

Music Curriculum Overview

Curriculum Intent

We are all musicians. Together we discover, explore and experience the music of the world through performing, composing, listening and understanding in a variety of different contexts As a member of Brentford School for Girls Music Department you will have the space and opportunity to: -

- Develop confidence as a musician and learner through directed, independent and collaborative learning and rehearsal;
- Regularly perform, create and listen to music that challenges your understanding, musical and interpersonal skills, and resilience;
- Learn about music theory and notation so that you can confidently understand music notated in different ways;
- Develop a deeper understanding of the world, of your own views and feelings, and of others' perspectives and cultures through critical engagement with a range of genres;
- discover and develop your own musical interests and talents through personalised routes in each topic and extracurricular clubs.

Year 7 Music Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Introduction to Music/ Singing</p> <p><i>Performing</i></p> <p>Theory: Introduction to Music Rhythmic notation Time signatures 4 / 4 or 3 / 4 Major Scales Texture</p>	<p>Instruments of the Orchestra</p> <p><i>Listening, performing, composing</i></p> <p>Theory: Keywords Melody writing (recap of rhythmic notation, plus notating pitches) Time signatures</p>	<p>Keyboard Skills I</p> <p><i>Listening, performing</i></p> <p>Theory: Melody writing Dictation of minims, crotchets, quavers Treble clef and bass clef Chords: I, IV, V, VI</p>	<p>The Musical Elements: Building Blocks</p> <p><i>Listening, performing, composing</i></p> <p>Theory: Key music terminology of the musical elements Graphic score as a form of notation</p>	<p>Ukulele and Class Band</p> <p><i>Performance</i></p> <p>Theory: Treble clef revision Reading Tab Chords and progressions Major/minor</p>	<p>Programme Music</p> <p><i>Listening, performing, composing</i></p> <p>Theory: Intervals Harmony Major/minor Melody writing stepwise/conjunct</p>
<p>Skills and Content: "What is my musical identity?"</p> <ul style="list-style-type: none"> - Breathing - Tuning - Singing rounds/2-part harmony - Introduction to School Musical - Ensemble 	<p>Skills and Content:</p> <p>"What are my personal targets in music?"</p> <p>Britten's Instruments of the Orchestra Prokofiev's Peter and the Wolf Listening and identification Instrument demonstrations by Hounslow Music Service and students Performance of melodies, free, improvised composition of "animal" melodies Reflecting,evaluating</p>	<p>Skills and content</p> <p>"How do I learn an instrument?"</p> <p>Reading notation Performing in lessons chord progressions Ode to Joy, sightreading of notated phrases Contemporary song melody, also played at the keyboard</p>	<p>Skills and content:</p> <p>"What is music?"</p> <p>What are the key musical elements? Creating a presentation to the class Using graphic scores to show the musical elements, performing from graphic scores Creating a descriptive piece of music from a photograph/painting Interpreting symbols as a form of music expression</p>	<p>Skills and content:</p> <p>"How do I play within an ensemble?"</p> <p>Class band - ukulele, keyboard and boomwhackers Performing contemporary pop songs Basic chords (C, F, Am, G) Strumming patterns Articulation Fingerpicking Rhythmic patterns keyboard skills Musical structures</p>	<p>Skills and content:</p> <p>"Does Music have to be Descriptive?"</p> <p>Broad look at Programme music across classical music eras Programme Music, Romantic Era Focus on Smetana Vltava from Ma Vlast Performance of specific melodies Musical structures Composition based on River Thames</p>

<p>Deeper Learning Experiences: Performing in lessons Soundcloud recordings/performances to share with wider community Tutor form singing competition Extracurricular choir School Musical</p>	<p>Deeper Learning Experiences: Performing in lessons Soundcloud recordings/performance Violin club (extracurricular)</p>	<p>Deeper Learning Experiences: Performing in lessons Keyboard Club (extracurricular)</p>	<p>Deeper Learning Experiences: Performing in lessons Composing in lessons</p>	<p>Deeper Learning Experiences: Christmas Concert performances House Song Competition Performing in lessons Summer Art Festival</p>	<p>Deeper Learning Experiences: Talent Show Performing in lessons Deeper Learning Experiences: Performing in lessons Composing in lessons</p>
--	---	--	---	--	---

