

# MUSIC Curriculum Overview 2022-2023

Each SOL is blocked differently depending on rooms available and staffing; therefore, the SOL will not run term by term; however, all SOL will be covered throughout the year. The time frame for each SOL varies depending on its content and suitability to the class.

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 7</b> 2 hours per fortnight.	<b>Just Play (i) (Performance)</b> A Classroom ensemble module to build foundation skills in reading notation, playing a variety of instruments and singing. Students will perform chords and rhythmic features of a wide range of popular songs as a classroom ensemble	<b>Just Play (ii) (Performance)</b> This module uses the foundation skills from Just Play (i) to learn and perform more advanced chord sequences, rhythms, guitar/lukulele chords and strumming patterns. These skills are then applied to the performance of full songs and medleys as a full class ensemble.	<b>Notation (Performance / Composition)</b> Students learn how to read musical notation on the staff through practical performance. They learn rhythmic values and how to compose their own rhythms.	<b>Band Skills 1 (Performance)</b> Students form their own Rock Band comprising of drums, keys, bass guitar, guitar and vocals. This leads to a performance on stage in front of the class in a 'Battle of the Bands' context.	<b>Classroom Live (Performance / Composition)</b> Students will learn how to perform as part of their class (large ensemble) on a variety of different instruments. They will be able to choose their instrument to master the specific instrumental techniques and learn how to develop their part. Students will also be able to improvise rhythms, melody lines, bass lines, harmonies and have the potential to play solo parts.	<b>Classical Music Remix (Composition)</b> Students will remix their own arrangement of orchestral ('Classical') and popular music. Students will create their own piece using samples from these styles using Ableton Live on the computer. They will learn how to edit samples and how to create new material as a remix. Through this project students will be inspired by the 'great composers' to compose a piece of contemporary music through samples from orchestral works.
<b>Assessment</b>	For every SOL there is a mid-assessment followed by feedback and time to improve the performance/composition before the final assessment at the end of the project.					
<b>Year 8</b> 2 hours per fortnight.	<b>Classroom Live (Performance)</b> <b>1. Contemporary Live</b> This part of the module allows the class to work as a large ensemble all performing the same piece of music on a range of different instruments. Where appropriate it is best if a student is able to lead the class in their practice and performance. Following full class performances, this topic can then lead to smaller ensemble performances within the class which are student lead.	<b>The Blues (Composition)</b> Students compose and perform a Blues song as part of a small ensemble using a selection of instruments of their choice. Students will gain an understanding of the origins of Blues music and will learn all of the features of the genre and then use these features to then create their own Blues song composition. Students will use Ableton to put their final Blues piece of music together.	<b>Band Skills 2 (Performance)</b> Students form their own Rock Band comprising of drums, keys, bass guitar, guitar and vocals. This leads to a performance on stage in front of the class in a 'Battle of the Bands' context. This is now a more advanced scheme and builds on the skills learnt in Year 7. The chord structure is now different for the verse and the chorus and there is more scope for developing and adapting the parts	<b>Song Writing (Composition)</b> Students learn how to compose a song and then perform their song in their chosen genre in strophic form to the class. They will write their own lyrics, chord sequence, bass line and melody using instruments of their choice. Students will also explore different styles and genres within this topic.	<b>Classroom Live (Performance)</b> <b>2. Classical Live</b> This part of the module allows the class to work as a large ensemble all performing the same piece of music on a range of different instruments. The class choose a piece of 'Classical' music from the BBC's collection of 10 pieces. Students are encouraged to perform on a more 'traditional' instrument and follow the simple notation provided. Where appropriate it is best if a student is able to lead the class in their practice and performance. Following full class performances, this topic can then lead to smaller ensemble performances within the class which are student lead.	
<b>Assessment</b>	For every SOL there is a mid-assessment followed by feedback and time to improve the performance/composition before the final assessment at the end of the project.					

<b>Year 9</b> 2 hours per fortnight.	<b>Classroom Live (Performance)</b> <i>This part of the module allows the class to work as a large ensemble all performing the same piece of music on a range of different instruments. Where appropriate it is best if a student is able to lead the class in their practice and performance. This is designed as a refresher to the start of Y9 to recap the skills learnt in Y8.</i>	<b>Film Music (Composition)</b> <i>The module focuses on the student choosing a film clip and composing and creating the soundtrack to it on Ableton Live. Students learn musical devices that are appropriate to use in different genres of film music.</i>	<b>Live Lounge (Performance / Composition)</b> <i>Students will choose their own piece of music and change the arrangement to their preferred style. They will do this in the same approach as Radio 1's Live Lounge. Students will critique existing performances on Radio 1 and identify how musicians have creatively arranged their song. They will source, work out and perform the individual parts as a soloist or ensemble.</i>	<b>Plan to Stage (Performance / Composition)</b> <i>Students will set a brief to create a performance evoking specific themes. Students will be required to plan, rehearse, perform and critically evaluate their contribution. An emphasis will be placed on students performing live for their peers (years 7 or 8 as an audience) in order to development engagement and motivation. The Arts Faculty Robert F. Kennedy Human Rights project will take place as part of the Plan to Stage project.</i>
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**Assessment** For every SOL there is a mid-assessment followed by feedback and time to improve the performance/composition before the final assessment at the end of the project.

