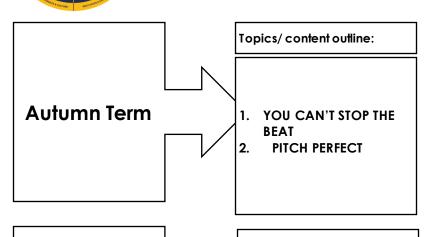


Year 7 Curriculum Overview: MUSIC





Powerful Knowledge (key concepts, skills)

- 1: 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.
- 2: 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.

What will you be assessed on?

- 1: Group composition-"Musical Machines"; class singing; rhythm activities
- 2: Individual composition-My Melody; part singing/mash-ups.

Homework: set at least once per half-term

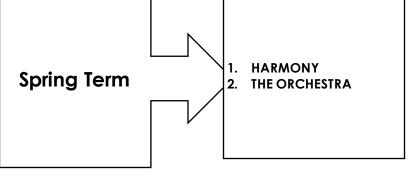
How can you help at home?

1: Notation activities. Body percussionhttps://www.youtube.com/watch?v=92gf8dAlhUw

2: Treble clef note names

https://www.youtube.com/watch?v=FAU4aQPOL

wM



- 1: A look at chord structures in pop and folk music.

 Differences between primary and secondary chords.

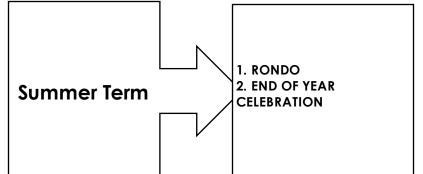
 Performing and composing a chord sequence.
- 2: Researching the four families of the orchestra. Performing pieces of music as an individual and as a class.
- 1: Group performance and composition challenges on musical instruments.
- 2: Various performance and composition challenges on GarageBand

Homework: set at least once per half-term

1: Explanation of harmony and chords

https://www.bbc.co.uk/bitesize/topics/zcbkcj6/
articles/zgxx2nb

2: Instruments of the orchestra:
https://www.youtube.com/watch?v=EfedK-dqXWc

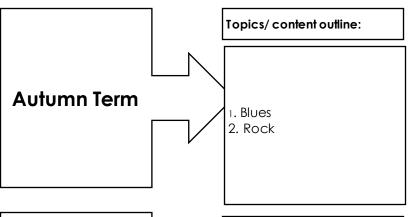


- 1: Exploring structure in music. How do composers create contrast between sections? Programme music-music to describe a given story.
- 2: Students will choose from a menu of activities. Examples include- group performance of a favourite piece; You Tube keyboard and guitar tutorials; composing a piece for the Creative Arts Festival.
- 1: Group composition of a Haunted Castle rondo piece.
- 2: Performances recorded on Show bie so those at home can listen to the finished work. Some students will show case their work in the Creative Arts festival.
- 1: Conversations when listening to music together or when watching a film. How do composers create contrast or change the mood for the viewer?
 - 2: come along to our Creative Arts Festival!



Year 8 Curriculum Overview: MUSIC





Powerful Knowledge (key concepts, skills)

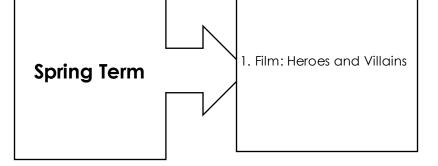
1: 7th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition.
2: chord sequence; power chords; riffs; hooks; strophic structure.

What will you be assessed on?

In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.

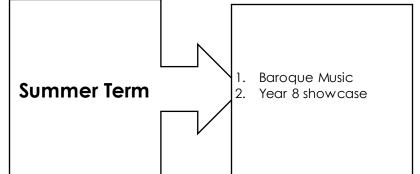
How can you help at home?

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.



 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.



 Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments
 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/



Summer Term

Year 9 Curriculum Overview: MUSIC

1. Minimalism

2. End of KS3 Showcase



How can you help at home?

