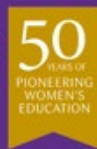




 Mulberry
 School for Girls


Music Curriculum Overview

2023-24



Summary of Curriculum Intent*:

Expressive Performing Arts Mission Statement

Mulberry believes in the power of arts and culture to inspire, foster imagination, broaden horizons, connect different communities and transform lives. We believe that access to active participation in high quality arts education is a core right and that all young people should have the opportunity to take up what is their rightful place in the creative landscape of the UK and the world. We believe that having the opportunity to experience and participate in the arts helps you to become a confident, creative, curious and capable citizen, playing an active and positive role in our society.

Fostering a love of Music

A musical curriculum should foster a love of music. It should provide:

- Joyful, inspiring musical experiences for all children. Every child at MSfG will see themselves as a musician
- An engaging practical curriculum which supports the progression of different musicians
- Well-differentiated curriculum which caters for students at a wide range of attainment levels
- High-quality, vibrant concerts and performances built from curriculum lessons, which create lifelong memories and engage the local community
- Exciting and varied clubs which compliment the curriculum and a wealth of online learning flipped curriculum so students are empowered to practise independently
- A robust KS3 assessment structure, designed around largely practical assessments
- Musical pathways from KS3 to KS4 to KS5

At Mulberry everyone is a musician

At Mulberry everyone is a musician. Our broad curriculum is designed to give students joyful, practical experiences, develop technical skills, celebrate a wide range of musical voices and provide pathways of progression from KS3 to KS4 and beyond. The Music Curriculum will develop the whole learner through habits for learning and a climate where collaboration and interdependence can be fostered. Our curriculum challenges stereotypes of gender, ethnicity, class and physical ability, & supports young people in personal expression. Process and practice is valued and nurtured alongside high quality public performance outcomes. All of the EPA subjects expand critical curiosity and imagination, create cultural capital opportunities and enable students to take up

careers within the creative industries. Music & the other Arts are integrated into school and community life and lifelong participation in cultural life is fostered.

Our curriculum is directly informed by research into the nature and structure of musical knowledge. We recognise and value the different characteristics and skills associated with different musical disciplines. Our students learn to beatbox, rap, sing, play different drums, the ukulele and keyboard, and hopefully learn how to use music technology programmes. They perform and compose in groups and on their own.

The Expressive Arts are on a carousel here which lasts for half a term. There is 1 hour 40 mins of music a week at Key Stage 3 and Music lessons last for one half term before they are swapped with another expressive Arts subject. There are 3 hours every 2 weeks at Key Stage 4. We also have a wide number of different extra-curricular clubs and offer a range of instrumental lessons. Students go to see a number of live musical performances and participate in workshops.

Practical engaging music lessons which develop different musical identities

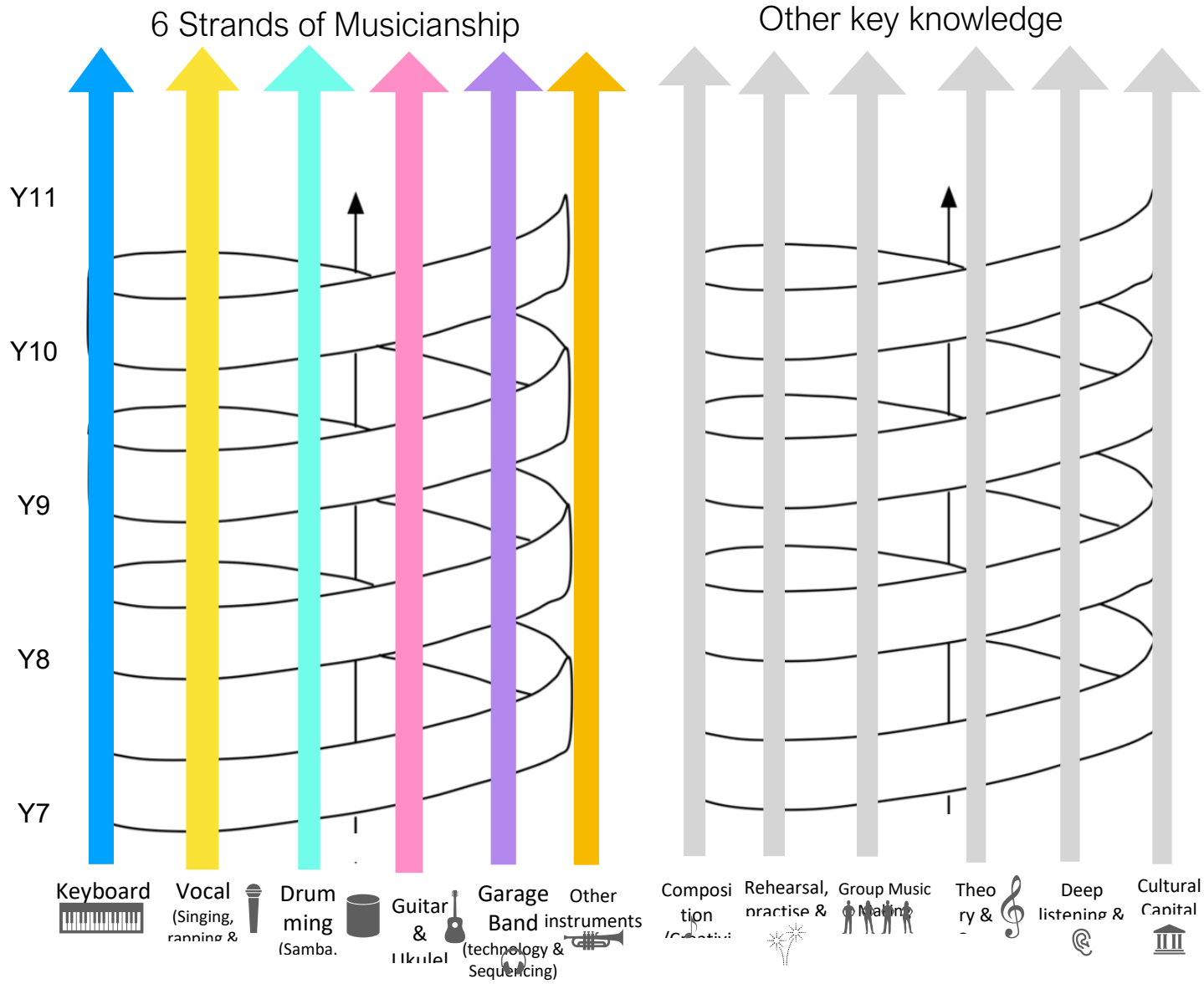
Music lessons must be musically fulfilling. We must allow different types of musician to emerge from our curriculum. We should remember that:

