



King's College

The British School of Murcia

Music Curriculum Overview

Music Year 7 Curriculum Outline

Aims

The work is based on various themes, bringing together the integration of musical cultures and music traditions worldwide, from 1600 to the present day. This course provides complete coverage of the national curriculum. The music scheme of work helps develop a positive attitude towards different cultures, notions and ideas, and helps to contextualize Music and the trends associated with it. Music is an enjoyable and motivating course, it develops Creative skills, improves self-motivational skills, interpretation, critical awareness, performance, presentation skills and techniques.

What will pupils study?

Below you will find a description of the topics and skills normally taught each term.

The exact timing and the order in which topics will be delivered may vary.

Year 7 Curriculum Outline

Unit 1:

Night and day:

This unit looks at how different composers have used the elements of music to describe different times of the night and day through music from different times and places. It develops awareness and understanding of the elements of music providing pupils with a foundation of musical vocabulary to describe a variety of music at Key Stage 3. During this unit, pupils will explore how the elements of music can be adapted and manipulated to create a composition describing morning and sunrise and perform and listen to morning and night music.

Unit 2:

Rhythm and Pulse:

This unit develops pupils' awareness of the importance of pulse as a fundamental upon which music is built and performed. Through the integrated activities of performing, composing and listening, pupils will begin to develop their own feeling for and awareness of a regular pulse. Pupils will be able to make a clear distinction between pulse and rhythm and learn to use rhythm grids as a method of recording rhythms. Pupils are introduced to note values and notation and compose, perform and notate their own rhythm compositions

including time signatures and the grouping of note values into bars to form regular units.

Unit 3:

Form and Structure:

This unit begins by exploring question and answer phrases as one of the simplest types of musical structures. Pupils learn about call and response and how musical question and answer phrases balance with each other to form a complete structure. Pupils move onto explore Binary Form exploring how musical contrast is achieved between two different sections and develop this into Ternary Form by repeating the first section at the end to form a musical “sandwich”. Finally, pupils look at Rondo Form as a type of recurring musical structure and add contrasting melodic improvisations to a recurring “A” section. Throughout the unit, pupils listen to examples of music based on each of the musical structures they are exploring and compose and perform within these forms. Particular emphasis in this unit is placed on staff notation and melody writing skills and pupils are encouraged to use staff notation or letter names when notating compositions

Unit 4:

Folk Music:

During this unit, pupils will develop their knowledge and understanding of folk music as a musical genre. This unit also develops pupils’ ability to analyse, create and perform their own musical arrangements of traditional folk songs. They listen to examples of folk music from different times and different places and compare the use of instruments, musical elements and compositional devices used. Pupils will perform as part of small ensembles and arrange their own folk songs using features they have learned from the unit.

Unit 5:

The Orchestra:

This unit develops pupils’ understanding about orchestral instruments and families/sections of orchestral instruments. Pupils learn about the construction, sound production and timbres of different orchestral instruments using Benjamin Britten’s “Young Person’s Guide to the Orchestra” to enhance their learning. Pupils are introduced to the modern symphony orchestra and learn about its layout, grouping and the instruments which belong to each section including their individual and characteristic timbres. This unit is brought to life by pupil’s experiencing actual orchestral instruments (where possible) and

pupils join together to play a class orchestra piece to gain an understanding of what it's like to perform as part of a larger group and the role of individual parts to the overall texture of the music.

Unit 6:

Pictures at an exhibition:

This unit aims to explore how pictures and art can provide the inspiration and stimulus for composition. Mussorgsky's work *Pictures at an Exhibition* is based on his close friend, the painter and architect, Victor Hartmann's paintings at an exhibition mounted shortly after his death. Pupils begin by exploring how the recurring "Promenade" theme portrays Mussorgsky's walk through the exhibition and perform the rhythm and melody of the "Promenade" theme to use later in the unit. Pupils then explore how Mussorgsky captures the mood of some of the paintings in more detail, through sound and how the elements of music are used to create different effects. Finally, pupils compose their own piece of music inspired by a picture or painting of their choice, which is put together to form a class "Pictures at an Exhibition" featuring the recurring "Promenade" theme.

Music Year 8 Curriculum Outline

Aims

The work is based on various themes, bringing together the integration of musical cultures and music traditions worldwide, from 1600 to the present day. This course provides complete coverage of the national curriculum. The music scheme of work helps develop a positive attitude towards different cultures, notions and ideas, and helps to contextualize Music and the trends associated with it. Music is an enjoyable and motivating course, it develops Creative skills, improves self-motivational skills, interpretation, critical awareness, performance, presentation skills and techniques.

What will pupils study?

Below you will find a description of the topics and skills normally taught each term.

