

Shoreham Academy Music Department 7 Year Curriculum Plan

	Autumn	Spring	Summer
<p><b>Year 7</b></p> <p><b>Instruments of the Orchestra.</b></p> <p><b>Elements of Music</b></p> <p><b>Incidental Music</b></p> <p><b>Popular Song</b></p> <p><b>Class singing.</b></p>	<p><b>Instruments of the Orchestra.</b> <b>Elements of Music</b> <b>Ode to Joy</b></p> <p><b>Work covered:</b> Instruments of the Orchestra. Elements of Music. Treble and Bass clef notes. Class singing. Notes of the keyboard. Composition.</p> <p><b>Music studied:</b> Beethoven`s Ode to Joy and vocal pieces.</p> <p><b>Key skills taught:</b> Understanding the Elements of Music. Reading music in treble and bass clefs. Playing simple tunes on the keyboard from notation with the right hand. Composing a simple tune. Analysis of Beethoven`s Ode to Joy. Class singing.</p> <p><u>Has links to:</u> GCSE: Understanding treble and bass clefs. Reading musical notation. Composing music.</p>	<p><b>Film Music</b> <b>Music for Adverts</b></p> <p><b>Work covered:</b> Silent movies. The role of mood and ostinato in film music. Music for adverts. Structure in music. Sound effects. Class singing.</p> <p><b>Music studied:</b> Charlie Chaplain`s Silent Movies. Mike Oldfield`s Tubular Bells. James Bond Theme and vocal pieces.</p> <p><b>Key skills taught:</b> Mood conveyance in Music. The role of music in adverts. Reading musical notation. Playing simple tune with bass line on the keyboard. Use of structure in music. Writing an effective jingle, writing effective lyrics, performing as part of a group, adding sound effects, effectively advertising a product, self-evaluation and group evaluation. Class singing.</p> <p><u>Has links to:</u> GCSE: Use of Ostinato, lyric writing, performing as part of an ensemble.</p>	<p><b>Developing Ukelele skills</b> <b>Writing a Pop Song</b></p> <p><b>Work covered:</b> Playing basic chords on a Ukelele. Performing basic chords on a Ukelele to a backing track. Standard Pop Song structures and characteristics. Composing using basic chord structures. Lyric writing, word setting and pop song composition using standard chords. Using Elements of Music to enhance compositions. Class singing.</p> <p><b>Music studied:</b> Various Pop Songs.</p> <p><b>Key skills taught:</b> Playing basic chords on a ukelele. Producing and performing group compositions. Composing using basic chord structures. Lyric writing, word setting and pop song composition using standard chords. Using Elements of Music to enhance compositions. Class singing.</p> <p><u>Has links to:</u> GCSE: melody writing, composing using standard chords, lyric writing, word setting and ensemble performances.</p>
<p><b>Year 8</b></p> <p><b>Ternary Form</b></p> <p><b>Blues Music</b></p> <p><b>Reggae Music</b></p> <p><b>African Music</b></p> <p><b>Ground Bass</b></p>	<p><b>Ternary Form</b> <b>Blues Music</b></p> <p><b>Work covered:</b> Use of Structure in Music. Classical Music features. Musicals. Music in time, place and culture. 12 bar blues progression and bass riffs. The Blues scale. Improvising melodies and rhythms using the blues scale. Class singing.</p>	<p><b>Blues Music</b> <b>Reggae Music</b></p> <p><b>Work covered:</b> Blues form and lyrics. Lyric writing. Composing in a Blues style. Cultural and stylistic characteristics of Reggae Music. Class performances of Bob Marley`s Three Little Birds. Reggae research project and presentations. Class singing.</p> <p><b>Music studied:</b> Bob Marley`s Three Little Birds.</p>	<p><b>Rhythm, Pulse and African Music.</b> <b>Ground Bass.</b></p> <p><b>Work covered:</b> African music and its context. Understanding ostinato, polyrhythms, call and response and syncopation. Rhythmic composition and group performances of advanced</p>

