>Term 1: Mini assessments/8 mark and 2 mark set work question responses and wider listening practice. Final submission of FREE COMPOSITION.</p> <p>Term 2: Year 10 exams and mock grade generated across all 3 components.</p>	<p>Students are encouraged to try revision strategies across their time at IGS. By now they will know what works best for them. Those at home could help by testing/asking students to teach them about their set works</p>

Year 11 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> Set work analysis Brief composition issued and fine-tuning Free composition (year 10) 	<p>Term 1. Studying the Rondo (mvt 3) from Mozart's Clarinet Concerto. Analysis techniques linked to MAD TT SHIRT.</p> <p>Term 1: Exploration of the Brief composition. A look at student examples from previous years and drafting a plan.</p>	<ol style="list-style-type: none"> Short answer knowledge checks – MOZART Exercises and tasks linked to composition techniques. Fine tuning year 10 linked to targets issued. Last opportunity to work on this before final submission to the exam board. Mock exams SOLO PERFORMANCE FINAL EXAM 	<p>MOZART- students will be set regular homework to support retention and understanding. Please encourage your young musician to be organised here as this will pay off!</p> <p>https://www.youtube.com/watch?v=dLoR1wM_vEM</p> <p>SOLO ASSESSMENT – GCSE CONCERT PERFORMANCE (date tbc)</p>
Spring Term	<ol style="list-style-type: none"> Green pen MOCK exam and set targets AoS3 and AoS4 - exploration 	<p>Term 1: Revision of Mozart and Little Shop of Horrors set texts. Dual coding/metacognition techniques as common practice in lessons to help embed powerful knowledge in these final weeks.</p> <p>An exploration of Traditional and Modern Classical Music for the unseen aural components of the listening paper.</p> <p>Continuation of Brief Composition addressing personalised targets.</p>	<p>Knowledge checkpoints on all aspects of the course. Regular timed essays on the set works, which will take place during lessons in timed conditions.</p> <p>BRIEF COMPOSITION FINAL HAND IN EASTER.</p> <p>GROUP PERFORMANCE FINAL EXAM (March)</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p> <p>Encourage active listening at all times- TV themes/ the car radio- ask your young musician to describe musical details.</p> <p>GROUP ASSESSMENT – SPRING CONCERT PERFORMANCE (date tbc)</p>
Summer Term	<ol style="list-style-type: none"> NEA administration and paperwork Revision and practising listening 	<p>Revision and practising listening- bringing it all together in the final few weeks.</p>	<p>Final examination and NEA marks</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>

Year 12 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Features of the early Classical period (Area of Study A) 2. Composing skills- moving on from GCSE and planning Year 12 composition 3. Musical Theatre (Area of Study C) 4. A look at performance repertoire 	<ol style="list-style-type: none"> 1. Musical Eras (Features and development) of Baroque/Early Classical Music/Haydn Sturm and Drang period/Composers under patronage. Stamitz and the Mannheim school. (AoS A) 2. Harmony in composition-types of chords and effective sequences/ role of the dominant chord. 3. Richard Rogers (AoS C) 	<p>Comfort Zone Performance in first half term in front of class.</p> <p>Performance in front of an audience later in the term.</p> <p>Composition tasks and completion of log document.</p> <p>Research tasks on Early Classical Music.</p> <p>Written Tasks on Musical Theatre</p>	<p>Check that students have discussed A Level repertoire with private tutors. Music staff at school can help here with school-based tutors but the onus is on students in private arrangements out of school.</p> <p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>
Spring Term	<ol style="list-style-type: none"> 1. Haydn Symphony 104 movements 1 & 2 2. Mozart, early Beethoven and mature Haydn 3. Composing – year 12 composition task. 4. Musical Theatre (Area of Study C) 5. Performing- selecting and timing repertoire 	<ol style="list-style-type: none"> 1. Score reading/musical literacy/instruments of the Classical orchestra. 2. Comparing and contrasting classical symphonies using MAD TT SHIRT to organise thoughts. 3. Composition-structure and development 4. Leonard Bernstein (AoS C) 5. Preparation for solo performance in Spring Concert 	<p>Spring Concert Solo Performance.</p> <p>Composition tasks and completion of log document.</p> <p>Research/comparison tasks on Mozart/early Beethoven and mature Haydn</p> <p>Written Tasks on Musical Theatre</p>	<p>Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take every opportunity to perform in front of an audience.</p> <p>Regular testing of key vocab and features of all Areas of Study and the set works.</p> <p>https://www.youtube.com/watch?v=OiiPLlowJ70&t=1003s</p>
Summer Term	<ol style="list-style-type: none"> 1. Haydn Symphony 104 movements 3 & 4 2. Mature Beethoven and the shift towards Romanticism. 3. Finalising Composition work 4. Finalising performance repertoire and submitting scores/piano parts. 5. Musical Theatre (AoS C) 	<ol style="list-style-type: none"> 1. Revision and consolidation work on Haydn 104 (mvts 1&2) and the development of the symphony so far to support year 12 Mock exam. 2 Analysis of Haydn 104 movements 3&4. 3. Addressing targets and working towards final deadline (Year 12 composition) 4. Exam performance of Year 13 repertoire as part of the Year 12 mock exam 5. Stephen Sondheim (AoS C) 	<p>Year 12 Mock Exam Solo Performance.</p> <p>Composition final submission.</p> <p>Research/comparison tasks on Beethoven symphonies.</p> <p>Final annotation and homework tasks Haydn 104 (all movements)</p> <p>Written Tasks on Musical Theatre</p>	<p>Regular testing of key vocab and features of all Areas of Study and the set works.</p>