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Year 8 Curriculum Outline

Unit 1:

African Music:

This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Pupils learn to perform different drum strokes on a drum before composing, performing and improvising simple rhythms, turning these into cyclic rhythms. These are then combined to form a polyrhythmic texture, characteristic of much African music. Pupils explore the effect of syncopation on rhythms learning about its offbeat feel and its emphasis on weaker beats before exploring how call and response is used in African music, improvising, composing and performing their own call and response rhythms. Pupils look briefly at African musical instruments before combining their learning of cyclic and polyrhythms, syncopation and call and response into an African-inspired piece.

Unit 2:

Offbeat:

This unit explores reggae music and the culture it comes from. After exploring the origins of reggae music as one of a number of different styles of Caribbean music, pupils learn about the importance of bass lines in reggae music and how offbeat chords are a key feature of music of this genre. Pupils explore the strong and weak beats of the bar, syncopation and the effect that this has on reggae music, before looking at how “fragmented” melodic parts can be used as bass line riffs and melodic hooks. Pupils look at the famous reggae musician, Bob Marley and his influence on Rastafarianism to a worldwide audience through the lyrics of reggae songs and explore the different textural layers which make up reggae music.

Unit 3:

Variations:

This unit develops pupils' ability to recognise, explore and make creative use of the elements of music found in variation form. Pupils begin this unit by working with a famous theme and exploring different musical ways in which this can be varied and developed, using the elements of music and exploring changes in tonality and rhythm. Pupils explore how composers have used variation form in a selection of music from different times and places. Finally, pupils learn about the concept of Ground Bass, as a type of Variation Form, performing Pachelbel's "Canon" and composing their own Ground Bass Variations before looking at how Ground Bass has been used in popular songs.

Unit 4:

Introducing jazz and Improvisation:

This unit develops pupils' understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation. Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Pupils also explore the effect of adding a melodic improvisation using the Blues scale and the effect which "swung" rhythms have as used in jazz and blues music. Pupils are introduced to seventh chords and how these are formed and their characteristic sound used in jazz and blues music. Pupils examine the lyrics of blues songs before composing their own set of lyrics for a performance of their blues song using different textural layers. Finally, pupils explore Ragtime Music as a type of jazz examining how chords have been used differently in a "vamp" style.

Unit 5 :

Indian Music:

In this unit, pupils will examine how music is used and performed in a non Western culture (India). They will develop an awareness of the cultural and historical background of Indian music through listening and compositional tasks and develop their knowledge and skills in areas such as scales, improvisation and notation. Pupils will become aware of the terms raga and tala and know how these are constructed, composing and performing their own. Pupils

discriminate between Indian and other ethnic music and learn the names of common Indian musical instruments.

Unit 6:

Music from outer space:

This unit begins by exploring Holst's "The Planets" to explore the connection between Music and Space and to provide a stimulus for creative composition work. Pupils explore how Holst uses musical elements and features, including the use of an Ostinato, in "Mars", before using these features to compose their own "Mars, The Bringer of War" programmatic pieces. Pupils learn about the use and manipulation of dynamics including gradations of dynamics and the use of crescendo, performing a theme from "Jupiter" and listening to other movements from Holst's suite. Teachers are then given the option as to whether to use Music Technology (Audacity®) to allow pupils to compose an electronic soundscape - "The Missing Moon" - or a more traditional route of using classroom sound sources to compose a class "Planets Suite", both of which build on skills and concepts learned about during the unit.

Music Year 9 Curriculum Outline

Aims

The work is based on various themes, bringing together the integration of musical cultures and music traditions worldwide, from 1600 to the present day. This course provides complete coverage of the national curriculum. The music scheme of work helps develop a positive attitude towards different cultures, notions and ideas, and helps to contextualize Music and the trends associated with it. Music is an enjoyable and motivating course, it develops Creative skills, improves self-motivational skills, interpretation, critical awareness, performance, presentation skills and techniques.

What will pupils study?

Below you will find a description of the topics and skills normally taught each term.

The exact timing and the order in which topics will be delivered may vary.

Year 9 Curriculum Outline

Unit 1:

Soundtracks:

This unit (formerly called “Film Music”), puts pupils in the position of a film soundtrack composer and explores the challenges and devices used in film soundtrack composition. Pupils begin by exploring leitmotifs and how they have been used to represent certain characters or situations in films, before exploring how themes have been used in film soundtracks and performing a number of “James Bond” themes. Pupils compose their own soundtrack to the new James Bond film trailer “Skyfall” learning how film composers use cuesheets to create music to fit with exact timings. Pupils then explore storyboards as another device used by soundtrack composers, creating a soundtrack for a particular film genre before exploring how musical clichés have been used in silent films and cartoon soundtracks.

Unit 2:

Rock and Roll:

This unit introduces pupils to the genre of Rock ‘n’ Roll and its emergence in the 1950’s. Pupils learn about the origins of Rock ‘n’ Roll and features which are characteristic of its style including bass lines, chords and revise the twelve-bar blues as a basis upon which many Rock ‘n’ Roll songs are constructed. Pupils learn about the construction of triads and how these are formed from bass lines as a type of chord producing harmony. Pupils take part in an ensemble performance of “Rock Around the Clock” before composing their own Rock ‘n’ Roll songs using features they have learned about during the unit.

