

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"> 1. PITCH PERFECT 2. FIND YOUR VOICE 	<p>Term 1: What makes a good melody? Using the keyboards to perform melodies in C major. A look at melodic movement, phrasing and treble clef notation.</p> <p>Term 2: An exploration of pulse and rhythm. Musical literacy and building confidence using notation in simple time. Performing part songs using ostinato and texture. Group and class singing.</p>	<p>Term 1: Individual Keyboard Performance</p> <p>Term 2: Group vocal performance/arrangement</p> <p>Homework: set at least once per half-term</p>	<p>Term 1: Treble clef note names https://www.youtube.com/watch?v=FAU4aQPOLwM</p> <p>Term 2: Notation activities. Body percussion- https://www.youtube.com/watch?v=92gf8dAlhUw</p>
Spring Term	<ol style="list-style-type: none"> 1. HARMONY 2. THE ORCHESTRA 	<p>Term 1: A look at chord structures in pop and folk music. Differences between primary and secondary chords. Performing and composing a chord sequence.</p> <p>Term 2: Researching the four families of the orchestra. Performing pieces of music as an individual and as a class.</p>	<p>Term 1: Group performance and composition challenges on musical instruments.</p> <p>Term 2: Various performance challenges on musical instruments</p> <p>Homework: set at least once per half-term</p>	<p>Term 1: Explanation of harmony and chords https://www.bbc.co.uk/bitesize/topics/zcbkcj6/articles/zgxx2nb</p> <p>Term 2: Instruments of the orchestra: https://www.youtube.com/watch?v=EfedK-dqXWc</p>
Summer Term	<ol style="list-style-type: none"> 1. QUEST FOR THE CRYSTAL 2. END OF YEAR CELEBRATION 	<p>Term 1: Exploring structure in music. How do composers create contrast between sections? Programme music- music to describe a given story.</p> <p>Term 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.</p>	<p>Term 1: Individual GarageBand composition using programmatic structure.</p> <p>Term 2: Performances recorded on Showbie so those at home can listen to the finished work. Some students will showcase their work in the Creative Arts festival.</p>	<p>Term 1: Conversations when listening to music together or when watching a film. How do composers create contrast or change the mood for the viewer?</p> <p>Term 2: come along to our Creative Arts Festival!</p>



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. Baroque Music	Term 1: 7 th chords; basslines; scatting; improvisation; Blues Scale. Performance, listening and composition. Term 2: Ground Bass; texture; polyphony; musical literacy; Baroque style and instruments	In both terms, students will be assessed on performance and composition tasks. Vocab and understanding of key concepts will be assessed in lesson checkpoints.	Term 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. Term 2: Baroque- look up instruments of the period on YouTube or look for interactive opportunities in our local area. http://www.leedsbaroque.org/
Spring Term	1. Rock Music 2. Film: Heroes and Villains	Term 1: chord sequence; power chords; riffs; hooks; strophic structure. Term 2: 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 specifically in the music that helps build tension etc.
Summer Term	1. Film: Heroes and Villains (cont) 2. Year 8 showcase	Term 1: Leitmotifs; underscore; composition brief; melodic intervals; major and minor; GarageBand techniques (eg layering and autoplay) Term 2: students work with classmates 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.	As Term 2

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. Reggae 2. Jazz 	<ol style="list-style-type: none"> 1. Song structure/chord sequences/Riffs and Hooks/Skank/syncopation 2. Extended chords; swing rhythms; improvisation; walking bassline 	<ol style="list-style-type: none"> 1. Performance assessment 2. Improvisation assessment 	<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. Film Music: 3 way composition 2. Latin American Music 	<ol style="list-style-type: none"> 1. Students will compose underscore in three different genres, working individually on GarageBand. 2. A unit designed to introduce students to Tango and Mambo music (riff/syncopation/antiphony) 	<ol style="list-style-type: none"> 1. Composition assessments 2. Performance of Libertango and Tequila 	<ol style="list-style-type: none"> 1. Discussions around any films/film scores are always valuable here. 2. Widen the family playlist to include South/Central American tracks.
Summer Term	<ol style="list-style-type: none"> 1. Protest Music 2. Classical Music 	<ol style="list-style-type: none"> 1. Students will explore the political and social context of appropriate tracks. They will also compose their own lyrics, chord sequence and melody. 2. A look at 5 key Classical pieces studying repertoire and style. Students will perform key pieces and examine the compositional techniques used (chords/cadences/texture) 	<ol style="list-style-type: none"> 1. Composition assessment on GarageBand. 2. Solo performances of 5 Classical pieces 	<ol style="list-style-type: none"> 1. It is a well-known fact that exposure to Classical music is beneficial for cognitive functioning. Add some Mozart/Beethoven to your family playlist!