- Music is practical, collective & joyful
- It embeds key concepts through experience
- Music is versatile and technical: there is scope for advanced technical progression as well as developing a range of different skills and linking to other disciplines

Music is taught through:

- A spiral curriculum around key strands of musicianship and pathways to KS4
- Learning pinned around engaging set works, which form the basis of a localised musical language/understanding. This understanding will be relied upon at KS4.
- Opportunities to cement knowledge through real-life experiences and live performances to bring more meaning & understanding to the curriculum
- “Talking points” for students to engage with to enhance context

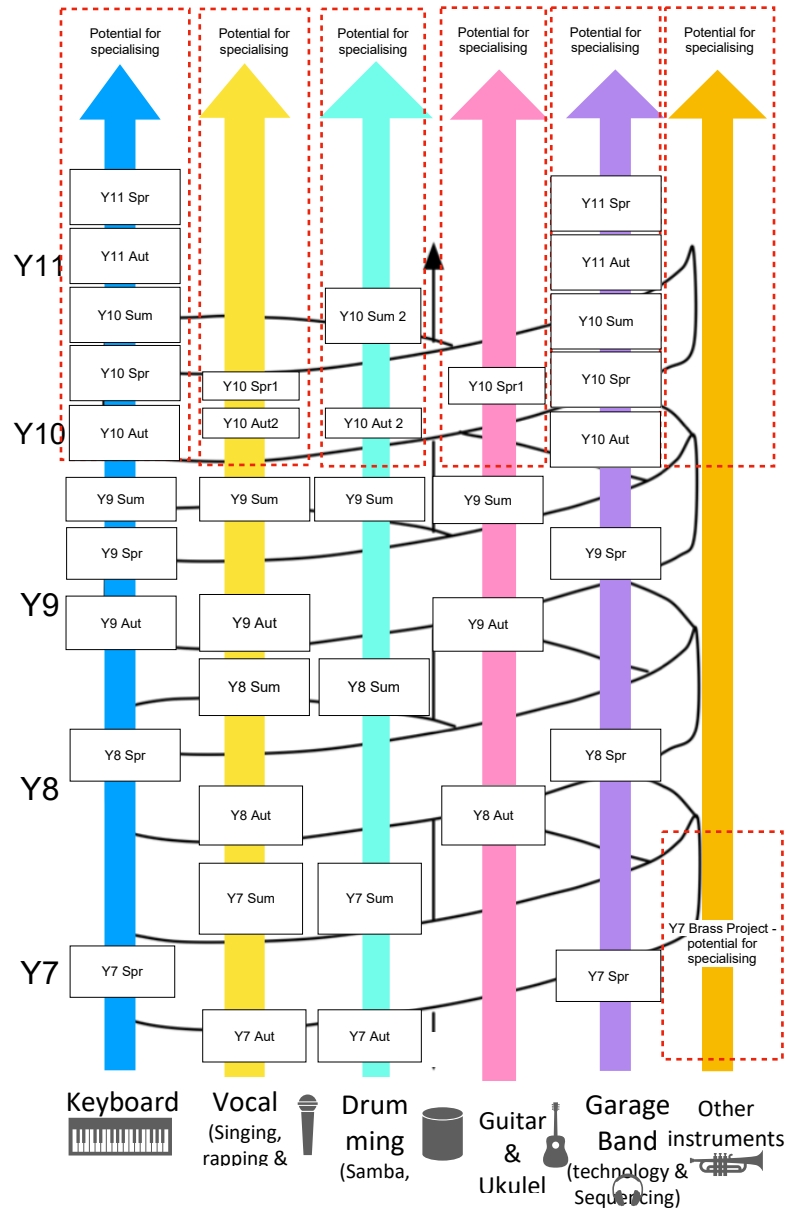
Pupil learning: Our pupil work is stored in the form of videos and technology files, with evidence of key assessment points.