BBC Live Lounge on iPlayer is a great

resource to watch/listen to:

https://www.bbc.co.uk/iplayer/episodes/p01029

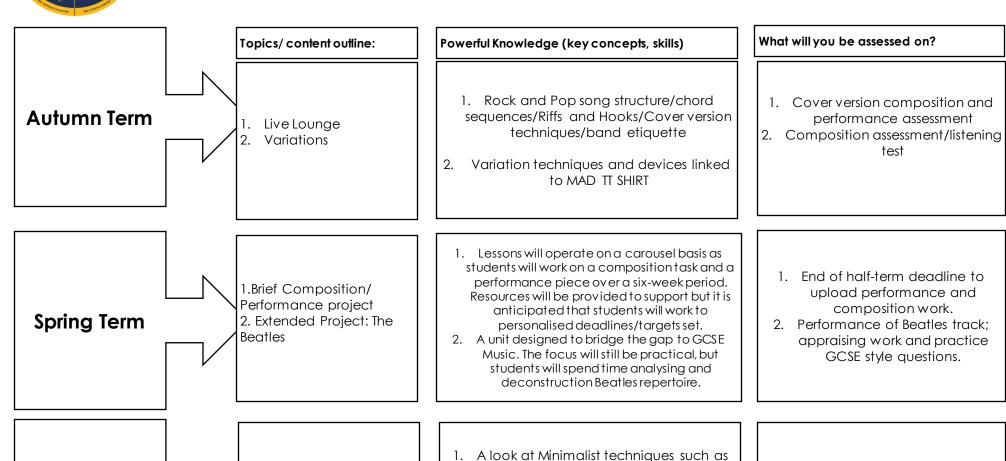
mg/radio-1s-live-lounge

1. Homework tasks will be set to

2. The Beatles- share any

support progression through this

unit.



knowledge about the Fab Four; appraising work and practice watch some Beatles GCSE style questions. performances together! phase-shifting/additive and subtractive To support your young musician with processes. Group skills within a texture. their preparation for the KS3 2. Students select an activity from a menu. Showcase, encourage them to show 1. Minimalist group composition Possible options include solo and group their work to others or even perform performance of free-choice in front of a friendly family audience! repertoire/free-choice or brief-led composition.



Year 10 Curriculum Overview: MUSIC



Autumn Term

Topics/ content outline:

Developing baseline GCSE skills and musical literacy.

Introduction to Little Shop of Horrors (AoS2).

Powerful Knowledge (key concepts, skills)

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.

Term 2: Feed Me/Git It analysis

What will you be assessed on?

Term 1: Comfort zone performance in front of class: weekly homework to support.

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.

How can you help at home?

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.

Spring Term

Deeper exploration of content required for AoS2.

Looking at two more songs from our set work.

Further work on composition and performance.

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.

Term 1- Free composition work addressing personalised targets.

Term 2: Little Shop of Horrors and Mushnik and Son.

Term 1: For performance, practice ongoing of solo piece, acting on targets set last term. Upload recordings to Showbie.

Term 2: Final draft of composition. For performance, second upload of solo piece. Complete submissions at this stage. (Year 10 Mock)

Performances in front of family/friends work well in the lead up to final assessment.

Summer Term

Revision of AoS 2 and exploration of content required for AoS1.

Revision of Set Work songs

Refining year 10 composition and performance pieces.

Term 1: Revision techniques and strategies for Y10 exams.

Using DIRT and moderated feedback from dept team to further refine composition and performance.

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

Term 1: Mini assessments/8 mark and 2 mark set work question responses and wider listening practice. Final submission of FREE COMPOSITION.

Term 2: Year 10 exams and mock grade generated across all 3 components.

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



Year 11 Curriculum Overview: MUSIC



Autumn Term

Topics/ content outline:

Set work analysis Brief composition issued and fine-tuning Free composition (year 10)

Powerful Knowledge (key concepts, skills)

Term 1.Studying the Rondo (mvt 3) from Mozart's Clarinet Concerto. Analysis techniques linked to MAD TT SHIRT. Term 1: Exploration of the Brief composition. A look at student examples from previous years and drafting a plan.

What will you be assessed on?

- 1. Short answer knowledge checks -MOZART
 - Exercises and tasks linked to composition techniques.
- 3. Fine tuning year 10 linked to targets issued. Last opportunity to work on this before final submission to the exam board.
- 4. Mock exams 5. SOLO PERFORMANCE FINAL EXAM

How can you help at home?

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!

https://www.voutube.com/watch?v=dLoR1wM_ve

SOLO ASSESSMENT – GCSE CONCERT PERFORMANCE (date tbc)

Spring Term

- Green pen MOCK exam and set targets
- AoS3 and AoS4 exploration

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.

An exploration of Traditional and Modern Classical Music for the unseen aural components of the listening paper. Continuation of Brief Composition addressing personalised targets.

Knowledge checkpoints on all aspects of the course. Regular timed essays on the set works, which will take place during lessons in timed conditions.

BRIEF COMPOSITION FINAL HAND IN FASTER.