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 Classical Music and the Orchestra</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: Features of Classical Music/orchestral instruments</p>	<p>Term 1: Comfort zone performance: fortnightly 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>Beethoven Symphony I</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 2: Slow Introduction and Exposition section analysis (Beethoven 1)</p>	<p>Term 1: For performance, practice ongoing of solo piece, acting on targets set last term.</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>Beethoven Symphony I</p> <p>Refining year 10 composition and performance pieces.</p>	<p>Term 1: Revision techniques and strategies for Y10 exams. Development and Recapitulation sections Beethoven 1. 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 AoS 2 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.</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"> 1. Set work analysis 2. Brief composition issued and fine-tuning Free composition (year 10) until the end of September. 	<ol style="list-style-type: none"> 1. Studying the 3 Queen set songs (Seven Seas; Love of My Life; Bohemian Rhapsody). Analysis techniques linked to MAD TT SHIRT. 2. Exploration of the Brief composition. A look at student examples from previous years and drafting a plan. 	<ol style="list-style-type: none"> 1. Short answer knowledge checks – QUEEN 2. 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 	<p>QUEEN- students will be set regular homeworks to support retention and understanding. Please encourage your young musician to be organised here as this will pay off!</p>
Spring Term	<ol style="list-style-type: none"> 1. Green pen MOCK exam and set targets 2. AoS3 and AoS4 - exploration 	<p>Revision of Queen and Beethoven 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.</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>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>
Summer Term	<ol style="list-style-type: none"> 1. NEA administration and paperwork 2. 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 	<ul style="list-style-type: none"> •Musical Eras (Features and development) of Baroque/Early Classical Music/Haydn Sturm and Drang period/patronage/commission •Aural Awareness • Harmony in composition- primary/secondary chords/secondary dominants/circle of fifths etc • Stamitz/Mannheim School 	<p>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. Listening Tasks on Musical Theatre</p>	<p>Attending concerts (in school and beyond) to widen listening skills. Ask your young musician to perform their repertoire to you to help them get used to an audience.</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. 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. 	<p>Spring Concert Solo Performance. Composition tasks and completion of log document. Research/comparison tasks on Mozart/early Beethoven and mature Haydn. Exam-style questions. Listening Tasks on Musical Theatre</p>	<p>Encourage your young musician to perform in our concerts at IGS (formal and informal)- this will make the formal final examiner's visit less daunting.</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. 	<ol style="list-style-type: none"> 1. Revision and consolidation work on Haydn 104 (mvt 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. Mendelssohn and Berlioz as early Romantics. 	<p>Year 12 Mock Exam: Solo pieces X2; free composition checkpoint; reduced content A Level paper. Addressing Mock exam feedback and target setting for Year 13</p>	<p>Open Days; Next Steps at IGS; wider listening (1750-1830) on family playlist!</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 Twentieth Century composition schools (Area of Study E) and the 2 set works 2. Composing skills- Brief comp 3. The Romantics (1830-1900) 4. A look at performance repertoire- final recital planned 	<ol style="list-style-type: none"> 1. Impressionism; Expressionism & Neo-Classicism. 2. Brief composition- creating plan and using past work as exemplars 3. Building on Year 12 content and making links across the 150 year time period ready for essay writing. 	<p>Fortnightly performance uploads/class performance</p> <p>Exam-style questions on AoSE content</p>	<p>Testing knowledge on Development of the Symphony (1750-1900) and AoSE - flashcards</p>
Spring Term	<ol style="list-style-type: none"> 1. Revisit Haydn and pre-Classical/Classical genre 2. Set works AoS E revise/revisit 3. Finalising Brief Composition work 4. Formal and informal performances 	<ol style="list-style-type: none"> 1. Exam- style questions on Haydn/AoS E work 2. Timed essays (1750-1900) 3. Full recital runs to class then at a Live@Lunch informal concert 4.Spring concert performance of recital repertoire. 	<p>Exam-style questions</p> <p>Performance Feedback (written) to inform final recital</p>	<p>Performing in front of family and friends!</p>
Summer Term	<ol style="list-style-type: none"> 1. Final recital preparation; paperwork (March-April) 2. Revision for exam 3. Final composition tweaks ahead of submission 	<p>Feedback will be very regular and detailed to support next steps ahead of exam/submission.</p>	<p>Exam-style questions</p> <p>Performance and Composition Feedback (written) to inform final submission</p>	<p>Revision support!</p>