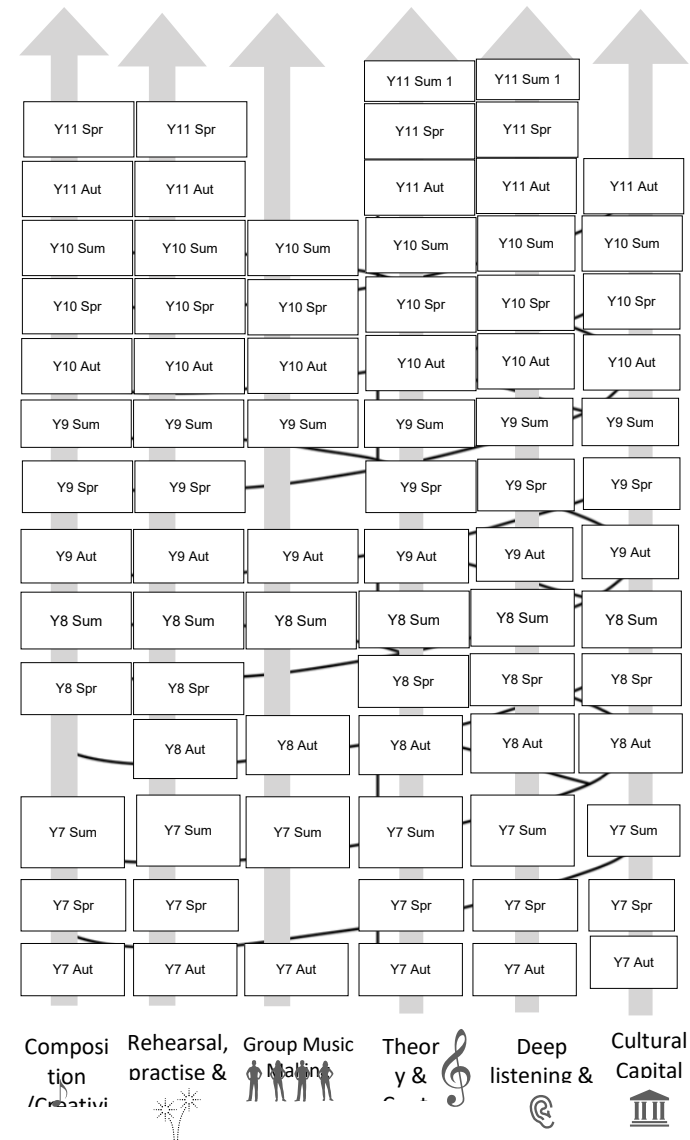
Music Curriculum Overview 2023-2024

	Autumn	Spring	Summer
Year 7	Beatboxing, Rhythm Karate, Note values & Singing popular music: <i>Vocal, Theory, Composition & Rhythmic/drumming</i>	Kids & white notes of the keyboard, <i>Keyboard & Theory</i> Ode to Joy & intro to GarageBand skills, Notes on a staff: <i>Sequencing (Music technology), Creativity & Theory</i>	Djembe <i>Drumming, improvisation & Context</i> Singing African songs <i>Vocal & context</i>
Year 8	Ukulele: <i>Vocal, Theory, TAB notation & Ukulele</i> Singing & Rapping music: <i>Hamilton, Notation, Singing & rapping</i>	Major & Minor chords/Chromatic notes/Feeling Good <i>Keyboard & theory</i> Blues Keyboard and Sequencing: Improvisation, sequencing a left hand	Bucket Drumming Level I <i>Drumming, improvisation, theory & Context</i> Singing in another language, Freestyling & Rapping: <i>Vocal, rhythmic, improvisation & Context</i>
Year 9	Vocal & Composition <i>Protest Music - raps</i> Building a pop song - 4 chord songs - Faded <i>Keyboard, theory, composition</i> <i>Composition and Garage Band skills:</i> Bhangra sample composition and fx	In the Hall of the Mountain King, Instruments of the Orchestra <i>Keyboard</i> Film Music, Leitmotifs & Superheros: <i>Keyboard, Composition, context & Theory</i>	Bucket Drumming Level I <i>Drumming, theory & Context, applied to Protest Music</i> Whole Class Composition <i>Protest Raps, whole class composition, live performance</i>
Year 10	AoS4, AoS2 – see key terms document All strands covered	AoS2, AoS3, Sequencing & Composition 1– see key terms document All strands covered	Composition 1 draft 2 and intro to Composition 2 and introduction to AoS1– see key terms document All strands covered
Year 11	AoS1 and Set Work 1 finished, Set Work 2 & finish, Composition 2, Sequencing Piece 2 & Recap AoS2, 3 & 4 – see key terms document All strands covered	All areas of study recapped, Composition 1& 2 finished & Sequencing 1 & 2 finished – see key terms document All strands covered	Practise papers All strands covered

6 Strands of Musicianship



Other key knowledge



National Curriculum links:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 3

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Key Stage 3	Year 7			Year 8			Year 9		
	<i>Autumn</i>	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Pupils should be taught to:									
Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	✓	✓	✓	✓	✓	✓	✓	✓	✓
Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	✓	✓	✓	✓	✓	✓	✓	✓	✓
Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions	✓	✓	✓	✓	✓	✓	✓	✓	✓
Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	✓	✓	✓	✓	✓	✓	✓	✓	✓
Listen with increasing discrimination to a wide range of music from great composers and musicians	✓	✓	✓	✓	✓	✓	✓	✓	✓
Develop a deepening understanding of the music that they perform and to which they listen, and its history.	✓	✓	✓	✓	✓	✓	✓	✓	✓

Year 7 - Schemes of Learning

Term & Topic	Summary	Key Terms	Assessment
<p>Autumn Term</p> <p>Vocal, rhythmic & Theory knowledge: <i>Beatboxing, note values & singing</i></p>	<p>Bridging the gap between KS2 and KS3, the first term in year 7 music focuses on vocal and percussion knowledge & skills. It will reinforce a sense of pulse, embed key vocal technique & knowledge (projection, breathing, pitching) and embed key rhythmic concepts (including note values and theory) practically. Students will also learn to sight-read and write musical values, and will apply this knowledge to composition. It will also enable students to learn how to improve, practise, compose and perform as a group and soloist, focussing on detail and rigour in the performance outcomes. There is also a focus on collaboration and bravery as students must work in smaller groups and perform for the first time in front of each other. The flamboyant and high-octane performances will give year 7s joyful experiences & help new year 7s transitioning to Secondary to lose their inhibitions. Students will be inspired by listening to existing artists and learn to analyse beats through musical listening.</p>	<p>Pulse, Rhythm, Call & Response, Beatboxing, Polyrhythm, Break, Beats, Vocalising, Singing, Pitch, Melody, Tune, breathing, Crotchet, Quaver, Minim, Semibreve, Rests,</p>	<p>Summative assessment on their composition through small group compositions tasks.</p> <p>In class peer assessment – whole class assessment.</p>
<p>Spring Term</p> <p>Kids & white notes of the keyboard, <i>Keyboard & Theory Ode to Joy & intro to GarageBand skills, Notes on a stave: Sequencing (Music technology), Creativity & Theory</i></p>	<p>The second term in year 7 music is split into two parts: a keyboard unit and a music technology unit. The keyboard unit focuses on introducing the keyboard with a riff-based song. It will embed keyboard technique & knowledge (dexterity, finger independence, notes on a keyboard) and embed theory concepts (notes on a stave, pitch). Students will also learn to sight-sing, and draw on the knowledge of their rhythm karate unit. It will also enable students to learn how to improve, practise, compose and perform as a soloist, focussing on detail and rigour in the performance outcomes. There is also a focus on bravery as all students must perform for the first time as a soloist. Students will evaluate performances and know how listen discerningly and how to improve their performance. There are many layers of scaffolding to support students who are at different stages in learning the keyboard.</p> <p>The music technology unit teaches students key Garage Band skills and competencies. It will embed crucial music technology knowledge (quantising, recording) through the sequencing & arrangement of a simple on the beat riff - Faded. It will also enable students to be creative when creating their arrangements. Students will evaluate their pieces and know how listen discerningly and how to improve their arrangements. In addition, students will learn the melody Ode to Joy and sequence/remix this this using string instruments.</p>	<p>Notes, Pitches, Musical alphabet, Finger independence, Pulse, Quantising, Recording, Left Hand, Right Hand</p>	<p>Summative assessment on their solo keyboard performance</p> <p>In class peer assessment on their arrangement.</p>
<p>Summer Term</p> <p>Djembe Drumming, improvisation & Context Singing African songs <i>Vocal & context</i></p>	<p>The third term in year 7 music is split into two parts: a drumming unit and a vocal unit. The drumming unit focuses on embedding drumming knowledge through djembe drumming. It will embed djembe technique & knowledge (polyrhythm, call & response, hold, different sounds), reinforce a sense of pulse and build on students' understanding of rhythmic concepts. Students will draw on the knowledge from their beatboxing unit in order to perform as a class and as a soloist. It will also enable students to learn how to improve, practise, compose, collaborate and perform as a drumming circle, focussing on detail and rigour in the performance outcomes. Students will also learn about the context of the djembe, as well as experiencing authentic djembe learning. Students will evaluate performances and know how listen discerningly and how to improve their performance. There are many layers of scaffolding to support students who are at different attainment stages.</p> <p>The singing unit teaches students African songs. It will reinforce and build on singing and vocal knowledge from their first unit (pitching, breathing) through the performance & context of Umoja. It will also enable students to learn how to improve, practise, compose and perform as a group and soloist, focussing on detail and rigour in the performance outcomes. Students will evaluate their pieces, listen discerningly and know how to improve their performance.</p>	<p>Call & response, Polyrhythm, Master Drummer, Djembe, Break, Beats, Pulse, Singing, Singing, Pitch, Melody, Tune, breathing, Hindi, Bollywood</p>	<p>Summative assessment on their composition through small group compositions tasks.</p> <p>Summative assessment - End of Year Exam - all topics</p> <p>In class peer assessment – whole class assessment.</p>

