

MUSIC

Year 7 (2 hours a fortnight)

Baseline - This unit assesses individual student's musical abilities. The unit will teach the basics of music. Targets will be set for Key Stage three and provide an inspiring and engaging introduction to Music.

Elements of Music - A natural follow on from 'Baseline'. Students will focus on recognising the 7 recognised Elements of Music: pitch, timbre, texture, tempo, duration, silence and dynamics. Students will learn to be creative on their own and work solely on acoustic instruments to create live performances.

African Music - After working on creating music students move onto djembes and dunduns. West African rhythms provide a more challenging and complex project for our maturing year 7s. In this scheme students focus on multiple rhythms, composition and performance skills and drumming techniques.

Blues – Blues music is an essential forerunner of many popular musical styles. It also provides a chance for students to gain a solid understanding of keyboard skills and framework for composition projects. Through blues we teach the essential compositional skills that students need to be successful in KS3, 4 and 5. This scheme also focuses on lyric writing and has cross – curricular links with literacy and History.

Year 8 (2 hours a fortnight)

Theme and Variation – this project puts a modern slant on 'classic' skills. It encourages students to be creative but also to take influence and guidance from great composers such as Mozart, Pachelbel and Beethoven. Theme and Variation refreshes and builds on keyboard skills learned at the end of year 7.

Hip Hop/Rap – This scheme is really two projects in one. It begins with a performance project, which provides a foundation for a further composition and performance project. Hip Hop/Rap utilises a great number of transferrable skills – team work, confidence, diction, creativity, independence, analysis, and imagination. It focuses on a range of literacy strands including rhyming schemes, creative writing, analytical writing and poetry. Hip Hop/Rap can also be linked to a number of PSHE strands through the topics of listening excerpts as well as through the 'Anti- Drug' Rap that students compose, perform and record.

Fanfares

This unit begins by exploring the history, origins and various uses of Fanfares.

Folk Music of the British Isles

This unit explores Folk Music of the British Isles and culture it comes from.

Year 9 (2 hours a fortnight)

Film Music – linking music to media is the most logical step at the end of KS3. This scheme teaches students to use queues, teamwork, creativity and structure to provide soundtracks for well known film clips. This scheme also prepares students for some of the compositional processes they will experience in GCSE music.

Reggae – This is the last of the major musical styles that we study in depth in KS3. It's influence on western music and culture has been enormous. In this scheme students have the opportunity to learn a range of reggae pieces by well known artists. They listen to and analyse a range of pieces from Caribbean musical traditions and related styles. Students finish this project by composing, perform and record their own reggae songs. Again, this scheme has a multitude of cross- curricular links – especially focusing on literacy (through lyric writing and analysis of listening excerpts), PSHE (through the use of protest music and reggae song topics) and Science (through the composition topic of 'Environmental Issues').

Around the World – our last scheme of work seeks to both prepare students for GCSE work in aiding their knowledge of world music, whilst at the same time engaging those who've not opted for GCSE Music. A roughly 2 week long carousel is spent studying music from a wide variety of world cultures ranging from Cuban Salsa to traditional Chinese music to Indonesian Gamelan. This scheme focuses on both practical activities as well as analytical and literary assignments.

KS4 (5 hours a fortnight)

Exam board OCR

Solo Performance and 'free composition'	30%
Ensemble Performance and composition set by the exam board	30%
Listening Exam	40%