Year 8 Music Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Blues Music!</p> <p><i>Improvising, performing, listening</i></p> <p>Theory: Chord revision: Tonic, Subdominant, Dominant chords Time signatures Notating - Revision of rhythm and melody notations Bass clef Bass riff Blues Scale</p>	<p>Pentatonic Melodies</p> <p><i>Performing</i></p> <p>Theory: Notations Chords and progressions 2.4 and 3.5/8 time signatures</p> <p>Skills: Drum, bass, guitar basic skills</p>	<p>The Art of Film Music</p> <p><i>Listening, performing and composing</i></p> <p>Theory: - revision of musical elements - musical keywords - musical effect/mood - major/minor/chromatic - using melodic ostinatos</p>	<p>The Roots of Reggae: Offbeat</p> <p><i>Performing</i></p> <p>Theory: - Treble Clef and Bass Clef - Accidentals - Primary chords - Lead sheets - Bass riffs and hooks - Offbeat rhythms - Syncopation - Dotted rhythms</p>	<p>Popular Music</p> <p><i>Performing</i></p> <p>Theory: - Treble Clef and Bass Clef - Accidentals - Primary and Secondary chords - Lead sheets - Bass riffs and hooks - major scales - use of tab - melodic shape and phrasing</p>	<p>Songwriting <i>Composing</i></p> <p>Theory:</p> <ul style="list-style-type: none"> - Chords and progressions - Use of lead sheets - Rhythmic and melodic notation - use of tab
<p>Skills and content: "Why are the Blues important?" Historical context Historical influences, before and after Instruments and musicians associated with the Blues Blues lyrics and structure 12-bar blues structure Improvisation using the blues scale Bass riff Keyboard skills Singing</p>	<p>Skills and content: "How does the use of the pentatonic scale change the music?" sight-singing world pentatonic melodies: Scotland, Africa, America, China, India, Eastern European Examples include Amazing Grace; Large from New World Symphony; Raga Bhoopali; Auld Lang Syne Composing a pentatonic folk dance</p>	<p>Skills and content: How does music affect emotion? - Performing famous motifs from opera and film - Analysing film themes from a variety of film genres - composing a character motif - composing a short theme to a given scene</p>	<p>Skills and content Why does syncopation matter? - Group performance - Guitar and bass skills - Keyboard skills - chord progressions - Mento; Ska; Rocksteady - Bob Marley and the Wailers - Rastafarianism, Ethiopia - Creating arrangements</p>	<p>Skills and content What impact does popular music have on my identity? - Song structures and analysis - famous songwriters who have done well in their field, and why - Lyric analysis - Bass riffs and hooks - The bass guitar - Chord progressions - Group performance of cover songs - manipulating and adapting existing and new musical material - coping with nerves</p>	<p>Skills: How can we use structure to tell a story in music? - Drum, bass, keyboard, guitar skills - group composition - composing own song - original lyric writing</p>
<p>Deeper Learning Performing in lessons Soundcloud recordings/performances Choir (extracurricular)</p>	<p>Deeper Learning Experiences: Long-term research homework Composing in lessons Soundcloud recordings/performances Choir (extracurricular) Violin club (extracurricular)</p>	<p>Deeper Learning Experiences: Composition Use of music technology</p>	<p>Deeper Learning Experiences: Hounslow Battle of the Bands Summer Arts Festival Choir (extracurricular) Rock band (extracurricular)</p>	<p>Deeper Learning Experiences: Hounslow Battle of the Bands Summer Arts Festival</p>	<p>Deeper Learning Experiences: Hounslow Battle of the Bands University of West London Songwriting competition Live performance recordings for class album Summer Arts Festival Rock Band (extracurricular)</p>