<p><b>Class singing.</b></p>	<p><b>Music studied:</b> Haydn Symphony 104. Various musicals. Work songs and spirituals. Blues music. Vocal music.</p> <p><b>Key skills taught:</b> Identifying standard musical structures and classical features. Improvising melodies and rhythms using the blues scale and 12 bar blues. Class singing.</p> <p><u>Has links to:</u> <i>GCSE: Use of structure. Work songs and spirituals. Musicals. Blues music. 12 bar blues and improvisation.</i></p>	<p><b>Key skills taught:</b> Cultural and stylistic characteristics of Reggae Music. Composing and performing in a Blues style. Research and presentation. Class singing.</p> <p><u>Has links to:</u> <i>GCSE: Blues music (historical background). Composing and performing in a Blues style.</i></p>	<p>rhythms using percussion. Ground Bass in differing styles of music. Class singing.</p> <p><b>Music studied:</b> Pachelbel's canon. `Time Lapse`.</p> <p><b>Key skills taught:</b> African music and its context. Ostinato, polyrhythms, call and response and syncopation. Ground Bass. Group rhythmic compositions that incorporate ostinato, polyrhythms, call and response and syncopation. Producing arrangements. Analysis and group performances of `Time Lapse`. Class singing.</p> <p><u>Has links to:</u> <i>GCSE: African music. Ostinato, polyrhythms, call and response and syncopation. Ground Bass in differing styles and Ground Bass composition.</i></p>
<p><b>Year 9</b></p> <p><b>What makes a Good Song?</b></p> <p><b>Minimalism</b></p> <p><b>Class singing</b></p>	<p><b>One term</b></p> <p><b>What makes a Good Song?</b></p> <p><b>Work covered:</b> Typical song structures. Chords and cadences. Textures and intervals. Analysis of song lyrics and rhythm. How hooks, riffs and motifs are used in songs. Preparation of a song analysis. Planning a cover version of an existing song. Discussing and analysing music in detail, using key words and musical terms. Class singing.</p> <p><b>Music studied:</b> Popular songs from 1960s to 2020.</p> <p><b>Key skills taught:</b> Song structures. Chords and cadences. Textures and intervals. Hooks, riffs and motifs. Analysis and use of key terms. Planning and composing a cover version of an existing song. Discussing and analysing music in detail, using key words. Class singing.</p> <p><u>Has links to:</u> <i>GCSE: Pop song writing and analysis. Key words and musical terms.</i></p>	<p><b>Half a term</b></p> <p><b>Minimalism</b></p> <p><b>Work covered:</b> <b>Themes:</b> Definition and origins of Minimalism music. Characteristics and features of Minimalism. Analysis of Minimalist pieces. Performing a piece of Minimalism on the keyboard. Composing techniques used in Minimalism. The way Minimalist music is composed, structured and developed. Composing a piece of music in the style of Minimalism.</p> <p><b>Music studied:</b> Terry Riley in C. Proverb by Steve Reich. Facades by Philip Glass. Clapping Music by Steve Reich.</p>	

**Key skills taught:**

Has links to: GCSE:  
Minimalism in music.  
Composing in a  
Minimalist style.

	Term 1	Term 2	Term 3	Term 4	Term 5
KS4	<p><b>Appraising component:</b> <b>Work covered:</b> <u>Forms and Devices</u> with terminology as appropriate.</p> <p><b>Key skills taught:</b> Binary, ternary and rondo forms. Cadences. Recognition of features of baroque, classical and romantic periods. Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions. Variation form and strophic form in classical music.</p> <p>Introduction to prepared extract – <i>Bach Badinerie</i>: Background details, Form and Structure, Harmony, Dynamics, Metre and Rhythm, Instrumentation, Tonality, Melody, Texture, Tempo. Encourage use of correct musical terminology when analysing and discussing music. Build aural skills.</p> <p><b>Performance component:</b> Outline of the requirements. Preparations for the Solo performance to begin.</p> <p><b>Composition component:</b> <b>Key skills taught:</b> Using Sibelius / Sountrap software.</p>	<p><b>Appraising component:</b> <b>Work covered:</b> <u>Popular Music</u> with terminology as appropriate.</p> <p><b>Key skills taught:</b> Recap material previously covered. Rock and pop styles. strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation. Bhangra and fusion. Loops, samples, panning, phasing, melismatic/syllabic.</p> <p>Introduction to prepared extract – <i>Toto Africa</i>: Background details, Form and Structure, Harmony, Dynamics, Metre and Rhythm, Instrumentation, Tonality, Melody, Texture, Tempo. Encourage use of correct musical terminology when analysing and discussing music. Build aural skills.</p> <p><b>Performance component:</b> Preparations for the Solo performance to continue.</p> <p><b>Composition component:</b> <b>Key skills taught:</b></p>	<p><b>Appraising component:</b> <b>Work covered:</b> <u>Music for Ensemble</u> with terminology as appropriate.</p> <p><b>Key skills taught:</b> Polyphonic, layered, round, canon and counter melody.</p> <p><b>Performance component:</b> Feedback on solo performance. Preparations for the Ensemble performance to begin.</p> <p><b>Composition component:</b> <b>Key skills taught:</b> Recap material previously covered. Planning and structuring the first composition. Develop initial ideas. Begin writing first composition (free comp).</p>	<p><b>Appraising component:</b> <b>Work covered:</b> <u>Film Music</u> with devices and terminology as appropriate.</p> <p><b>Key skills taught:</b> Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas. The relationship between the story and the music. The effect of audience, time and place. Use of sonority, texture and dynamics to create a mood. Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures. Encourage use of correct musical terminology when analysing and discussing music. Build aural skills.</p> <p>Revisit areas of study and set works with more advanced topics and questions. Exam techniques: hints and tips. Building a vocabulary revision list.</p>	<p><b>Appraising component:</b> <b>Work covered:</b> <b>Revisit areas of study and set works.</b></p> <p>Revision and exam techniques. Recap material previously covered. The syllabus has now been covered. From now to the exam, class lessons are dedicated to working through past papers/examination type questions and revising. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>The second mock exam followed by an exam de-brief takes place either just before or just after the Spring Half Term.</p> <p><b>Performance component:</b> Recordings of Ensemble Performances.</p> <p><b>Composition component:</b> <b>Key skills taught:</b> Recap material previously covered. Pupils continue to work on their compositions. Pupils complete their second compositions. Pupils complete their write ups / evaluations.</p>