Unit 3:

Minimalism:

This unit develops pupils’ understanding of polyrhythmic music and contemporary minimalist styles exploring how different polyrhythmic textures and musical conventions are used by minimalist composers including the use of repetitive and changing rhythmic and melodic motifs in different styles of minimalist music. The main focus of this unit is rhythm: cyclic rhythm, polyrhythm and moving in/out of phase and also looks at structure including cyclic structure and motivic transformation. Pupils explore a range of minimalist music including “Clapping Music”, “Tubular Bells” and “Oxygene (Part IV)”.

Unit 4:

Popular Song:

Learning, Listening, Composing & Evaluating Activities

In this unit, pupils explore the genre of popular song, learning how different artists and groups have created different musical arrangements of the same song. Pupils learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song, as well as how different textural layers combine vertically showing awareness of the different parts used in a popular song. Pupils explore hooks and riffs and learn about their function within popular songs. The unit ends with a choice of pathways building on skills, knowledge and understanding of learning during the unit – teachers can choose whether pupils spend the final two lessons composing their own popular song or whether to allow pupils to perform their own arrangement of a popular song from a wealth of options given.

Unit 5:

Fanfares:

This unit begins by exploring the history, origins and various uses of Fanfares. Pupils explore instruments suitable for performing Fanfares and learn about the Harmonic Series, using this to perform a traditional military Fanfare - “The Last Post”. Pupils explore the concept of musical imitation and how this often features in Fanfares, performing and listening to different Fanfares which use this device. Finally, pupils respond to a commission to write a Fanfare for the opening ceremony of the Rio 2016 Olympic Games. They consider factors which affect composers’ response to a commission and explore the contextual and musical features required for writing a piece of music for such a special occasion or event. Throughout the unit, pupils listen and respond to a variety of Fanfares from different times and places.

Unit 6:

Musicals:

This unit explores songs and music from the stage, beginning with an exploration into “What makes up a musical?” Pupils explore the history and developments of elements of a musical, from their origins in opera, before exploring the impact of an “opening number” (‘All That Jazz’) in terms of chords and vamps, putting together a group performance. Pupils move onto rehearse a full class performance of ‘Cellblock Tango’ (also from “Chicago”), with some great accompanying pupil audio tracks! The unit ends with a choice of pathways - teachers can select whether pupils compose their own scene from a musical based on visual stimuli of a slave marketplace, or whether to continue the performance focus of the unit and allow pupils to work on a group performance of a song from a musical - there are plenty of arrangements in a range of difficulty levels here!

Music GCSE Year 10 Curriculum Outline

Aims

Music GCSE is made up of 3 components; these are composing, performing and appraising music.

This course provides comprehensive coverage of various musical genres. Pupils must submit two compositions based on two of the areas of study, One solo performance and one ensemble performance and study 12 set works. The course helps develop a positive attitude towards different cultures, notions and ideas, and helps to contextualize Music and the trends associated with it. Music is an enjoyable and motivating course, it develops Creative skills, improves self-motivational skills, performance and presentation skills and techniques

Term 1:

This includes the study of the core content, rudiments and theory of music; this is needed as a basis for all other components of the course. Although pupils may have some prior knowledge of this, it is vital that they gain a comprehensive knowledge as to how music is formulated.

Term 2:

Composing: A study of common compositional techniques and ideas is undertaken. Practice sessions are implemented using traditional notation and other forms of composition. This term the completion of one coursework piece should be finished.

Term 3:

The study in detail of 6 of the set works, followed by practice questions.

The performing part of the course can be undertaken at any time. It is essential that pupils seek tuition on an instrument or voice and work with a specialist tutor to perfect a performance of the required standard.

Music GCSE Year 11 Curriculum Outline**Aims**

Music GCSE is made up of 3 components; these are composing, performing and appraising music.

This course provides comprehensive coverage of various musical genres. Pupils must submit two compositions based on two of the areas of study, One solo performance and one ensemble performance and study 12 set works. The course helps develop a positive attitude towards different cultures, notions and ideas, and helps to contextualize Music and the trends associated with it. Music is an enjoyable and motivating course, it develops Creative skills, improves self-motivational skills, performance and presentation skills and techniques

Term 1:

Composing: This term the completion of the second coursework piece should be done and if necessary the first composition piece should be re- submitted.

Term 2:

The study in detail of the other 6 set works, followed by practice questions and revision sessions.

Term 3:

The submission of all components including performance.

The performing part of the course can be undertaken at any time. It is essential that pupils seek tuition on an instrument or voice and work with a specialist tutor to perfect a performance of the required standard.