

# Springwood High School Music Curriculum Plan

## **Our Vision:**

Music is fundamental to being a human-being. It incorporates expression and creativity whilst developing key life skills such as teamwork and cooperation.

Music is commonly described as “The universal language” and this is because it is central to almost all cultures and religions throughout the world. Music is all around us, not just on the radio, in the concert halls and at festivals but also in all television and films, adverts and even as background music within shops and restaurants. It is literally everywhere!

However, Music in education is about so much more than Rock, Pop, Classical RAP etc. Music is about sounds and how they are put together.

Music is one of the most vibrant departments at Springwood. It is very rare not to hear music being rehearsed and performed before and after school as well at break and lunch throughout the department area. In classroom lessons, it is about exploring all the types of Music, learning to appreciate how they are created and performed as well as experimenting through practical exercises both on instruments and using Technology. In line with the National Curriculum all our units of work fall into one or more of the following categories: -

- Performing
- Composing
- Listening and Appraising

Singing and Listening Exercises are an integral part of all lessons at Key Stage 3 developing both musical and confidence skills.

Music is a unique subject in that it is scientifically proven to assist in so many areas including improved Wellbeing, Language Abilities, Emotional Resilience and Empathy. It involves working both independently and collaboratively in groups and this helps develop important life-skills that are transferred into all future careers and pathways. These develop a growth mind-set as well as social skills and self-esteem.

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:**

### **Key Stage 3**

#### **Why are we teaching a knowledge-rich curriculum; how is it different?**

The development of our musical knowledge-rich curriculum is based around the most recent ‘Model Music Curriculum’ where the key principle is to give a broad, and well-rounded, musical education with three main strands; listening, composing and performing. To enable these three areas, it is essential to have a sound knowledge of musical principals and be able to analyse both what is heard and what is practically taken part in. Our curriculum is seen as an ongoing process and is constantly under review, evolving further over time through annual discussion both as teaching staff and with the student body.

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### **Why are we teaching this content, in this order?**

The sequencing of skills and knowledge is carefully planned to ensure that students not only understand what is being taught but can also implement the concepts in their practical activities. They prepare students well for the rigour of Key Stage 4 not just musically but in terms of critical thinking and team-building skills. All musical examples are chosen due to their importance within the topic being covered but also in a way that develops the skill-set of the students across the three years of KS3.

### **How does our curriculum match the ambition of the National Curriculum?**

The recently published 'Model Music Curriculum' (MMC) was developed to give a progressive approach to musical education across all key stages. Our KS3 music curriculum matches the markers set out within that vision as well as developing some of these further across a wide range of musical styles.

### **How does the curriculum build on that from Key Stage 2?**

Our KS3 curriculum takes knowledge built on from the 'Charanga' Schemes in KS2 and develops them further; enhancing practical skills and creating a wider knowledge base. For those students who have not had a formal music education at KS2 our curriculum also provides an 'entry point' with early recap of the knowledge required and obtained; with the opportunities for all students to succeed.

### **By the end of Key Stage 3, what key knowledge should pupils need to remember and be able to apply in this subject?**

By the end of KS3 all students should have the ability to be 'critical listeners' and form their own opinions on the musical world around them. In addition, they will have gained knowledge in how music is put together and how it is influenced by other events. However, above all, the students will have developed a lifelong love of music in all its versions, and be ready to embark on further students should they wish.

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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<b>Bodybeats – Exploring Rhythm Through Body Percussion</b> - Initial baseline assessment. - Classroom singing and whole Y7 singing session. - Using Body Percussion to build rhythm and ensemble skills.	<b>Keyboard Skills Part 1</b> - Introduction to music notation and score reading - Introduction to Electronic Keyboards including correct hand positions etc. - Performing Melodies on keyboards - Christmas Song Competition ( <i>class singing</i> )	<b>The Orchestra</b> - Understanding the different instruments that make up the modern-day orchestra, how they work, what they sound like etc. - How do composers write for orchestra using the different musical elements?	<b>Folk Songs and an Introduction to the Ukulele</b> - Introductory work on how to play the Ukulele. - Introduction to chords and harmony. - Class Performance of Folk Music.	<b>Music Technology – Remixing J. S. Bach</b> - Understanding the life of J. S. Bach. - An Introduction to the Cubase software package. - Using Cubase to remix “Toccata in d minor”	<b>The Four-Chord Song Project</b> - Working in Teams to form small bands/ensembles. - Work together as a team to create a ‘cover’ of a Four Chord Song. - Performance Skills and Independent Learning development.
8	<b>Keyboard Skills Pt.2</b> - Building on Learning from Year 7 to expand Keyboard Skills. - An Introduction to Chords, Tonality ( <i>Major.Minor</i> ) and how this affects Musical Moods as well as scales. - Chord Inversions explained and used. - Moving the hand around the keyboard smoothly.	<b>Programme Music</b> - How music has been used to portray moods, images, people and stories through history. - Using the skills learned in Year 7 and Year 8, Unit 1, to create a piece of Music to show a particularly person/image. - Choosing appropriate chords and tonality to show a person/image.	<b>The Blues</b> - Investigating the history of Blues Music - Learning and rehearsing for an assessed performance of a blues piece - Learning key terms relating to Blues music.	<b>An Introduction to Music Technology – Sequencing and Production Project</b> - An introduction to sequencing in Cubase. - Using skills learned in previous units to sequence a Blues Performance incorporating chords, bass line, rhythm and improvised melody.	<b>Film Music Pt.1</b> - Investigate how music can change an audience’s attitude to time, place and events. - Learn key terms relating to film music - Performing Film Music from a range of film genres.	<b>Film Music Pt.2</b> - Understand the term ‘Leitmotif’ and create one suitable for a range of characters choosing appropriate melodies, chords, tonality and harmony. - Composing Music to film using Cubase.
9	<b>Music from Around the World</b> - Understanding the importance of Music Around the World, particularly ‘non-Western’ cultures. - Detailed look at the use of the Pentatonic Scale and Reggae through Keyboard Performances and Composition tasks.  <i>(This unit will last c.10 weeks)</i>	<b>Musical Theatre</b> - Studying the history of Musical Theatre. - Learning about key Musical Theatre composers. - How does Musical Theatre work? - Class Performances of Musical Theatre songs and scenes.  <i>(This unit will last c.10 weeks)</i>		<b>Let’s Play – Musical Futures Performance Project</b> - Ensemble and Group Skills development. - Improvement in skills on Ukulele and Keyboard including secondary chords and further inversions.	<b>Music Technology – Creating EDM</b> - Revise prior knowledge - Investigate more depth in how Cubase and other DAWs produce and manipulate sound - Producing a simple dance-based track.	<b>Podcasting</b> - Microphone technique - Choosing appropriate materials to record as part of an Internet-based Radio Show (Podcast). - Creating a short Podcast based on a topic of their choice.