**GCSE MUSIC**

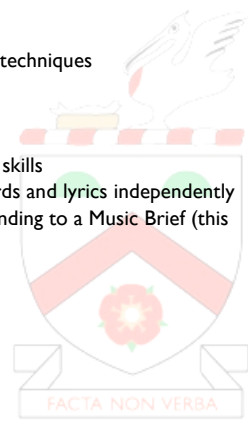
<b>Year 10</b> 5 hours per fortnight.	<ul style="list-style-type: none"> <li>Basic musical vocabulary and terminology</li> <li>Periods of Music</li> <li>Instruments of the Orchestra</li> <li>Cadences, Chords, Scales, Key Signatures, Time Signatures,</li> <li>Performance skills and techniques</li> <li>Solo Performance (final piece chosen for Y11)</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of learning from last half term</li> <li>Composition skills</li> <li>Musical terminology</li> <li>Performance skills – Solo focus</li> <li>Listening paper practice</li> <li>Work on unfamiliar music</li> </ul>	<ul style="list-style-type: none"> <li>Set Work: Little Shop of Horrors</li> <li>Practice composition</li> <li>Performance skills – Solo focus</li> <li>Musical terminology</li> <li>Listening paper practice</li> <li>Work on unfamiliar music</li> </ul>	<ul style="list-style-type: none"> <li>Set Work: Little Shop of Horrors</li> <li>Performance skills – Solo focus</li> <li>Musical terminology</li> <li>Listening paper practice</li> <li>Work on unfamiliar music</li> <li>Start final Composition (free)</li> </ul>	<ul style="list-style-type: none"> <li>Complete final Composition (free)</li> <li>Listening paper practice</li> <li>Work on unfamiliar music</li> <li>Solo Performance</li> </ul>	<ul style="list-style-type: none"> <li>Complete final Composition annotation (free)</li> <li>Listening paper practice</li> <li>Work on unfamiliar music</li> <li>Solo Performance</li> <li>Ensemble Performance</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>SMHW</li> <li>Class tests</li> <li>Practice listening questions</li> </ul>	<ul style="list-style-type: none"> <li>SMHW</li> <li>Class tests</li> <li>Practice listening questions</li> <li>Record/feedback solo performance work</li> <li>Past papers</li> </ul>	<ul style="list-style-type: none"> <li>SMHW</li> <li>Class tests</li> <li>Practice listening questions</li> <li>Record/feedback solo performance work</li> <li>Past papers</li> <li>Sample questions for Little Shop of Horrors</li> </ul>	<ul style="list-style-type: none"> <li>SMHW</li> <li>Class tests</li> <li>Practice listening questions</li> <li>Record/feedback solo performance work</li> <li>Past papers</li> <li>Sample questions for Little Shop of Horrors</li> </ul>	<ul style="list-style-type: none"> <li>SMHW</li> <li>Class tests</li> <li>Practice listening questions</li> <li>Record/feedback solo performance work</li> <li>Past papers</li> <li>Sample questions for Little Shop of Horrors</li> <li>Composition completed</li> </ul>	<ul style="list-style-type: none"> <li>SMHW</li> <li>Class tests</li> <li>Practice listening questions</li> <li>Record/feedback solo performance work</li> <li>Past papers</li> <li>Sample questions for Little Shop of Horrors</li> </ul>
<b>Year 11</b> 5 hours per fortnight.	<ul style="list-style-type: none"> <li>All terminology revised</li> <li>Set Works: Mozart Clarinet Concerto</li> <li>Work on unfamiliar listening and questions</li> <li>Recording of Solo performance</li> <li>Work on ensemble performance</li> <li>Start Composition 2 set by the exam board</li> </ul>	<ul style="list-style-type: none"> <li>All terminology revised</li> <li>Set Works: Mozart Clarinet Concerto</li> <li>Work on unfamiliar listening and questions</li> <li>Work on ensemble performance</li> <li>Continue with Composition 2 set by the exam board</li> <li>Listening paper practice</li> </ul>	<ul style="list-style-type: none"> <li>All terminology revised</li> <li>Revise all set works</li> <li>Work on unfamiliar listening and questions</li> <li>Record ensemble performance</li> <li>Continue with Composition 2</li> <li>Listening paper practice</li> </ul>	<ul style="list-style-type: none"> <li>All terminology revised</li> <li>Revise all set works</li> <li>Work on unfamiliar listening and questions</li> <li>Complete Composition 2 with annotation</li> <li>Listening paper practice</li> </ul>	<ul style="list-style-type: none"> <li>Revision of Set Works: Mozart and Little Shop of Horrors</li> <li>Listening paper practice</li> </ul>	

