

 Richard Lander School Music Curriculum Overview - 7/8/9 BE THE BEST YOU CAN BE														
Autumn 1			Autumn 2			Spring 1			Spring 2		Summer 1		Summer 2	
Reporting Y7		CfCs			BfL & LAL			BfL & LAL					BfL & LAL	
Year 7	INTRODUCTION TO MUSIC Students learn to sing and play short pieces, (specifically chosen to develop musical minds for this age group). As part of a whole class, and when ready in smaller groups using practice rooms. Students learn to perform and arrange and actively listen to other students to help how to learn to give and receive constructive feedback to help improve work. Students are introduced to the key elements in the music department: • Instruments available in the classroom (Keyboard, Percussion, Guitar, Xylophone) • Musical Elements: Melody – Treble clef notes, C major and Dorian Mode 1 octave; Time signature and Rhythm (Duration) – 4/4 Syncopated, Dotted, All rhythmic values from Semibreve to Quaver; Texture – Solo, group work, canon; Dynamics; Tempo; Structure- bars and phrases Differentiation: Harmony – major and minor chords (Differentiation – only Some Y7 students – others introduced at Term 2 when the Musical Elements are reinforced; Articulation – students are encouraged to play with various articulation when ready to help colour the mood of their music The scheme of work allows all students in Y7 to, often the first time: • Explore basic western notation • Experience basic rhythm and melody games – to develop vocal tuning (Modal and Pentatonic appropriate to their age and vocal ranges), critical listening and whole body rhythm and timing. Funga Alafia • Experience more advanced rhythm and melody – so students can learn to move in time, whilst singing and clapping a different rhythm. (Rose Red, Hey How, Ah poor bird) • Experience Renaissance Musical styles (Differentiation – La Volta) • Experience singing and playing in canon – So students can learn to listen and work with more than one idea at the same time, gain musical independence in their hands, feet and voices. • Work in small groups – to develop essential communication and team work skills • Exposed to whole class music making other than just unison work (Creating poly-textures with voice, instruments and parts) • Singing with instrumental accompaniment led by the teacher • Learn to be expressive • Learn to actively listen • Learn how to give and receive verbal constructive criticism or feedback (WWW/ EBI) which helps with all levels of assessment (teacher, self and peer at KS3). The musical elements language listed here is tied into all KS3 SoW throughout Y7,8, and 9..		INTRODUCTION TO KEYBOARD Students will: • Learn how to read and play chords (Dm), and melody (treble clef) to play Drunken Sailor, traditional folk tune. Most students will learn to play chords LH in root position, melody in RH. Differentiation: This can be made easier to chords/melody per person or more improved embellished melody with broken chords used in the LH to make the piece more advanced. • Students will arrange the melody and chords, in small groups using a mix of guitar, keyboard, voice and percussion to assemble their arrangement, as decided by the performers. - o Differentiation: There are a wide range of other folk Melodies more advance keyboard learners can try. - o Differentiation: Students at this stage can choose to either specialise in either guitar or keyboard or continue to generalise and use different instruments for different topics. Students who receive ECA piano lessons will be given further differentiated work and teachers often liaise with the peripatetic teacher regarding progress where possible. - o Students will explore and reinforce the musical elements in practical setting adding the following to their vocabulary from term 1: major, minor, chord, modal, strumming, syncopation. - o Students will continue to learn to give and receive constructive feedback (WWW/EBI) on their performance work. This will be imbedded into lessons and students will work on their performance technique based on their targets set by themselves, their group, their teacher or other members of the class who give critical and useful feedback to help improve a performance		CHRISTMAS CATHEDRAL PREP All of Year 7 and 8 students attend the Service of 9 Lessons & Carols held at Truro Cathedral. This is a beautiful event where the Mass Year 7/8 choir perform a wide range of repertoire, alongside the school choirs, orchestra, brass ensemble and selected soloists. This Christmas Preparation occurs alongside the SOW in Year 7 and 8, and large year group rehearsals are also held outside of KS3 curriculum time. Students continue to learn how to sing in tune, with expression, and learn to present themselves as part of a mass ensemble.	