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				-Developing knowledge of key terms in Music technology	
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### Key Stage 4

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 GCSE	<p><b>Introduction to the GCSE course/Advanced Musical Theory</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 Voc	<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.</p> <p>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>Band Skills</b> Students will work with their teacher to develop the necessary skills to be able to work together in small groups towards a Band performance. This includes rehearsal skills, listening exercises and individual instruments/vocal skills at an individual level, in small groups and as a whole class.</p>		<p><b>Instrumental Study</b> Students will study a variety of professionals on their instrument/voice before completing a skills assessment of themselves.</p> <p>Following this they will devise a practise regime to improve their skills on their own instrument/voice keeping a regular reflective practise diary as well as continued target setting towards an agreed goal.</p> <p>Students will also undertake research into the health and safety of their instrument/voice and how they can safely maintain these.</p>			
11 GCSE	<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>) 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>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>Preparation for the performance component 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 early May.</b></p>	<p><b>Written examination.</b></p>
11 Voc	<p><b>Preparation for external assessment</b> Students will undertake practise tasks related to the forthcoming External Assessment including</p>		<p><b>External Assessment</b></p>		<p><b>Final coursework drafting</b></p>	

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	<p>preparation and rehearsal skills along with target setting and reflective commentary.</p>	<p>Through study of this unit learners will engage with a full live performance project including planning, rehearsal, performance, and evaluation.</p> <p>The skills learned within this unit can be directly applied to any future pursuits in the live music industry.</p> <p>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.</p> <p>The purpose of the unit is to prepare learners for the undertaking of a live musical performance in front of an audience</p>		
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### Key Stage 5

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12 A-Level Music	<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>

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12 A-Level Mus Tech	Introduction to A Level Course.  Microphones & Gain structure  Logic X Introduction	Exploring Composition  Equalisation & Time-Based Effects  Microphone Techniques  Logic X Skills Development	Exploring Composition  Modulation & Distortion Effects  Recording Platforms  Logic X Skills Development	History of Recording 1930-Modern Day  Recording whole band parts techniques  Comp 3 Exam Practice  Logic X Skills Development	Comp 1 Recording Prep  Comp 4 Paper Practice  Synthesis- Waveforms, Parameters and History  History of technological devices (Drums machines- Interfaces)	Start Comp 1 Recording Coursework Task.
13 A-Level Music	Revisit analysis of Haydn 104.  Basic analysis of Mendelssohn 4, mvts 2,3 & 4.  Detailed analysis of Music Theatre scores.  Discussion of set brief composition.  Preparation for the performance exam is ongoing.	Symphony – wider listening – Brahms 1, Tchaik 5, Berlioz ‘Harold In Italy’, Mahler 2.  Continued analysis of Music Theatre scores.  Continuation of set brief composition.  Preparation for the performance exam is ongoing.	Symphony – analysis of Mendelssohn 4, revision of Haydn.  Aural question 7 practice.  Revise twentieth century works  Continued analysis of Music Theatre scores.  Continuation of set brief composition.  Preparation for the performance exam is ongoing.	Exam question practice and revision work for all areas.  Composition work completed  Performance exam.	Exam revision	
13 A-Level Music Tech	Comp 1- Multitrack coursework  Comp 2- Composition coursework	Comp 1- Multitrack coursework  Comp 2- Composition coursework	Comp 1- Multitrack coursework  Comp 2- Composition coursework	Coursework completed  Exam question practice and revision work for all areas.	Exam Revision	

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	Topics- Midi & Sampling Theory	Topics- History of Recording Recap	Comp 3 & 4 exam practice  Topics- Revise Microphones & Effects			
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### **Enrichment Activities:**

- Extra-Curricular: Music is the busiest department within the school for Extra-Curricular with a wide range of Choirs, Concert bands, Orchestras and Small Ensembles as well as Music Theory and Solo Performances. A wide range of events and performance opportunities are also sought to give all students the best quality musical experience possible.
- 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.
- Support:
- All GCSE, A level Music and Music Technology required to purchase official revision guides.
  - GCSE students required to buy Anthology of set works.
  - A-level students (Music and Music Technology) encouraged to purchase student study guide.
  - A level Music students required to purchase exam board approved Study Scores of Haydn Symphony No 104 and Mendelssohn Symphony No.4