Year 8 - Schemes of Learning

Term & Topic	Summary	Key Terms	Assessment
<p>Autumn Term</p> <p>Ukulele: <i>Vocal, Theory, TAB notation & Ukulele</i></p> <p>Singing & Rapping music: <i>Hamilton, Notation, Singing & rapping</i></p>	<p>The first term in year 8 music focuses on ukulele and vocal knowledge & skills. It will embed key ukulele technique & knowledge (strumming, picking, hand position) and embed key musical concepts (including note values, theory & chords) practically. Students will learn how to read a chord diagram and TAB notation. Students will also learn to sight-read and write musical values. It will also enable students to learn how to improve, practise, compose and perform as a soloist, focussing on detail and rigour in the performance outcomes. There is also a focus on bravery as students must perform as a soloist in front of each other. Students will be inspired by listening to existing artists and learn about the history of the ukulele. Students will also learn to sing a and rap a song from Hamilton, and be able to relate this to their learning about 4 chord songs. This will reinforce and build on their knowledge of singing and vocal music from their previous Year 7 units.</p>	<p>Singing, breathing technique, contrasting dynamics, sing chordal harmonies 2-part or 3-part. Reading TAB notation and chord symbols</p>	<p>Summative assessment on through solo performance.</p> <p>In class peer assessment – whole class vocal assessment</p>
<p>Spring Term</p> <p>Major & Minor chords/Chromatic notes/Feeling Good Keyboard & theory Blues Keyboard and Sequencing: <i>Improvisation, sequencing a left hand</i></p>	<p>The second term in year 8 music is split roughly into two parts: a keyboard unit and a music technology unit. The keyboard unit is more complex than year 7, requiring major & major chords, chromatic notes, and hand changes. It will embed keyboard technique & knowledge (dexterity, finger independence, notes on a keyboard) and embed theory concepts (notes on a staff, pitch). It will also enable students to learn how to improve, practise, compose and perform as a soloist, focussing on detail and rigour in the performance outcomes. There is also a focus on bravery as all students must perform as a soloist. Students will evaluate performances and know how listen discerningly and how to improve their performance. There are many layers of scaffolding to support students who are at different stages in learning the keyboard. They will also be introduced to a triplet-esque rhythm and play a melody in the left hand, rather than just the right hand.</p> <p>The music technology unit teaches students key Garage Band & music technology knowledge and skills as well as building on their existing keyboard. It will embed crucial music technology knowledge (fx, quantising) through sequencing a left hand blues part. It will also enable students to be creative when they are improvising to the backing. It is a far simpler version of the more complex sequencing tasks at KS4.</p>	<p>Notes, Pitches, Musical alphabet, Finger independence, Pulse, Quantising, Recording, Left Hand, Right Hand, chromatic,</p>	<p>Summative assessment on their solo keyboard performance</p> <p>In class peer assessment on their arrangement.</p>
<p>Summer Term</p> <p>Bucket Drumming Drumming, theory & Context Hamilton, Freestyle, Rapping & Singing: <i>Vocal, rhythmic, improvisation & Context</i></p>	<p>The third term in year 8 music is split roughly into two parts: a drumming unit and a vocal unit. The drumming unit focuses on embedding drumming knowledge through bucket drumming. It will embed bucket drumming and stick technique & knowledge (polyrhythm, call & response, hold, different sounds) and embed theory concepts (pulse). Students will draw on the knowledge from their beatboxing & djembe units in order to perform as a class and as a soloist. It will also enable students to learn how to improve, practise, compose, collaborate and perform as a group and soloist, focussing on detail and rigour in the performance outcomes. Students will also learn about the context of the drumming style. Students will evaluate performances and know how listen discerningly and how to improve their performance. There are many layers of scaffolding to support students who are at different attainment stages.</p> <p>The vocal unit teaches students about musicals and rapping. It will reinforce and build on singing and vocal knowledge from their first unit (breathing) and combine it with their knowledge of rhythms and improvisation through the performance of Hamilton and through learning authentic rapping skills of free styling. It will also enable students to learn how to improve, practise, compose and perform as a group and soloist, focussing on detail and rigour in the performance outcomes. Students will evaluate their pieces, listen discerningly and know how to improve their performance.</p>	<p>Call & response, Sticks, Break, Beats, Pulse, Singing, Pitch, Melody, Freestyling, beats, pulse, musicals, chorus, Hamilton</p>	<p>Summative assessment on their solo drumming performance</p> <p>Summative assessment - End of Year Exam - all topics</p> <p>In class peer assessment on their singing & vocal knowledge</p>