FOLK MUSIC This unit is intentionally kept flexible as classroom teachers have now had a term to assess their classes progress in terms of performance, composition, listening skills and team work. Students will explore folk-rock fusion through learning about folk Music (in depth of Cornwall but also of the British Isles) and through Folk Rock Fusion Bands (The Corrs, The Floggin’ Mollies) Students all complete the next set of skills within the unit, and will be explored at appropriate levels of differentiation set by the teacher. INTRODUCTION TO GUITAR Students will: • Spend up to 6 lessons learning the basics on acoustic Guitar • Learn a 2 finger chord warm up that moves up the neck and uses fret 2 and 3, with basic strumming pattern (ta, ta ti-ti, ta) - o Differentiation – Students will begin to use more complicated strumming patterns using syncopation and ghost notes • Composition: Students may begin to compose a lyrical melody based on their home (Cornwall/ England/ UK or elsewhere) using the warm up chords as accompaniment - o Students will learn a range of basic chords depending on ability: - o Am and Em - o C and G, F - o Dm, D7, A7 (and beyond) • Differentiation - Students who receive ECA guitar lessons will be given further differentiated work and teachers often liaise with the peripatetic teacher regarding progress where possible. • Performance: students will learn a folk song using chords and strumming (Cornwall My Home, in 3 /4) • Composition: Students may arrange their piece after learning about Rock-Folk Fusion Toss the Feathers by The Corrs.		World Music Students will either study Samba music from brazil or Gamelan Music from Indonesia. In Brazil, Samba bateria’s practical all year round in preparation for Carnival; held in February to celebrate the beginning of Lent. In this scheme of work students are introduced to Authentic Brazilian pieces including Call and Response, Arrival, Structure and Polyrhythm using samba instruments. They learn to perform as part of a whole class, and critique their tempo, timing and technique to improve their performance. Differentiation: Students learn to play more simple/ more complex rhythms using cipher or western rhythmic notation. Students learn more complete tam and caixa drum techniques. • Composition: Students break into smaller groups to create Samba pastiche compositions. Differentiation by outcome. • Appraisal: Students actively study the winners of the most recent Carnival to gain inspiration and develop percussion technique.GAMELAN - Students work as part of a whole class ensemble performing authentic Gamelan orchestral Music from Javi, Indonesia. Students actively listen to Javanese shadow puppet music, to help them recognise the sounds of gongs, metallophones and ciblon they learn to play. Students use a simplified cipher notation which resembles how this traditional style is learned accurately. Whilst learning authentic pieces such as Lancoran Bintang (Flowing Stars), students learn to actively listen to their playing, critiquing their technique (beater technique) to work out if they are playing the correct rhythm, melody, texture, dynamic and tempo and work towards creating an appropriate gentle, calm atmosphere, appropriate to the style of music. Students then go on to work in smaller groups, using their developed listening and performance skills to create their own pastiche compositions. Both composition and performance are performed to the class and audio recorded when appropriate during class time to be used towards summative assessment. Discussions regarding the religious and spiritual take place in the classroom and students look at the fine detail of the shadow puppets that takes place to tell the story of Rama. An ‘authentic’ look at Indonesia also leads the children to explore the islands, mass scale cities (Jakarta) natural disaster, tribal life and volcanoes, so they understand the Gamelan Music is a small sub-culture of a whole countries cultural identity.		Introduction to Music Technology - In this SOW, students are exposed to using a Digital Audio Workstation (bandlab for education) to create and mix their own music. Students are taught various skills on bandlab, such as creating their own MIDI tracks, using loops and samples, using automation and panning and various editing techniques. Students also learn how to play in live MIDI through the use of a MIDI keyboard and drum pads. Students then create their own compositions utalising the skills they have learnt on the DAW.		School of Rock - In this SOW, students are exposed to the iconic artists and bands of classic rock song, such as the songs of Queen, The White Stripes, Guns and Roses and ACDC. Students listen to these iconic songs and appraise the music, aiming to indentify the instrumentation, structure, riff, drum beat and bass line that form the fundamental parts of classic rock. Students then learn some iconic riffs on guitar and piano, then develop these riffs into group performances, embedding the chords, vocal melody and drum beat to produce and effective arrangement. Students use the musical elements, such as dynamic and tempo changes to perform music that is appropriate to the style. Students then compose their own riff on guitar or piano.		
