

# Springwood High School Music Curriculum Plan

## Our Vision:

Exam boards: GCSE – Edexcel; KS4 Vocational – RSL Performance for Music Practitioners;  
A level Music – Eduqas; A level Mus Tech - Edexcel


## Brief overview of topics, themes, skills or key questions for each term:

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Introduction to The Elements Of Music</b></p> <ul style="list-style-type: none"> <li>- Initial baseline assessment.</li> <li>- Classroom singing and whole Y7 singing session.</li> <li>- Introduction to main elements of music</li> </ul>	<p><b>Initial keyboard work/African drumming</b></p> <ul style="list-style-type: none"> <li>- Learning to use classroom keyboards.</li> <li>- Introduction to music notation and score reading</li> <li>- Performance work on keyboards</li> <li>-Introduction to African Drumming</li> </ul>	<p><b>Performance Skills</b></p> <ul style="list-style-type: none"> <li>- Introduction to Renaissance music.</li> <li>- learning to sing and play a variety of melodies from this period.</li> <li>- Developing score reading and keyboard performance skills</li> </ul>	<p><b>Performance Skills</b></p> <ul style="list-style-type: none"> <li>- Arranging, rehearsing and performing group performance.</li> <li>- Introduction to chords and harmony</li> </ul>	<p><b>Instruments of the orchestra/programme music</b></p> <ul style="list-style-type: none"> <li>- Listening to music from The Planets and understanding how different musical elements combine to produce music with different meanings and moods.</li> <li>- Studying the instruments of the orchestra.</li> </ul>	<p><b>Instruments of the orchestra/programme music</b></p> <ul style="list-style-type: none"> <li>- Using the elements and musical resources creatively in groups to compose and perform a piece of music about the moon.</li> <li>- introductory work on Ukeleles</li> </ul>
8	<p><b>Introduction to Music Technology</b></p> <ul style="list-style-type: none"> <li>- Understanding the make-up of club dance music</li> <li>- Introduction to Soundtrap and music on a computer</li> <li>- Producing a simple dance based track.</li> <li>-Learning key terms in Music Technology</li> </ul>	<p><b>Musical Futures</b></p> <ul style="list-style-type: none"> <li>- Developing and rehearsing a performance of a medley of popular songs for an assessed performance. Students develop either guitar, ukulele or keyboard skills.</li> </ul>	<p><b>The Blues</b></p> <ul style="list-style-type: none"> <li>- Investigating the history of Blues Music</li> <li>- Learning and rehearsing for an assessed performance of a blues piece</li> <li>- Learning key terms relating to Blues music.</li> </ul>	<p><b>The Blues</b></p> <ul style="list-style-type: none"> <li>- Investigating the history of Blues Music</li> <li>- Learning and rehearsing for an assessed performance of a blues piece.</li> </ul>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>- Investigate how music can change an audience's attitude to time, place and events.</li> <li>- Compose a group piece to accompany a film scene.</li> <li>- Research famous film composers</li> <li>-Learn key terms relating to film music</li> </ul>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>- Investigate how music can change an audience's attitude to time, place and events.</li> <li>- Compose a group piece to accompany a film scene.</li> <li>- Research famous film composers</li> <li>-Learn key terms relating to film music</li> </ul>