Year 9 - Schemes of Learning

Term & Topic	Summary	Key Terms	Assessment
Autumn Term Vocal & Composition <i>Protest Music - raps</i> Building a pop song - 4 chord songs - Faded <i>Keyboard, theory, composition</i> Composition and Garage Band skills: <i>Bhangra sample composition and fx</i>	<p>The first term in year 9 music has 3 components. It allows students to learn independently in groups to compose their own protest rap, focussing on the rhythmic/lyrical/historical & contextual. Students then arrange an existing pop song to support them to create stylistic music. This task enables students to learn the different components of a pop song before writing one, as well as the compositional devices used when writing in this genre. In the second half, students use their new arranging knowledge to choose their own chord sequence. Knowledge of 4 chords as the basis of pop songs links to their ukulele learning in Year 8.</p> <p>The Bhangra Garage Band scheme develops key Garage Band & music technology knowledge and skills as well as building on their existing keyboard. It will embed crucial music technology knowledge (fx, quantising), particularly with a focus on fx. Students will also learn about the main characteristics of bhangra through engagement with sampling (a key component of bhangra). This is a more complex set of functions on Garage Band.</p>	4-chord songs, tab, chord diagrams, bassline, Chords, lyrics, chorus, verse, intro, outro, beat, repeated, riff, chord progression	<p>Summative assessment on their composition through small group compositions tasks.</p> <p>In class peer assessment – whole class assessment.</p>
Spring Term In the Hall of the Mountain King, Instruments of the Orchestra <i>Keyboard</i> Film Music, Leitmotifs & Superheroes: <i>Keyboard, Composition, context & Theory</i>	<p>The second term in year 9 music is split roughly into two parts: a keyboard unit and a music composition & technology unit. The keyboard unit is more complex than Year 8 and requires more chromaticism, hand position changes, and finger independence. It will embed keyboard technique & knowledge (dexterity, finger independence, notes on a keyboard) and embed further theory concepts (notes on a staff, chromaticism, accidentals, time signatures). It will also enable students to learn how to improve, practise, compose and perform as a soloist, focussing on detail and rigour in the performance outcomes. There is also a focus on bravery as all students must perform as a soloist. Students will evaluate performances and know how listen discerningly and how to improve their performance. There are many layers of scaffolding to support students who are at different stages in learning the keyboard.</p> <p>The film music unit teaches students compositional and music technology knowledge and skills. It will embed important programmatic musical knowledge, through the lens of composition, as well as theoretical knowledge (intervals) and recapping music technology competencies. Students will learn how composers use music to embody meaning and use it to describe. Students will evaluate their pieces and know how listen discerningly and how to improve their compositions.</p>	Notes, Pitches, Finger independence, Left Hand, Right Hand, chromatic, accidental, time signature, orchestra, strings, woodwind, brass, percussion	<p>Summative assessment on their solo keyboard performance</p> <p>In class peer assessment on their composition.</p>
Summer Term Bucket Drumming Level II <i>Drumming, theory & Context, applied to Protest Music</i> Whole Class Composition <i>Protest Raps, whole class composition, live performance</i>	<p>The third term in year 9 music is includes both Bucket drumming and culminates in their end of Key Stage 3 Year 9 project. The drumming unit is a consolidation of their drumming knowledge from previous years and focusses on learning a polyrhythmic bucket drumming piece. It will embed drumming and stick technique & knowledge and embed theoretical concepts (pulse, rhythm & polyrhythm). It will also enable students to compose and improvise, using their now refined drumming technique. It will also enable students to learn how to improve, practise, compose, collaborate and perform as a group, focussing on detail and rigour in the performance outcomes. Students will also learn about the context of drumming in protests. The unit will culminate in a performance as part of the Year 9 performance.</p> <p>The whole class composition unit will enable students to combine and develop some of their original rap lyrics from the Autumn Term and whole class instrumental/vocal music-making, the hardest type of ensemble playing. It will reinforce and build on singing and vocal knowledge from their first unit and combine it with their knowledge of ensemble playing and challenge them to memorise longer, more complex pieces. Students will need to make and evaluate creative decisions and use their knowledge of improvisation to create a whole-class piece. This will end in the Year 9 project, which asks every Year 9 student to perform live to exhibit their KS3 work in Drama, Dance, Music & Art. All students will complete an evaluation of their performance.</p>	Samba, Surdo, Caixa, Pulse, rhythm, Repinique, Carnival, polyrhythm, Protest, Hip Hop, Beat, Syncopation	<p>Summative assessment on their bucket drumming performance</p> <p>Summative assessment - End of Year Exam - all topics</p> <p>In class peer assessment of their protest project.</p>