	Curriculum Enrichment Week													

Reporting Y8		CfCs		BfL & LAL		BfL & LAL		BfL & LAL		BfL & LAL	
Year 8	THE BLUES - In this unit, Students listen to and learn from exemplar Blues pieces to help explain the evolution, history and importance of the blues. This includes listening to and singing to work song Hoe Emma Hoe, and learning about a range of performers who use the 12 bar blues (Lead Belly, In the Mood, Miles Davies and Jimmy Hendrix). Students then learn about the, 12 bar structure, primary chords, Walking Bass and added 7th melodies which are incorporated into performance on guitar, drums, keyboard and other instruments of choice. Students are given the blues pentatonic scales to begin to improve melodic lines of the chord structure. To differentiate, some students learn to play the blues in B (to enable students to create an improvised xylophone line) and some students learn the blues in C, to create extended solo variations. Students continue to evaluate the use of musical elements in their work and give and receive peer and student feedback to improve their compositions ready for performance. The blues is taught right after the African Drumming unit so students have a deeper understanding of the roots of this musical heritage.	AFRICAN MUSIC - In this unit, Students listen to and learn from exemplar African pieces including authentic African Djembe drumming pieces from across West Africa and select pieces by South African vocal group Ladysmith Blackmambazo. Students then learn about the styles, structure and techniques to learn how to play authentic songs on djembe drums. Students learn to perform as a drum circle with their class and then compose a pastiche piece in smaller groups. Students continue to evaluate the use of musical elements in their work and give and receive peer and student feedback to improve their compositions ready for performance. To differentiate, some classes will learn how to incorporate singing (usually via pentatonic melodies where folk modal melodies are explored), xylophone (to assimilate the miramba) or keyboard or guitar (to give chordal accompaniment if needed).	CHRISTMAS CATHEDRAL PREP All of Year 7 and 8 students attend the Service of 9 Lessons & Carols held at Truro Cathedral. This is a beautiful event where the Mass Year 7/8 choir perform a wide range of repertoire, alongside the school choirs, orchestra, brass ensemble and selected soloists. This Christmas Preparation occurs alongside the SOW in Year 7 and 8, and large year group rehearsals are also held outside of KS3 curriculum time. Students continue to learn how to sing in tune, with expression, and learn to present themselves as part of a mass ensemble.	MUSIC THROUGH THE AGES Students explore ‘Music through the Ages’ a new SOW where students practically with music from some of the ‘Great Composers’ throughout the traditional Western Music History. Students go on a practical journey through exploring music from Baroque, Classical, Romantic and 20th Century Composers. Students learn to arrange and perform Pachabel's canon either using music technology or as an acoustic arrangement whilst learning about the music theory that had developed at the time. This helps Y8s to reinforce the skill of reading western music notation and get them playing and performing together on melodic instruments. The SOW explores chord progression (I-V, vi, IV etc.) major and minor chords and differentiating melody from ground bass (a Baroque compositional technique) to ornate melody). Students listen and appraise the piece and then re-create their own Cannon in small groups using classroom instruments. Students perform their arrangements to their peers and students work on improving their performance. Students then learn to play 'Fur Elise' on the piano exploring A minor and its relative C major whilst looking at Classical Music in context, and different piano techniques (looking at chromatic melodic movement, and using broken or block chords). Whilst exploring Romantic Music students recreate their own version of Wagner's 'Ride of the Valkure' using tritone and diminished and more complex in group compositions. To finish, students will explore Atonal music of the 20th Century, and using 'La Voiles' by Debussy as inspiration, students will create their own sea-like creations, using the atonal, whole tone scale.	Band Skills - In this scheme of work, students learn the skills required to make a successful arrangement of a pop/rock song and learn fundamental ensemble performance skills. They are given the compositional elements of a song, such as the chords, melody, bass line, drum beat and vocal melody and learn how to arrange these parts using texture, structure and dynamic changes. Studentd take part in whole class singing and appraise differnt pop/rock songs.	