Year 9 Music Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Samba!</p> <p><i>Performing & Composing</i></p> <p>Theory:</p> <ul style="list-style-type: none"> - Notating rhythms - recap - rhythmic ostinatos - Syncopation - Dotted rhythms - cyclical form - Dictation - Structures of Samba (break, groove etc.) 	<p>Performing Skills</p> <p><i>Performing</i></p> <p>Theory:</p> <p>Reading notation Identifying performance marks (phrases; dynamics; articulation) Annotating scores</p>	<p>Musical Textures</p> <p><i>Performing, Composing, Listening</i></p> <p>Theory:</p> <p>Keywords Melody writing Writing chords for a melody Canon; imitation Secondary chords II, IV Major and minor</p>	<p>Minimalism</p> <p><i>Listening, composing</i></p> <p>Theory:</p> <p>Garage band skills Use of ostinato and layering techniques Structure Texture Keywords</p>	<p>Form and Structure</p> <p><i>Listening, composing</i></p> <p>Theory:</p> <p>Melody writing Musical phrases, consequent and antecedent Modulation Developing melodies</p>	<p>Composition Project</p> <p><i>Composing</i></p> <p>Theory:</p> <p>Recording skills Garage band skills revision Structuring compositions within Bandlab Audio recording and editing within DAW Coursework hints, tips and guidance</p>
<p>Skills and content:</p> <p>"What is the relationship between pulse and rhythm?"</p> <ul style="list-style-type: none"> - Brazil, Rio and Carnival - Singing Samba de Janeiro! - Playin g poly- and cross-rhythms - Composing complex rhythmic piece (structure and texture!) - Leading improvisation over a given structure - Ensemble work 	<p>Skills and Content:</p> <p>"What are my performance goals?"</p> <p>Vocational Scenario Rehearsal Skills (solo and as a group) and planning Setting goals Putting together a quality performance Staging Coping with nerves Ensemble and leadership skills</p>	<p>Skills and Content:</p> <p>"How can musical texture help me to compose?"</p> <p>Musical textures; monophony; homophony; polyphony; heterophony Texture through the musical eras, Baroque; Classical; Romantic; Popular Musical textures around the world Listening with discrimination to different musical textures Composing with at least two different musical textures</p>	<p>Skills and Content:</p> <p>"How can I use repeating ostinatos to create a piece of music?"</p> <p>Focus on Steve Reich and Philip Glass's use of ostinatos. Listening and identification of ostinato plus discussion of effects and use in film music Clapping Music and student's own version Use of garageband loops to create ostinato effects Use of music technology to compose sounds</p>	<p>Skills and Content:</p> <p>Why is structure important in music?</p> <p>Revision of binary and ternary form Rondo form Theme and variations Ground bass Keyboard skills</p>	<p>Skills and Content:</p> <p>"How can I use music technology to compose?"</p> <p>Vocational scenario Planning out a composition First ideas and structure Developing and editing musical ideas Reflecting and evaluating</p>
<p>Deeper Learning</p> <p>Performing in lessons Soundcloud recording/performances Outdoor performance</p>	<p>Deeper Learning</p> <p>Performing in lessons Choir (extracurricular) AV set up in Theatre and Hall Christmas concert performances</p>	<p>Deeper Learning</p> <p>Performing in lessons Soundcloud recordings</p>	<p>Deeper Learning</p> <p>Performing in lessons Soundcloud recordings/performances</p>	<p>Deeper Learning</p> <p>Music trip Preparation for Battle of the Bands</p>	<p>Deeper Learning</p> <p>Recorded performances Talent Show Summer Arts Festival Battle of the Bands</p>

Year 10 Music Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Composition Unit</p> <p>Introduction to the Unit and the published vocational scenario; Investigation of musical styles; Form and structure; Planning a composition; Melody and development of ideas; Using Bandlab; Form and structure; Development log; Health and Safety</p> <p>Performance Unit</p> <p>Introduction to the Unit and the published vocational scenario; Planning a performance; Keeping a rehearsal log; recording journals; Choosing the correct piece; Analysis and discussion of piece; Health and safety; annotating scores</p> <p>Music Technology</p> <p>Developing and editing of compositions and performances; feedback; evaluation. Use of Bandlab</p>				<p>Coursework submissions</p> <p>Controlled assessment: Composition</p> <p>AV set up, theatre Final performances/presentations of performances to audience Reflection and evaluation</p>	<p>Portfolio</p> <p>Performing Continuation of performance unit Practising solo/ensemble pieces Continue recording</p> <p>Preparation for external assessment Yr 11</p> <p>Planning for a large musical event Planning musical choices Budgeting and marketing</p>
<p>Deeper Learning</p> <ul style="list-style-type: none"> • Completing the recordings & compositions for coursework • Exploration of music of students' choice for coursework • Christmas Concert performances • Composing to a given brief 				<p>Deeper Learning</p> <p>Controlled assessment performance in theatre</p>	<p>Deeper Learning</p> <ul style="list-style-type: none"> • Recorded performances • Battle of the Bands • Talent Show • Summer Arts Festival

Year 11 Music Curriculum Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Composition Unit (cont.):</p> <p>Continuing and developing ideas Form and structure Feedback Development Log Bandlab Editing, special effects, reverb Final version Keywords, revision of terminology</p> <p>Composition Unit Controlled Assessment</p> <p>Completion of unit Presentation of final compositions to an audience Feedback Reflection and Evaluation</p>		<p>Performing Arts in Practice</p> <p>Introduction to published vocational scenario</p> <p>Discussion of possible ideas and paths Planning and investigation into musical styles and suitable choices Research, venue, place Budgeting and marketing Creating musical ideas Presentation and pitch of musical ideas</p>		<p>Performing Arts in Practice</p> <p>Final controlled assessment</p> <p>Evaluation and reflection</p> <p>Final completion and hand in</p>	
<p>Deeper Learning</p> <p>Final presentations to audience Soundcloud recordings Setting up AV in Theatre Staging Tech support, Christmas concert School music trip</p>		<p>Deeper Learning</p> <p>Stage set up Music trip</p>		<p>Deeper Learning</p> <p>Performance to audience</p>	