Year 10 - Schemes of Learning Autumn

Term & Topic	Summary	Key terms	Assessment
<p>Autumn Term 1: Area of Study 4 Pop Music, Rock Music, Musical Elements, chords & scales</p> <p>Pop music characteristics: Covering a pop song - Faded <i>Keyboard solo performance, Ensemble band performance, Theory & Appraising</i></p> <p>Musical elements: Introduction to the musical elements <i>Theory & Appraising</i></p> <p>Chords and scales 1: <i>Doe a Deer</i> - The sound of music <i>Theory & Appraising</i></p> <p>Rock songs - Since You've Been Gone Performance; pop song structure & rock music characteristics <i>Ensemble guitar/keyboard performance</i></p>	<p>The first unit in year 10 bridges the gap between KS3 and KS4 through coming back to the key characteristics of popular Music in greater depth and complexity. Students develop keyboard skills, with an additional focus on creativity and learning key pop music theory and characteristics through both solo and ensemble performance. Theoretical concepts are embedded through practical application and experience. Students will use key musical terminology when rehearsing, performance and listening to musical examples. There is a strong focus on both teamwork, perseverance and bravery as this is the first solo performance students will have done this year.</p> <p>The musical elements unit in year 10 focusses on a brief introduction to the Musical Elements as a whole. Whilst students have encountered these throughout KS3, this is the first time they are summarised and defined in this way and emphasis is given to matching concepts to a musical element - a key part of the appraising process in the exam.</p> <p>The chords & scales unit allows students to sing and play the popular song “Doe a deer” from the iconic musical, the Sound of Music. Students learn major scale, chords & harmony theory as well as key melodic words through this song. Students continue to develop their keyboard dexterity through practising a very scalic melody which requires the use of most or all fingers.</p> <p>During the rock music unit students to sing and play the rock song “Since you’ve been gone”. Students learn the riff and melody on keyboard or guitar, whilst learning the key characteristics of Rock Music. It builds on the ensemble skills and popular music knowledge from the first unit.</p> <p>Assessment on Area of Study 4</p>	<p>Low pitch/high pitch, Tone, Semitone, Repetition, Major, Minor, Power chords, Primary Chords, Diatonic, Chord progression, 32 Bar song form/AABA, Verse, Pre-chorus, Chorus, Bridge, Middle 8, Break, Instrumental, Intro/Outro, Fill, Riff, Looped, Repetition, Melody & accompaniment, On the beat, off the beat, Syncopation, Driving Rhythms, Rock Rhythms, Rock/Pop, Rock Group, Pop Group, Rhythm Section, Drumkit, Acoustic, Rim Shot, Distortion, Hammer on, Slap Bass, Pitch Bend, Amplified, Conjunct (stepwise), Disjunct (angular), Broken Chord, Scalic (ascending/descending), Musical Elements, Melody/Pitch, Articulation, Dynamics, Texture, Structure, Harmony, Instruments/Sonority, Rhythm/Metre, Tempo, Style</p>	<p>Summative assessment on keyboard solo performances and theory</p> <p>Summative assessment on Area of Study 4</p>
<p>Autumn Term 2: Area of Study 2 & 4 Musicals, Vocal techniques, Texture</p> <p>Vocal course - Lean on me, Hamilton & Musicals Texture, musicals and vocal techniques; Sentence structure questions on texture and vocal music <i>Vocal group performance, Theory & Appraising</i></p>	<p>The musicals unit allows students to learn about the musical elements texture & melody and their related terminology through singing and experiencing different textural changes. It also enables students to develop their vocal skills further and for students to learn about different vocal techniques available to them. Students also will learn the main characteristics of musicals & some basic word-painting techniques. Students will build on their previous experience of listening questions to focus on answering slightly longer questions and structuring sentences.</p>	<p>Conjunct (stepwise), Disjunct (angular), Scalic (ascending/descending), Intervals, Octave, Sequence, Pentatonic Scale, Answering phrase/Call & Response, Range, Countermelody, Repetition, Modulation to minor, Chord sequence, Harmonic rhythm, Inversion, Diatonic, Chromatic, Regular phrasing, Answering phrase, call & response, Monophonic, Unison, In octaves, Homophonic, Chordal, Melody & Accompaniment, Polyphonic, Round, Canon, Countermelody, Descant, Layered, Imitation, 2-4 Part Harmony/Texture, Musical Theatre, Voice types, Backing/Lead Vocals, Chorus, A Cappella, Humming, scat, melismatic, syllabic, vibrato, falsetto, belt, rap, Strophic, 32 Bar Song Form</p>	<p>Summative assessment on keyboard group performances</p> <p>Summative assessment at the end of the unit on Area of Study 4 and Area of Study 2</p>

Year 10 - Schemes of Learning Spring

Term & Topic	Summary	Key terms	Assessment
<p>Spring Term 1: Blues, Area of Study 3, Chromatic Harmony, Composition intro</p> <p>The Blues - The first line of the blues <i>Keyboard group performance, Ensemble band performance, Creativity - improvisation Theory & Appraising</i></p> <p>Area of Study 3 AoS3 - Film Music, Musical elements, Minimalism</p>	<p>As part of the blues unit year 10 musicians extend their knowledge of scales, chord symbols and harmony through learning about extended chords, blues scales and 12 bar blues progressions and learning to play these in groups on the keyboard and as a band. Theoretical concepts and further characteristics of the blues are embedded through practical application and experience. Students will use key musical terminology when rehearsing, performance and listening to musical examples.</p> <p>The film music unit consolidates students' understanding of the musical elements so far and tests their appraising knowledge, this time with longer extracts. Students apply what they have learnt about sentence structure to answer 10 mark questions. Students learn to recognise a greater number of instruments from the orchestra and the way these instruments are played. Students now build on their existing knowledge of word-painting to learn how composers use other more, complex compositional devices to create moods and other forms of musical meaning.</p>	<p>Fanfare, Thematic, Range, Motif, Leitmotif, Repetition, Contrast, Major, Minor, Modulation to Major/Minor, Dissonance, Consonance, Ostinato, Contrast, Layered, Drone, Allegro/Vivace, Allegretto, Moderato/Andante, Adagio/Lento, Accelerando, Ritardando/Rallentando, Rubato, Pause, Minimalism, Film Music, Staccato, Legato, Vibrato, Glissando/Slide, Instruments (Strings, Woodwind, Brass, Percussion), Orchestra, Pizzicato, Plucked, Arco, Bowed, Tremolo, Drum Roll, Tongued Pianissimo, Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo, Crescendo/Diminuendo</p> <p>Blue notes, Blues scale, 12 Bar Blues, Improvisation, Walking Bass, Semibreve, Minim, Crotchet, Quaver, Semiquaver, Dance Rhythms, Swing Rhythms, Blues, Jazz, Big Band, Backing Vocals/Lead vocals, Scat, Spanish Guitar, Jazz Trio/Quartet/Band, Big Band, Using brushes, Muted, 7th chords, Extended chords, Stab Chords</p>	<p>Summative assessment on keyboard solo performances</p> <p>Summative assessment at the end of the unit on Area of Study 3</p>
<p>Spring Term 2: Area of Study 3, Jazz harmony, Sequencing & composition</p> <p>Area of Study 3 AoS3 - Film Music, Musical elements, longer answer questions intro</p> <p>Performance coursework - Sequencing <i>Music Technology & Keyboard</i></p> <p>Composition introduction Composition, Jazz & chromatic harmony, harmonic structures & modulation, creativity <i>Music Technology, Theory, Keyboard & composition</i></p>	<p>The film music unit continues to support students' understanding of the musical elements so far and tests their appraising knowledge, this time with longer extracts. Students apply what they have learnt about sentence structure to begin to answer simpler versions of 10 mark questions, focusing in on specific elements. Students learn to recognise a greater number of instruments from the orchestra and the way these instruments are played. Students now build on their existing knowledge of word-painting to learn how composers use other more, complex compositional devices to create moods and other forms of musical meaning.</p> <p>Students use their improved knowledge of garage band to make a start on their sequencing coursework. All students will learn the knowledge of sequencing, without necessarily doing this for their coursework.</p> <p>Students will begin drafting compositional ideas in this term. As part of the introduction to jazz harmony students will build on their knowledge of extended chords in the blues and create their own lead sheets & learn how modulations work. Students will build on their knowledge of 4-chord songs and learn about chromatic passing chords. Students will apply this knowledge by creating their own harmonic structure to their pieces and will record in the initial structure of their pieces.</p>	<p>Fanfare, Thematic, Range, Motif, Leitmotif, Repetition, Contrast, Major, Minor, Modulation to Major/Minor, Dissonance, Consonance, Ostinato, Contrast, Layered, Drone, Allegro/Vivace, Allegretto, Moderato/Andante, Adagio/Lento, Accelerando, Ritardando/Rallentando, Rubato, Pause, Minimalism, Film Music, Staccato, Legato, Vibrato, Glissando/Slide, Instruments (Strings, Woodwind, Brass, Percussion), Orchestra, Pizzicato, Plucked, Arco, Bowed, Tremolo, Drum Roll, Tongued Pianissimo, Piano, Mezzo Piano, Mezzo Forte, Forte, Fortissimo, Crescendo/Diminuendo</p>	<p>Summative Assessment on Jazz Composition</p> <p>Summative assessment at the end of the unit on Area of Study 4, Set Work II and Area of Study 2</p>