GROUP PERFORMANCE FINAL EXAM (March)

Regular testing of key vocab and features of all Areas of Study and the set works.

Encourage active listening at all times-TV themes/ the car radio- ask vour vouna musician to describe musical details.

GROUP ASSESSMENT - SPRING CONCERT PERFORMANCE (date tbc)

Summer Term

1.NEA administration and paperwork

2. Revision and practising listening

Revision and practisina listenina- brinaina it all together in the final few weeks.

Final examination and NEA marks

Regular testing of key vocab and features of all Areas of Study and the set works.



Year 12 Curriculum Overview: MUSIC



Autumn Term

Topics/ content outline:

T. 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

Powerful Knowledge (key concepts, skills)

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)

What will you be assessed on?

Comfort Zone Performance in first half term in front of class. Performance in front of an audience later in the term. Composition tasks and completion of log document.

Research tasks on Early Classical Music.

Written Tasks on Musical Theatre

How can you help at home?

Check that students have discussed ALevel 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.

Regular testing of key vocab and features of all Areas of Study and the set works.

Spring Term

- 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 C1
- 5. Performing-selecting and timing repertoire

- Score reading/musical literacy/instruments of the Classical orchestra.
- Comparing and contrasting classical symphonies using MAD TT SHIRT to organise thoughts.
- Composition-structure and development
- Leonard Bernstein (AoS C)
- Preparation for solo performance in Spring Concert

Spring Concert Solo Performance.

Composition tasks and completion of loa document.

Research/comparison tasks on Mozart/early Beethoven and mature Havdn

Written Tasks on Musical Theatre

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 testing of key vocab and features of all Areas of Study and the set works.

https://www.youtube.com/watch?v=OitPLlowJ 70&t=1003s

Summer Term

- 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 (AoSC)

- 1. Revision and consolidation work on Havdn 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)

Year 12 Mock Exam Solo Performance.

Composition final submission. Research/comparison tasks on Beethoven symphonies.

Final annotation and homework tasks Haydn 104 (all movements) Written Tasks on Musical Theatre

Regular testing of key vocab and features of all Areas of Study and the set works.



Year 13 Curriculum Overview: MUSIC



Autumn Term

Topics/ content outline:

- 1. Features of the Romantic period (Area of Study A)
- 2. Poulenc Trio (year 13 set work AoSE) - an introduction using MAD T
- 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 (w here needed)

Powerful Knowledge (key concepts, skills)

- Revision of Year content. Timeline with key features so far. Revision of Beethov en as transitional composer between Classical and Romantic. Rise of programmatic and Nationalistic writing in the Romantic period. Berlioz, Liszt and Dv orak.
- Annotation of Poulenc Score using strategies deployed in Year 12
- Western Classical composition and writing to a brief
- Claude Michel Schonberg (AoS C)
- Finalising performances and responding to feedback.

What will you be assessed on?

Performance of at least 5 minutes of repertoire in first half term to the class. Public performance opportunity of recital repertoire.

Refining Year 12 Composition, responding to final targets. If taking the composition pathway, students will begin work on year 13 composition.

Comparison tasks/essays on Symphony repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre.

How can you help at home?

https://www.voutube.com/watch?v=akOJdLlf Yd4

Poulenc Trio- AoSE

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 vocab testing.

Spring Term

- 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.

- Rimsky-Korsakov, Tchaikovsky, Richard Strauss, Brahms, Bruckner and Mahler
- Further analysis of Poulenc (AoSE) set work
- Composition-responding to be spoke targets
- 4. Andrew Lloyd-Webber and Stephen Schwartz (AoS C)
- 5. Performing-preparing for final recital and visitina examiner.

Performance of full recital repertoire in first half term to the class.

Visiting examiner visit (date tbc) as final performance assessment.

Composition – submitting working work in line with targets set. FINAL submission. Comparison tasks/essays on Symphony

repertoire so far to consolidate Y 12 work. Annotation and analysis tasks on Poulenc and Musical Theatre

https://www.voutube.com/watch?v=akOJdLl <u>Yd4</u>

Poulenc Trio- AoSE

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 vocab testing.

Summer Term

- 1.NEA administration and paperwork
- 2. Revision and final exam preparation
- 1. Revision and consolidation work on Havan 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.

Visiting examiner visit (date tbc) as final performance assessment – if this did not take place before Easter. COMPONENT 1

A Level paper COMPONENT 3

Regular testing of key vocab and features of all Areas of Study and the set works.