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9	<p><b>Song Writing</b></p> <ul style="list-style-type: none"> <li>- Developing a performance of a popular song.</li> <li>- Composing a song melody with chordal accompaniment.</li> <li>- Study a range of pop songs for structure, lyrical techniques.</li> </ul>	<p><b>Song Writing</b></p> <ul style="list-style-type: none"> <li>- Developing a performance of a popular song.</li> <li>- Composing a song melody with chordal accompaniment.</li> <li>- Study a range of pop songs for structure, lyrical techniques.</li> </ul>	<p><b>World Music</b></p> <ul style="list-style-type: none"> <li>- Study music from different places in the world. Main focus areas Reggae and Salsa.</li> </ul>	<p><b>World Music/Music Industry</b></p> <ul style="list-style-type: none"> <li>- Study music from different places in the world. Main focus areas Reggae and Salsa.</li> <li>- Look at jobs and opportunities in the music industry</li> </ul>	<p><b>Music Technology 2</b></p> <ul style="list-style-type: none"> <li>- Revise prior knowledge</li> <li>- Investigate more depth in how Soundtrap produces and manipulates sound</li> <li>- Producing a simple dance based track.</li> <li>- Developing knowledge of key terms in Music technology</li> </ul>	<p><b>Project</b></p> <p>Final half term reserved for project work based upon an agreed topic.</p>
10	<p><b>Introduction to the GCSE course</b></p> <p><b>Instrumental Music 1700–1820 set works:</b></p> <p>J.S. Bach: 3rd Movement from Brandenburg Concerto no.5 in D major.</p> <p>L. van Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique'</p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><b>Instrumental Music 1700–1820 wider listening</b></p> <p><b>Vocal Music set work:</b></p> <p>H. Purcell: 'Music for a While'</p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><b>Vocal Music set work:</b></p> <p>Queen: 'Killer Queen' (from the album <i>Sheer Heart Attack</i>)</p> <p><b>Vocal Music wider listening.</b></p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><b>Free composition inspirations and task setting:</b></p> <p><b>Thereafter free composition is ongoing.</b></p> <p><b>Music for Stage and Screen set work:</b></p> <p>S. Schwartz: 'Defying Gravity' (from the album of the cast recording of <i>Wicked</i>)</p> <p><b>Preparation for the performance component is ongoing</b></p>	<p><b>Music for Stage and Screen set work:</b></p> <p>J. Williams: 'Main title/rebel blockade runner' (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</p> <p><b>Music for Stage and Screen wider listening.</b></p> <p><b>Free composition is ongoing.</b></p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><b>Music for Stage and Screen wider listening:</b></p> <p><b>Work on free composition.</b></p> <p><b>Preparation for the performance component is ongoing.</b></p>

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10	<p><b>Band Skills for open mic night.</b></p>	<p><b>Rehearsal Skills Unit</b> This unit aims to enhance the learner's capacity to understand how to maximise their development as an instrumentalist, to recognise success and to encourage improvement in areas which require further work through objective and reflective self-assessment. The purpose of this unit is to facilitate the learner's ongoing development as an instrumentalist, based around their own goals and objectives using structured planning and reflection of personal development. This will in turn facilitate the capacity to use their instrument as their primary tool for creating and/or performing music.</p>	<p><b>Rehearsal Skills Unit</b></p> 	<p><b>Rehearsal Skills Unit</b></p>	<p><b>Musical Knowledge Development</b> The aim of this unit is to build the learner's musical knowledge and give them the ability to articulate their thoughts and feelings about music using the appropriate industry &amp; theoretical language whilst drawing upon knowledge learned within this unit. Learners will study musical styles and the various distinctive traits that comprise them. Through study of this unit learners will build a wider contextual and theoretical knowledge of contemporary music. This knowledge will be demonstrated through the ability to identify and analyse the key stylistic and musical elements present within contemporary music.</p>	<p><b>Music Knowledge Development</b></p>
11	<p><b>Revision of Year One areas of study.</b></p> <p><b>Fusions set works:</b></p> <p>Afro Celt Sound System: 'Release' (from the album <i>Volume 2: Release</i>)</p>	<p><b>Fusions wider listening.</b></p> <p><b>Discussion of composition briefs.</b></p> <p><b>Thereafter composing to a brief is ongoing.</b></p>	<p><b>Mock exam.</b></p> <p><b>Composing to a brief is ongoing.</b></p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><b>Revision of all set works and consolidation of wider listening (4 weeks).</b></p> <p><b>Complete all compositions.</b></p> <p><b>Record performances.</b></p>	<p><b>Revision of all set works and consolidation of wider listening.</b></p> <p><b>Performing and Composing submitted for moderation by 15 May.</b></p>	<p><b>Written examination.</b></p>