<i>Assessment</i>	<ul style="list-style-type: none"> <li>• Listening paper practice</li> <li>• SMHW</li> <li>• Class tests</li> <li>• Practice listening questions</li> <li>• Record solo performance work</li> <li>• Feedback on ensemble performance</li> <li>• Past papers</li> <li>• Sample questions for Mozart</li> </ul>	<ul style="list-style-type: none"> <li>• SMHW</li> <li>• Class tests</li> <li>• Practice listening questions</li> <li>• Feedback on ensemble performance</li> <li>• Past papers</li> <li>• Sample questions for Mozart</li> </ul>	<ul style="list-style-type: none"> <li>• SMHW</li> <li>• Class tests</li> <li>• Practice listening questions</li> <li>• Record Ensemble performance</li> <li>• Past papers</li> <li>• Sample questions for all set works</li> </ul>	<ul style="list-style-type: none"> <li>• SMHW</li> <li>• Class tests</li> <li>• Practice listening questions</li> <li>• Past papers</li> <li>• Sample questions for all set works</li> <li>• Composition completed</li> </ul>	<ul style="list-style-type: none"> <li>• SMHW</li> <li>• Class tests</li> <li>• Practice listening questions</li> <li>• Past papers</li> <li>• Revision</li> </ul>	
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**BTEC TECH AWARD in MUSIC PRACTICE**

<p><b>Year 10</b> 5 hours per fortnight.</p>	<ul style="list-style-type: none"> <li>• <b>Delivery of Component 1: Exploring Music Products and Styles</b></li> <li>• Performance skills</li> <li>• Developing instrumental techniques</li> <li>• Training students to work independently</li> <li>• Ensemble performance of a song of their choice and performance of the song to another class as a live audience</li> <li>• Musical Vocabulary</li> <li>• Elements of Music</li> <li>• DAW skills</li> <li>• Composition skills – chords and melody</li> <li>• Research skills – musical features of specific styles of music</li> <li>• Presentation skills – PowerPoint, Podcast</li> <li>• Skill of being able to source own chords and lyrics independently</li> <li>• Preparation for Component 3: Responding to a Music Brief (this runs throughout the 2 years)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Component 1: Exploring Music Products and Styles</b></li> <li>• Mock exam</li> <li>• Component 1 PSA exam set in February by Pearson</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Delivery of Component 2: Music Skills Development</b></li> <li>• Development of specific musical skills</li> <li>• Performance skills</li> <li>• Further development of instrumental techniques</li> <li>• Musical Vocabulary</li> <li>• Elements of Music</li> <li>• Composition skills</li> <li>• Research skills – musical features and skills</li> <li>• Skill of being able to source own chords and lyrics independently</li> <li>• Preparation for Component 3: Responding to a Music Brief (this runs throughout the 2 years)</li> </ul>	
<i>Assessment</i>	<ul style="list-style-type: none"> <li>• Performances recorded and feedback given</li> <li>• Perform in different genres</li> <li>• Satchel retrieval quiz</li> <li>• Presentation assessment</li> <li>• Test on musical vocab and musical genres</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Component 1 – Exploring Music Products and Styles</li> <li>• Summative assessment and internal marking</li> <li>• Uploading of evidence to portal</li> </ul>	<ul style="list-style-type: none"> <li>• Performances recorded and feedback given</li> <li>• Perform in different genres</li> <li>• Satchel retrieval quiz</li> <li>• Presentation assessment</li> <li>• Test on musical vocab and elements of music</li> </ul>	
<p><b>Year 11</b> 5 hours per fortnight.</p>	<ul style="list-style-type: none"> <li>• <b>Delivery of Component 2: Music Skills Development</b></li> <li>• Component 2 refresher</li> <li>• <b>Delivery of Component 3: Responding to a Music Brief</b></li> <li>• Individual research</li> <li>• Composition skills</li> <li>• Performance skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Component 2: Musical Skills Development</b></li> <li>• Component 2 PSA exam set in October by Pearson</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Component 3 – Responding to a Music Brief</b></li> <li>• Component 3 PSA exam set in January by Pearson</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Research skills on specific musical genres</li> <li>• Source own tab/score/lyrics</li> </ul>			
<i>Assessment</i>	<ul style="list-style-type: none"> <li>• Mock exam</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Component 2 – Musical Skills Development</li> <li>• Summative assessment and internal marking</li> <li>• Uploading of evidence to portal</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Component 3 – Responding to a Music Brief</li> <li>• External Assessment</li> </ul>	

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