

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>Introduction to The Elements Of Music</p> <ul style="list-style-type: none"> - Initial baseline assessment. - Classroom singing and whole Y7 singing session. - Develop ethos of group composition and performance. - Assessment on group elements performance 	<p>Using voices creatively and initial keyboard work</p> <ul style="list-style-type: none"> - Composition and performance task using voices and body percussion to produce a 'vocalise' piece in groups. - Learning to use classroom keyboards to play Christmas music. 	<p>Renaissance Music 1</p> <ul style="list-style-type: none"> - Introduction to Renaissance music. - learning to sing and play a variety of melodies from this period. - Assessment on keyboard skills in pairs playing Susato Pavane 	<p>Renaissance Music 2</p> <ul style="list-style-type: none"> - Arranging, rehearsing and performing group performance of Susato Pavane. <p>African Drumming</p> <ul style="list-style-type: none"> - Rhythm work on Djembes 	<p>Gustav Holst and The Planets Suite</p> <ul style="list-style-type: none"> - Listening to music from The Planets and understanding how different musical elements combine to produce music with different meanings and moods. - Composing and performing a piece based upon the Mars Ostinato. 	<p>Moon Music</p> <ul style="list-style-type: none"> - Using the elements and musical resources creatively in groups to compose a piece of music about the moon. <p>Introduction to Musical Futures</p> <ul style="list-style-type: none"> - Group working to perform a song.
8	<p>Musical Futures</p> <ul style="list-style-type: none"> - Developing and rehearsing a performance of a medley of popular songs for an assessed performance. Students develop either guitar, ukulele or keyboard skills. 	<p>Developing Keyboard Skills</p> <ul style="list-style-type: none"> - Building on keyboard skills from year 7 and (in some cases) the Musical Futures work. - Learning to play some Christmas music. - Adding accompaniment parts to Christmas melodies. 	<p>The Blues</p> <ul style="list-style-type: none"> - Investigating the history of Blues Music - Learning and rehearsing for an assessed performance of a blues piece. 	<p>Variations</p> <ul style="list-style-type: none"> - Learning how changing some of the musical elements can create a completely different style of music. - Producing a set of variations based upon a well-known tune. 	<p>Club Dance Music</p> <ul style="list-style-type: none"> - Understanding the make-up of clubdance music - Introduction to Cubase and music on a computer - Producing a simple dance based track from a set of samples. 	<p>Film Music</p> <ul style="list-style-type: none"> - Investigate how music can change an audience's attitude to time, place and events. - Compose a group piece to accompany a film scene.

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9	<p>Group performing skills, basic composition and Theory of Music</p> <ul style="list-style-type: none"> - Developing a performance of a popular song. - Composing a melody with chordal accompaniment. - Using treble clef notation and intro to Sibelius software. 	<p>Drums Around the World</p> <ul style="list-style-type: none"> - Learning about drumming music from India and Africa plus Samba from Brazil. - Creating whole class and group performances using Tala cycles, African polyrhythms and recognised Samba patterns. 	<p>Solo Performance and Developing Composition Skills</p> <ul style="list-style-type: none"> - Performing a solo piece to the class for feedback and target setting. - Researching “what makes a good performance?” - Developing more confidence with Music Theory and with composing simple pieces using Sibelius software. 	<p>Music History Rundown</p> <ul style="list-style-type: none"> - Looking at the development of Western Art Music from Plainchant to Romanticism. - Listening to musical examples and analysing how elements are used. - Placing pieces in a historical context. - Performing excerpts of works from key composers. - Composing pieces to emulate a given style and period. 	<p>Into the 20th Century</p> <ul style="list-style-type: none"> - Looking at key strands of musical experimentation in the 20th century including Impressionism, Expressionism, Serialism and Minimalism. - Listening to musical examples and analysing how elements are used. - Creating a Tone Row and Serialist Grid as a basis for a 20th century composition. 	<p>Twentieth Century Music continued</p> <ul style="list-style-type: none"> - Performing <i>In C</i> by Terry Riley - Creating a Minimalist composition using techniques studied last half term.
10	<p>Introduction to the GCSE course</p> <p>Instrumental Music 1700–1820 set works:</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>Instrumental Music 1700–1820 wider listening</p> <p>Vocal Music set work:</p> <p>H. Purcell: ‘Music for a While’</p> <p>Preparation for the performance component is ongoing.</p>	<p>Vocal Music set work:</p> <p>Queen: ‘Killer Queen’ (from the album <i>Sheer Heart Attack</i>)</p> <p>Vocal Music wider listening.</p> <p>Preparation for the performance component is ongoing.</p>	<p>Free composition inspirations and task setting:</p> <p>Thereafter free composition is ongoing.</p> <p>Music for Stage and Screen set work:</p> <p>S. Schwartz: ‘Defying Gravity’ (from the album of the cast recording of <i>Wicked</i>)</p>	<p>Music for Stage and Screen set work:</p> <p>J. Williams: ‘Main title/rebel blockade runner’ (from the soundtrack to <i>Star Wars Episode IV: A New Hope</i>)</p> <p>Music for Stage and Screen wider listening.</p> <p>Free composition is ongoing.</p>	<p>Music for Stage and Screen wider listening:</p> <p>Work on free composition.</p> <p>Preparation for the performance component is ongoing.</p>

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	Preparation for the performance component is ongoing.			Preparation for the performance component is ongoing	Preparation for the performance component is ongoing.	
10	Band Skills for open mic night.	Rehearsal Skills Unit 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.	Rehearsal Skills Unit 	Rehearsal Skills Unit	Musical Knowledge Development 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 & 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.	Music Knowledge Development
11	Revision of Year One areas of study. Fusions set works:	Fusions wider listening. Discussion of composition briefs.	Mock exam. Composing to a brief is ongoing.	Revision of all set works and consolidation of wider listening (4 weeks).	Revision of all set works and consolidation of wider listening.	Written examination.

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	<p>Afro Celt Sound System: 'Release' (from the album <i>Volume 2: Release</i>)</p> <p>Esperanza Spalding: 'Samba em Preludio' (from the album <i>Esperanza</i>)</p> <p>Preparation for the performance component is ongoing.</p>	<p>Thereafter composing to a brief is ongoing.</p> <p>Preparation for the performance component is ongoing.</p>	<p>Preparation for the performance component is ongoing.</p>	<p>Complete all compositions.</p> <p>Record performances.</p>	<p>Performing and Composing submitted for moderation by 15 May.</p>	
11	<p>Preparation for external assessment</p>	<p>Preparation for external assessment</p>	<p>External Assessment 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</p>	<p>External Assessment</p>	<p>Final coursework drafting</p>	

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			throughout the rehearsal process. The purpose of the unit is to prepare learners for the 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 & 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 & 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 & 4.</p> <p>Detailed analysis of Music Theatre scores.</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>Symphony – analysis of Mendelssohn 4, revision of Haydn.</p> <p>Aural question 7 practice.</p> <p>Revise twentieth century works</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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	<p>Discussion of set brief composition.</p> <p>Preparation for the performance exam is ongoing.</p>	<p>Continuation of set brief composition.</p> <p>Preparation for the performance exam is ongoing.</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>			
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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.