Year 10 - Schemes of Learning Summer

Term & Topic	Summary	Key terms	Assessment
<p>Summer Term 1: Film Music AoS3 - Film Music, Musical elements, 10 mark questions and key terms</p> <p>Sequencing/performance & Jazz composition continued Composition continued - Melody, structure, <i>Music Technology, Theory, Keyboard & composition</i></p> <p>Performance coursework - Sequencing/other <i>Music Technology & Keyboard</i></p>	<p>The end of the film music unit consolidates students' understanding of the musical elements so far and tests their appraising knowledge, this time with longer extracts. Students apply what they have learnt about sentence structure to answer full 10 mark questions in time for their end of year exam. Students listen to longer, more complex extracts. Students will be challenged to understand their key terms in the context of the musical elements and musical extracts.</p> <p>Students will continue work on their composition, to include melody writing techniques, and will produce a draft for marking as part of their music end of year assessment. Students will specialise in their chosen performance area.</p> <p>Students will do an assessment of Areas of Study 2, 3 & 4.</p>	<p>Modulation, Key, Guide tones, Extended chords, Diatonic, chromatic, Modulation, Harmonic rhythm, Melody & accompaniment, Chords, Bassline, contrast, development, sequence,</p>	<p>Summative assessment at the end of the unit on Area of Study 3</p> <p>Summative assessment on composition first drafts</p>
<p>Summer Term 2: Area of Study 1</p> <p>Area of Study 1 - Classical styles Melodic and Harmonic Devices, Classical Music styles, Theory, analysis & Appraising <i>Theory, analysis & Appraising</i></p> <p>Set Work 1 - Badinerie Set work analysis, Theory, analysis & Appraising <i>Theory, analysis & Appraising</i></p> <p>Jazz composition & Sequencing continued</p> <p>Composition continued - Finishing first draft, Contrasting sections, developing styles <i>Music Technology, Theory, Keyboard & composition</i></p> <p>Performance coursework continued - Sequencing <i>Music Technology & Keyboard</i></p>	<p>The introduction to Classical Music styles in more depth, allows students to develop more detailed knowledge of the characteristics of Classical, Romantic and particularly Baroque music. Students will learn about and analyse harmonic devices and apply what they know about melodic devices to a new more complicated context. They will later apply some of these devices to their composition.</p> <p>The introduction to Set Work 1, Badinerie, builds on students' knowledge of Baroque music, and instrumentation. They will also apply their knowledge of Baroque characteristics and apply them to a new more complicated context. Students will also learn the context of Badinerie.</p> <p>Students will learn what characteristics and development is required to create a longer, more complex composition and will produce a 1st draft by the end of the term. Students will practise their performance coursework and submit a draft of both pieces by the end of the term.</p> <p>Students will do an assessment on all areas of study, except for the set Works.</p>	<p>Arpeggio, Trill/ornamentation/decoration, sequence, imitation, Modulation to the dominant, Pedal, Alberti Bass, Sforzando, Sotto Voce, Western Classical Tradition, Baroque, Classical, Romantic, Chamber Music/String Ensemble, Staccato, Legato/Slurred, Detached, Virato, Glissando/slide, Sustained, Accent, Trio, duet, solo, String Quartet/Ensemble, Pizzicato/:Plucked, Arco/bowed, Divisi, Double-stopping, Tremolo, drum roll, Keyboard instruments, basso continuo, Sustained Pedal, Tongued, Muted. Anacrusis, Semiquavers, Sequencing Modulation, Key, Guide tones, Extended chords, Diatonic, chromatic, Modulation, Harmonic rhythm, Melody & accompaniment, Chords, Bassline, contrast, Chromatic movement</p>	<p>Summative assessment on all areas of study, except the Set works</p> <p>Summative assessment on coursework - performance and composition drafts</p>