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	<p>Esperanza Spalding: 'Samba em Preludio' (from the album <i>Esperanza</i>)</p> <p><b>Preparation for the performance component is ongoing.</b></p>	<p><b>Preparation for the performance component is ongoing.</b></p>				
11	<p><b>Preparation for external assessment</b></p>	<p>Preparation for external assessment</p>	<p><b>External Assessment</b> Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation. The skills learned within this unit can be directly applied to any future pursuits in the live music industry. The rehearsal elements of the unit are designed to develop the learner's ability to rehearse effectively. Learners will develop their planning, organisation, communication and evaluation skills throughout the rehearsal process. The purpose of the unit is to prepare learners for the</p>	<p><b>External Assessment</b></p>	<p><b>Final coursework drafting</b></p>	

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			undertaking of a live musical performance in front of an audience			
12	<p>Introduction to A level course.</p> <p>Basic theory, harmony and analysis work</p>	<p>Introduction to AOS Western Classical Music: The symphony 1750-1900</p> <p>Introduction to AOS Music Theatre</p> <p>Initial composition task.</p> <p>Preparation for the performance exam is ongoing.</p>	<p>Analysis of Haydn symphony 104 movement 1 and wider exploration of the cultural, political and social development of the symphony 1750-1800.</p> <p>Continue work on Music Theatre</p> <p>Develop compositions.</p> <p>Preparation for the performance exam is ongoing.</p>	<p>Comparison between Haydn 104 mvt 1 and Mendelssohn 4 mvt 1.</p> <p>Introduction to AOS Twentieth Century music.</p> <p>Wider listening for Musical Theatre</p> <p>Continue composition work</p> <p>Preparation for the performance exam is ongoing.</p>	<p>Initial analysis of Haydn 104 mvts 2,3 &amp; 4.</p> <p>Analysis of Debussy 'Nuages'.</p> <p>Continue composition work</p> <p>Preparation for the performance exam is ongoing.</p>	<p>Symphony – Wider listening – Haydn 6, Beethoven 3 &amp;9.</p> <p>Complete analysis of Debussy.</p> <p>Continue composition work</p> <p>Preparation for the performance exam is ongoing.</p>
13	<p>Revisit analysis of Haydn 104.</p> <p>Basic analysis of Mendelssohn 4, mvts 2,3 &amp; 4.</p> <p>Detailed analysis of Music Theatre scores.</p> <p>Discussion of set brief composition.</p>	<p>Symphony – wider listening – Brahms 1, Tchaik 5, Berlioz 'Harold In Italy', Mahler 2.</p> <p>Continued analysis of Music Theatre scores.</p> <p>Continuation of set brief composition.</p> <p>Preparation for the performance exam is ongoing.</p>	<p>Symphony – analysis of Mendelssohn 4, revision of Haydn.</p> <p>Aural question 7 practice.</p> <p>Revise twentieth century works</p> <p>Continued analysis of Music Theatre scores.</p>	<p>Exam question practice and revision work for all areas.</p> <p>Composition work completed</p> <p>Performance exam.</p>	<p>Exam revision</p>	

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	Preparation for the performance exam is ongoing.		Continuation of set brief composition.  Preparation for the performance exam is ongoing.			
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### **Enrichment Activities:**

- Competitions: Music students are expected to take part in a variety of internal and external groups and competitions, from talent shows and gig nights through to Concert Band and Music for Youth competitions.
- Trips: At least one visit to a concert of classical music per year. All GCSE and A level students encouraged to attend.
- Clubs & Support: All GCSE, A level Music and Music Technology required to purchase official revision guides. A level students (Music and Music Technology) encouraged to purchase student study guide. A level Music students required to purchase Eulenberg score of Haydn Symphony No 104.