	<p>Notating a simple melody. Primary and secondary chords, cadences, standard chord progressions. Adding an accompaniment. Structuring a piece. Use of chords. Inversions. Rhythms. Pedals.</p>	<p>Composing using texture and sonority (chords and melody) including some of the following: Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody, lyric writing, word setting, modulations, circle of fifths, inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor, imitation, pedal, canon, alberti bass.</p> <p>How to achieve contrasts and develop initial ideas when composing.</p>		<p>Revision for first Mock Exam paper. De-brief of Mock Exam paper.</p> <p><b>Performance component:</b> Recordings of Solo Performances.</p> <p><b>Composition component:</b> <b>Key skills taught:</b> Recap material previously covered. Pupils continue to work on and complete their first Compositions (free comps). Write ups / evaluations of Sountrap compositions to be completed. Pupils begin their second compositions (comps to a brief).</p>	
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>
KS5	<p><b>Appraising component:</b> <b>Work covered:</b> J. S. Bach, Cantata, Ein feste Burg</p> <p>Vaughan Williams, On Wenlock Edge</p> <p>Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1</p> <p><b>Key skills taught:</b> Musical periods and their characteristics. Detailed analysis of the set works. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Outline of the requirements. Preparations for the A level Recital begin. Programme to be submitted after half term.</p> <p><b>Composition component:</b> Build on the experience gained at GCSE. Exercises and tasks will be tailored to the individual needs of the pupils. Basic rules</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Berlioz, Symphonie Fantastique</p> <p>Danny Elfman, Batman Returns</p> <p>Bernard Herrmann, Psycho</p> <p><b>Key skills taught:</b> Detailed analysis of the set works. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Preparations for the A level Recital to continue.</p> <p><b>Composition component:</b> Exercises and tasks will be tailored to the individual needs of the pupils. Advanced rules of harmony and compositional techniques.</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Kate Bush, Hounds of Love</p> <p>Beatles, Revolver</p> <p>Debussy, Estampes</p> <p><b>Key skills taught:</b> Detailed analysis of the set works. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Preparations for the A level Recital to continue. Run through of one or two pieces from the programme with feedback provided by the teacher.</p> <p><b>Composition component:</b> Exercises and tasks will be tailored to the individual needs of</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Anoushka Shankar, Breathing Under Water</p> <p>Kaija Saariaho, Petals for Violoncello and Live Electronics</p> <p>Stravinsky, The Rite of Spring</p> <p><b>Key skills taught:</b> Detailed analysis of the set works. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Preparations for the A level Recital to continue. Run through of entire programme with feedback provided by the teacher.</p> <p><b>Composition component:</b> Exercises and tasks will be tailored to the individual needs of the pupils.</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Revision of all of the set works.</p> <p><b>Key skills taught:</b> Revision and exam techniques. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Preparations for the A level Recital to continue. Run through of entire programme in January with feedback provided by the teacher. Recital to be recorded in March.</p> <p><b>Composition component:</b> Composition to be completed. Technical studies published by the board. Technical study to be completed.</p>

	of harmony and compositional techniques. Work from The Composer's Handbook (Bruce Cole) as appropriate.	Work from The Composer's Handbook (Bruce Cole) as appropriate. Once strengths are identified, discuss the various compositional options / routes available (submitting one composition and one technical study tend to be the most popular option).	the pupils. Continue with advanced rules of harmony and compositional techniques. Work from The Composer's Handbook (Bruce Cole) as appropriate. Begin sketching ideas for their composition.	Composition briefs published by the board. Pupils to select brief and begin composition.	
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