

Curriculum overview: Music

Why do we study Music at The Earls High School?

The study of music at The Earls equips students with a diverse skillset. Through their study we aim to ensure students are immersed in active music making and develop the skills with which to listen, analyse, contextualise, and evaluate key musical features and elements. Furthermore music is a subject which supports the personal development of our students by building key characteristics such as confidence, resilience and perseverance.

What skills and knowledge do we anticipate students will have in this subject before they begin at The Earls High School?

Provision of music at our feeder primary schools is varied. We accommodate this by vastly differentiating work alongside a vigorous baseline assessment to provide a curriculum that is accessible to all.

What skills and knowledge would we like students to have in this subject at the end of their time at The Earls High School?

- The performance of instrumental music in both a solo and ensemble context.
- To be able to compose music of different genres to set briefs.
- To be able to analyse music successfully using a common conceptual framework.

Year 7 Curriculum Map: Music

| Autumn Term | Spring Term | Summer Term |
|---|--|--|
| <p>UNIT 1 To learn about: Vocal technique and the main key elements of music. Students study musical graphic scores. Main home learning tasks: To complete an alliteration rap, consisting of at least 4 lines of lyrics, introducing the student and their musical hobbies. Key assessment:</p> <ul style="list-style-type: none"> • A Baseline music assessment • A group performance, demonstrating vocal techniques and an understanding and use of the elements of music. <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 3 To learn about: Composition of a Melody Students compose a melody and drone to a set brief. Main home learning tasks: To write about a musical experience, detailing the music featured and what instruments were played. Key assessment:</p> <ul style="list-style-type: none"> • To compose a balanced and well phrased melody to suit the journey of a blue whale for a BBC wildlife documentary. <p>Assessment conditions: Compositions will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 5 To learn about: The history and musical features of a Waltz. Students develop their keyboard skills further during this unit with a focus on their left hand accompaniment. Main home learning tasks: To learn the lyrics of Oom Pah Pah from the musical Oliver. Key assessment:</p> <ul style="list-style-type: none"> • To perform the melody and chordal accompaniment to Oom Pah Pah. <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> |
| <p>UNIT 2 To learn about: To learn about: How to play the keyboard by learning how to follow notation. Students will learn correct technique for playing melody and chords. Main home learning tasks: To practise keyboard skills during at least one break time during the project. Key assessment:</p> <ul style="list-style-type: none"> • Students will perform a chosen keyboard piece, which they will have practised during class lessons. <p>Assessment conditions: Students will perform a chosen keyboard piece in class concert and peer assessment conditions.</p> | <p>UNIT 4 To learn about: The Beatles and pop song performance technique and the arrangement of popular music. Students will harness their ensemble performance skills. Main home learning tasks: To research and find out, 'What is a bass guitar? What is its role? Which Beatle played the bass?' Key assessment:</p> <ul style="list-style-type: none"> • To arrange and perform The Beatles' Twist and Shout, using appropriate pop song technique and musical features as part of a group. <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> | |

Year 8 Curriculum Map: Music

| Autumn Term | Spring Term | Summer Term |
|--|---|--|
| <p>UNIT 1 To learn about: Reggae music and the cultural impact of this style of music. Students develop their ensemble skills. Main home learning tasks: To research the life and music of Bob Marley and create a detailed visual research project representing all of the research. Key assessment:</p> <ul style="list-style-type: none"> To arrange and perform Three Little Birds by Bob Marley in groups of four. <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 3 To learn about: African music, rhythm and large ensemble performance skills Students will learn gumboot dancing, polyrhythms drumming and African Vocals. Main home learning tasks: Listen to Paul Simon and Lady Smith Black Mombaza Homeless; describe the piece using musical language focusing on the contrast of African and Western musical features. Key assessment:</p> <ul style="list-style-type: none"> Students will perform and compose a group African piece of music, including percussion, vocal and dance <p>Assessment conditions: Performance will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 5 To learn about: Rock ‘n’ Roll music, its American history and how it links closely to the Blues music genre. Students develop their keyboard, ensemble and improvisational skills further during this unit with a focus on their left hand accompaniment. Main home learning tasks: To write a set of equality-themed lyrics to suit a 1950’s Rock ‘n’ Roll song. Key assessment:</p> <ul style="list-style-type: none"> To compose and perform a group Rock ‘n’ Roll song, using appropriate musical features. <p>Assessment conditions: Performances and compositions will be assessed through class concert and peer assessment conditions.</p> |
| <p>UNIT 2 To learn about: Samba music, whole class ensemble playing and Brazilian culture. Students will play all of the percussive samba instruments, complete various listening activities and further develop their melody and chord keyboard skills. Main home learning tasks: To research and explore Samba music, Brazilian instruments, the Brazilian National Festival, Samba costumes and create a detailed visual research project collating all research. Key assessment:</p> <ul style="list-style-type: none"> Students will perform a keyboard assessment of <i>Samba de Janeiro</i> <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 4 To learn about: The history of Blues music and the musical elements featured in this genre. Students will learn about the 12 bar blues chord structure and how to improvise within the Blues genre. Main home learning tasks: Listen a piece of Blues/ Swing/ Jazz music of your own choosing. Describe why you like it, and what you hear musically. Key assessment:</p> <ul style="list-style-type: none"> To perform a blues head tune and chordal accompaniment, and improvise a blues melody using appropriate Blues musical techniques. <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 6 To learn about: Ground Bass musical structure and musical variation techniques. Students develop their keyboard compositional skills by composing their own variations. Main home learning tasks: To practise the arrangement of Pachelbel’s Canon at a break time at least once during the project. Ground Bass spelling and definition test relating to variations. Key assessment:</p> <ul style="list-style-type: none"> To perform Pachelbel’s Canon with accompanying variations which have been developed in class time. <p>Assessment conditions: Performances and arrangements will be assessed through class concert and peer assessment conditions.</p> |