Year 11 - Schemes of Learning Autumn

Term & Topic	Summary	Key terms	Assessment
<p>Autumn Term 1: Area of Study 1, Set work 1, Sequencing & Jazz composition continued</p> <p>Set Work 1 - Badinerie Set work analysis, Theory, analysis & Appraising <i>Theory, analysis & Appraising</i></p> <p>Set Work 2 - Africa Introduction to, analysis of and performance of Toto & Fusion (including bhanga) <i>Theory, analysis & Appraising</i></p> <p>Composition continued - Melody, structure, <i>Music Technology, Theory, Keyboard & composition</i></p> <p>Performance coursework - Sequencing <i>Music Technology & Keyboard</i></p>	<p>The studying of Set Work 1, Badinerie, develops students' knowledge of deep analysis and score reading. To build on students' knowledge of baroque Music. The score reading is more complicated in this set work. Students will learn more about complicated harmonic devices, such as cadences. They will also apply their knowledge of Baroque characteristics and apply them to a more complicated context. Students will also learn to analyse excerpts and more complicated staff notation. Students will finish their analysis of Badinerie and at the end of the term answer questions on this and other area of study questions.</p> <p>Students will continue work on their composition, to include more complex techniques, and stylistic changes. Students will begin their brief composition, released by the exam board and be able to choose which composition to create.</p> <p>The introduction to Set Work 2, Africa forms the foundations for deep analysis and allows students to develop some of their existing skills in chord symbol reading and apply them to a new more complicated context. They will also apply their knowledge of pop song characteristics and apply them to a new more complicated context, as well as learn about fusion & bhanga. Students will also learn to analyse excerpts and simpler staff notation. Students will also learn the context of Africa and discuss the cultural and social implications of the song.</p> <p>Students will do an assessment on the set works.</p>	<p>Arpeggio, Trill/ornamentation/decoration, sequence, imitation, Modulation to the dominant, Pedal, Alberti Bass, Sforzando, Sotto Voce, Western Classical Tradition, Baroque, Classical, Romantic, Chamber Music/String Ensemble, Staccato, Legato/Slurred, Detached, Virato, Glissando/slide, Sustained, Accent, Trio, duet, solo, String Quartet/Ensemble, Pizzicato/:Plucked, Arco/bowed, Divisi, Double-stopping, Tremolo, drum roll, Keyboard instruments, basso continuo, Sustained Pedal, Tongued, Muted. Anacrusis, Semiquavers, Sequencing</p> <p>Modulation, Key, Guide tones, Extended chords, Diatonic, chromatic, Modulation, Harmonic rhythm, Melody & accompaniment, Chords, Bassline, contrast, Chromatic movement. Secondary chords, Dominant 7th, Cadences, Binary, Ternary, Minuet & Trio, Rondo, Theme & Variation, Phrasing, Coda, Instrumental techniques</p> <p>Score, Time Signature, phrasing, bars, notes on a staff, Fusion, Marimba, Glockenspiel, Popular Music terms, Semibreve, Minim, Crotchet, Quaver, Semiquaver, key signature,</p>	<p>Summative assessment at the end of the unit on Area of Study 1 so far</p> <p>Summative assessment on performance first drafts</p>
<p>Autumn Term 2: Area of Study 1 Set Work 1 continued, composition & Sequencing continued</p> <p>Set Work 2 - Africa Introduction to, analysis of Toto & Fusion <i>Theory, analysis & Appraising</i></p> <p>Composition continued - Finishing first draft, Contrasting sections, developing styles <i>Music Technology, Theory, Keyboard & composition</i></p> <p>Performance coursework continued - Sequencing <i>Music Technology & Keyboard</i></p>	<p>Students will finish their analysis of Africa, and at the end of the term answer questions on this and other area of study questions. Students will answer diagnostic multiple choice questions on many different parts of the course to support their memorisation in lessons which will mostly be coursework based.</p> <p>Students will learn what it takes to create a Level 9 composition and will produce a second draft of both compositions.</p> <p>Students will practise their performance coursework and submit a draft of both pieces by the end of the term. Some students will complete their performances as part of their music coursework. Most students who have done sequencing will have almost completed their sequencing coursework.</p> <p>Students will do an assessment on all areas of study, including both set works.</p>	<p>Secondary chords, Dominant 7th, Cadences, Binary, Ternary, Minuet & Trio, Rondo, Theme & Variation, Phrasing, Coda, Instrumental techniques</p>	<p>Summative assessment on all areas of study</p> <p>Summative assessment on coursework - performance and composition drafts</p>

Year 11 Schemes of Learning Spring - Summer

Term & Topic	Summary	Key terms	Assessment
<p>Spring Term 1: All areas of study recapped, Composition 1& 2 close to being finished & Sequencing/Performances 1 & 2 close to being finished – see key terms document All strands covered</p>	<p>Students will recap all areas of study through quizzes, diagnostic questions, interleaving and exam questions. Area of Study 3 will be recapped first, with Area of study 2 and 4 woven in. Area of study 1 & both set works will be added towards the end. Students will practise sorting key terms into elements.</p> <p>Students will continue work on their compositions, completing their drafts as soon they can. Students will have a mock in composition and a performance.</p> <p>Students will have recorded at least 1 or both of their performances.</p> <p>Students will do an assessment full paper. Students will also hand in all coursework, which will be marked during the February half term.</p>	<p>All terms covered.</p>	<p>Summative assessment at the end of the unit on Area of Study 1 so far</p> <p>Summative assessment on performance & composition drafts</p>
<p>Spring Term 2: Area of Study 1 All areas of study recapped, Composition 1& 2 finished & Sequencing 1 & 2 finished – see key terms document All strands covered</p>	<p>Students will recap all areas of study through quizzes, diagnostic questions, interleaving and exam questions. S will recap long answer questions again and complete exam questions. S will practise sorting key terms into elements and focus on exam technique, while being exposed to a wide range of excerpts.</p> <p>Students will continue work on their compositions, completing their drafts as soon they can. S will complete any relevant documentation for the exam.</p> <p>Students will have both of their performances.</p> <p>Students will do an assessment full paper.</p>	<p>All terms covered.</p>	<p>Summative assessment on all areas of study</p> <p>Summative assessment on coursework - performance and composition coursework</p>
<p>Summer Term 1: All areas of study recapped</p>	<p>Students will complete practice papers and listening questions depending on areas of highlighted weakness. S will practise sorting key terms into elements and focus on exam technique, while being exposed to a wide range of excerpts.</p>	<p>All terms covered.</p>	<p>Summative assessment on all areas of study</p>

KS2 Music Curriculum across local Primary schools

	Stepney Park	Bigland Green	Bluegate	Harry Gosling
Year 1-3	Djembe and Recorder Singing			
Year 4	Recorder Perf: Comp 1:2 Singing	Samba Comp Singing	Singing Body percussion Djembes Glockenspiel/xylopho nes Basic rhythmic notation	Djembes, Ukulele, Singing
Year 5	Ukulele Perf: Comp 1:2 Singing	Singing pentatonic comp		Aut - Drumming
Year 6	Ukulele Perf: Comp 1:2 Singing	Comp basic rhythms notation		Aut – DAW and Perf
THAMES provision	Instruments run by peris WC. SG violin and cello. KS2	Classroom Music run by peris	No THAMES	KS2 small group guitar