FILM MUSIC - Students are introduced to a range of different film music styles where they listening and appraise music from scary, love, magical, drama and detective movies. Students also appraise iconic soundtracks from famous composers such as John Williams and Hans Zimmer, such as Harry Potter, Star Wars and Pirates of the Carribean and learn to play these leitmotifs on the piano, embedding the chords in their left hand and melodies in their right hand. Students also develop an awareness of the purpose of film music and the impact this can have on certian genres of film. Students then create a Film Score with a story of their choice that includes dramatic moments in the music and then use all their Knowledge of the Musical Elements and Performance to compose suitable Programmatic music for their story board. This SOW links directly to the area of study from the OCR GCSE Music specification.	SONG WRITING - This scheme of work allows year 8 students to consolidate their learning of all different styles of music they have experienced during the year. They use their knowledge of the musical elements to create their own song with lyrics in a style chosen within their small groups. Students further analysis a wide range of songs in different styles that use verse and chorus structure, to help them understand and appreciate good phrasing, good use of poetry, imagery, rhyme and symmetry in lyrics. Students work in a mixture of group sizes from soloists, duets and groups of 3, 4 or 5 to create their song. They continually assess their use of musical elements and through peer and teacher feedback to continually improve their song. Students perform their piece at the end of the scheme. To differentiate, some students are exposed to added and extended chords to help further shape the character and mood of their piece. Some students also write multiple pieces. Some students will also write up their music compositions using music software including Sibelius, MusScore, and Garageband (small select students in school).	Curriculum Enrichment Week			

Reporting Y9		CfCs		BfL & LAL		BfL & LAL		BfL & LAL		
Year 9	Reggae - Year 9 start the year by looking at the ‘decades of music’ from the 60s to the present day. They start off by exploring the Reggae music of Jamaica. We introduce students to the history and context of the music and introducing the iconic artists that have made an impact on the genre and the stylistic features which make up the fundamentals of the music. This topic has a direct link to the BTEC First Award in Music Practice, which is one of the first topics students will study at KS4. Students then embark on studying 3 more ‘decades’ topics in Year 9; Hip Hop, Britpop and Motown. These are all taught with the same intention and consequently link to the topics taught at KS4 in the Component 1: Exploring Musical Products and Styles. We provide students with opportunities to explore a variety of instruments when performing various pieces of music from the different decades and encourage them to embed the stylistic features into their playing. Students also compose a short section of music that consolidates their knowledge of music decades for each topic.	Hip Hop - Please see Autumn term 1			Britpop - Please see Autumn term 1			Motown - Please see autumn term 1	THE BAND PROJECT - In this scheme of learning, students create their own bands. Not only do they have to produce good quality cover songs in a style of their choice (some groups go for a composition route using Sibelius or music technology using Reaper, Band Lab or Garage band route at this stage) but they also have to create all the promotional material that is integral to any job individual working within the music industry. Students divide jobs such as being; the Band Manager, Musical Director, Advertisement and Media Consultants to complete promotional tasks. When tasking have been completed (such as writing a contract, creating a logo, website design, newsletter or music video) RLS ‘money’ is awarded to the band, and each group in Y9 has to make a minimum of £1000 to complete the project. This is a competition and the winning bands win prizes at the end of the Year. All written and musical work is used for assessment. This has proven to be an excellent way to help rock bands across the school develop, and has led to some bands continuing with their Musical Groups after the curriculum project is completed.	Curriculum Enrichment Week