Year 9 Curriculum Map: Music

| TERM 1 | TERM 2 | TERM 3 |
|--|---|---|
| <p>UNIT 1 To learn about: British Folk music and the importance of oral tradition which has formed our musical heritage Students will develop their knowledge of folk music with a focus on practical music making of melody and developed drone ideas. Main home learning tasks: To listen to The Rambling Man by Laura Marling and write about it musically, focusing on tempo, melodic shape, instrumentation and structure. Key assessment:</p> <ul style="list-style-type: none"> Students will play Haul Away, demonstrating their ability to coordinate acciaccatura addition in melodic playing. <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 3 To learn about: Minimalism in music and how historic events led to its creation. Students will compose a piece of minimalistic music with a focus on development of simple musical cells which are layered to create contrasting textures. Main home learning tasks: To research five facts describing New York. Key assessment:</p> <ul style="list-style-type: none"> Students will compose a piece of Minimalism, which will represent New York. <p>Assessment conditions: Performances and compositions will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 5 To learn about: Pop Song composition and the key features of music in the charts. Students will compose in a new genre using the four chord pop music progression and creating new melodic riffs. Main home learning tasks: To research pop music and complete a quiz relating to pop music features on Show My Homework. Key assessment:</p> <ul style="list-style-type: none"> Students will compose a motif-based pop song, incorporating chord structure, motivic development and harmonic thirds. <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> |
| <p>UNIT 2 To learn about: Film Music, why it is crucial to a film's success and how to play a challenging piece by John Williams Students will further develop their keyboard skills with the inclusion of chromatic melody ideas and complex chord progressions Main home learning tasks: To research the following film composers and which film scores you feel are their most famous: John Williams, Hans Zimmer, James Horner. Key assessment:</p> <ul style="list-style-type: none"> To perform the main theme from John Williams Star Wars, with inclusion of chromatic melodic passages <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 4 To learn about: Flamenco guitar music and the impact of improvisation in this genre. Students will hone their improvisation skills using a minor key tonality. Main home learning tasks: To listen to Bamboleo (Gypsy Kings) and Written in the Scars (Jack Savoretti live in Rome) and write a comparison of the two pieces of music, focusing on how use of instruments, melody and tempo differ. Key assessment:</p> <ul style="list-style-type: none"> To compose a flamenco guitar piece of music which includes glissando chords. <p>Assessment conditions: Performances will be assessed through class concert and peer assessment conditions.</p> | <p>UNIT 6 To learn about: The Baroque Concerto, the musical features of this musical period and how to compose in Rondo Form. As well as developing their knowledge surrounding musical structure, students will develop their keyboard performance skills focusing on alberti bass accompaniment and then apply this knowledge to create short compositional excerpts. Main home learning tasks: To research what violin strings were made from during the Baroque period. Key assessment:</p> <ul style="list-style-type: none"> To perform the ritornello melody pattern from Vivaldi's Spring, from The Four Seasons, and to compose a melodic episode in the style of Vivaldi. <p>Assessment conditions: Performances and composition will be assessed through class concert and peer assessment conditions.</p> |