Year 13 Curriculum Overview: MUSIC



	Topics/ content outline:	Powerful Knowledge (key concepts, skills)	What will you be assessed on?	How can you help at home?
Autumn Term	<ol style="list-style-type: none"> 1. Features of the Romantic period (Area of Study A) 2. Poulenc Trio (year 13 set work AoSE)- an introduction using MAD IT SHIRT 3. Composing skills- moving on from Year 12, Western Classical skills and looking at the brief composition 4. Musical Theatre (Area of Study C) 5. Performance deadlines shared and rehearsals set with accompanist (where needed) 	<ol style="list-style-type: none"> 1. Revision of Year content. Timeline with key features so far. Revision of Beethoven as transitional composer between Classical and Romantic. Rise of programmatic and Nationalistic writing in the Romantic period. Berlioz, Liszt and Dvorak. 2. Annotation of Poulenc Score using strategies deployed in Year 12 3. Western Classical composition and writing to a brief 4. Claude Michel Schonberg (AoS C) 5. Finalising performances and responding to feedback. 	<p>Performance of at least 5 minutes of repertoire in first half term to the class. Public performance opportunity of recital repertoire.</p> <p>Refining Year 12 Composition, responding to final targets. If taking the composition pathway, students will begin work on year 13 composition.</p> <p>Comparison tasks/essays on Symphony repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre.</p>	<p>https://www.youtube.com/watch?v=akOJdLlfYd4</p> <p>Poulenc Trio- AoSE</p> <p>Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take every opportunity to perform in front of an audience. Regular key v ocab testing.</p>
Spring Term	<ol style="list-style-type: none"> 1. Romantic Symphonies continued 2. Poulenc Trio analysis 3. Composing – brief composition 4. Musical Theatre (Area of Study C) 5. Performing- final preparation reading for examiner visit. 	<ol style="list-style-type: none"> 1. Rimsky-Korsakov, Tchaikovsky, Richard Strauss, Brahms, Bruckner and Mahler 2. Further analysis of Poulenc (AoSE) set work 3. Composition- responding to bespoke targets 4. Andrew Lloyd-Webber and Stephen Schwartz (AoS C) 5. Performing- preparing for final recital and visiting examiner. 	<p>Performance of full recital repertoire in first half term to the class.</p> <p>Visiting examiner visit (date tbc) as final performance assessment.</p> <p>Composition – submitting working work in line with targets set. FINAL submission.</p> <p>Comparison tasks/essays on Symphony repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre</p>	<p>https://www.youtube.com/watch?v=akOJdLlfYd4</p> <p>Poulenc Trio- AoSE</p> <p>Performances in front of family/friends work well in the lead up to final assessment. Please encourage your young musician to take every opportunity to perform in front of an audience. Regular key v ocab testing.</p>
Summer Term	<ol style="list-style-type: none"> 1. NEA administration and paperwork 2. Revision and final exam preparation 	<ol style="list-style-type: none"> 1. Revision and consolidation work on Haydn 104/Poulenc Trio and the development of the symphony so far to support the final A Level exam. 2. Revision and consolidation work on Musical Theatre material to support the final A Level exam. 	<p>Visiting examiner visit (date tbc) as final performance assessment – if this did not take place before Easter.</p> <p>COMPONENT 1</p> <p>A Level paper COMPONENT 3</p>	<p>Regular testing of key v ocab and features of all Areas of Study and the set works.</p>