



## Music Curriculum Overview 2023 – 2024

<b>Department Name:</b>	Music
<b>Head of Department:</b>	Miss A Gibbs
<b>Subject Teachers:</b>	Mr Wheeler, Miss Drage and Mr Raheer
<b>Accommodation and Resources:</b>	<p>There are two main classrooms (one with computers), each with a Clavinova and a large number of keyboards. One percussion trolley shared between the two classes, with a selection of percussion instruments, a class set of xylophones and several djembes. In addition, there are two drum kits, a large portable keyboard (suitable for taking off-site for performances), several bass and electric guitars.</p> <p>There are three practice rooms, each with a keyboard and two have old upright pianos.</p> <p>The department has several instruments on loan from the Music Hub that are used: trumpets, trombones, violins etc. Guitar and drum peripatetic lessons are also available.</p>
<b>What will students learn each year?</b>	
<b>Year 7</b>	<ul style="list-style-type: none"><li>• <u>Term 1:</u> African Drumming – Exploring elements of percussion, learning subject specific terminology and carrying out basic composition.</li><li>• <u>Term 2:</u> Basic keyboard skills – Students will learn basic harmony (triads and scales) and looking at notes on a staff.</li><li>• <u>Term 3:</u> Composing to image and film – Students will use and apply the various skills and techniques learnt in term 2 to create pieces of music that capture the emotion and add interest to an image or film.</li><li>• <u>Term 4:</u> Advanced keyboard skills – Students will be taking what they have learnt in term 2 and furthering it. They will look at various ways of playing chords and melodies and the various scales that are used.</li><li>• <u>Term 5:</u> Samba – Students will look at samba music and begin creating their own samba performances, using call and response and other musical elements along the way.</li><li>• <u>Term 6:</u> The blues – This term shall focus on the blues and students will be looking at chord progressions, scales and bass lines used throughout this genre. Students will also look at the history of the blues, how it originated and the lives of some of the pioneers of the blues.</li></ul>
<b>Year 8</b>	<ul style="list-style-type: none"><li>• <u>Term 1:</u> Song writing – Students will learn about chord progressions, writing melodies and will develop their aural skills.</li><li>• <u>Term 2:</u> Ukulele project – Students will learn how to play various chords and strumming patterns and will be working towards a final performance.</li></ul>

	<ul style="list-style-type: none"> <li>• <u>Term 3:</u> Reading music – Students will learn how to understand rhythmic notation, read notes on a staff and will practice performing using sheet music.</li> <li>• <u>Term 4:</u> Aural development – Students will be learning how to identify various notes, chords and rhythms by ear using various apps, programs and exercises.</li> <li>• <u>Term 5:</u> Advanced harmony – Students will develop their knowledge of harmony through exploring chords and scales that are more commonly found in jazz and other sophisticated styles and genres of music.</li> <li>• <u>Term 6:</u> Composition skills - Students will be applying what they have learnt throughout their time studying music at TRNS to compose a piece of music and will further develop and build upon existing skills.</li> </ul>
<p><b>Year 9</b></p>	<p><b>Year 9 is a bridging year so students can embed key skills and knowledge to go into Key Stage 4 with confidence. This is to help secure progress at the end of Key Stage 4. It helps students to have some autonomy over their curriculum decisions, without narrowing their curriculum prematurely.</b></p> <p><b>Exam Board: Pearson</b>  <b>Qualification: Level 1 / 2 Tech Award music Practice (2022)</b></p> <ul style="list-style-type: none"> <li>• <u>Term 1:</u> Solo performance skills – Students will focus on developing skills and techniques on their chosen instrument preparing them for future performances.</li> <li>• <u>Term 2:</u> Ensemble performance skills – Continuation of term 1 but working in groups where new skills will have to be developed in order to produce a performance as a group.</li> <li>• <u>Term 3:</u> Music Theory – This term would focus on the theoretical side of music and students will learn how to apply this knowledge to their practical work.</li> <li>• <u>Term 4:</u> Styles and genres comp 1 preparation – Students will learn about an array of different styles and genres from blues, to jazz, to pop, learning about the key characteristics of each.</li> <li>• <u>Term 5:</u> Ensemble composition comp 2 preparation – Students will be applying everything they have learnt to date. They will be working together in groups to compose a piece of music that will lead to a final performance</li> <li>• <u>Term 6:</u> Putting on an event – Students will learn about the organisational side of putting on an event and will gain an insight into roles within the music industry.</li> </ul>
<p><b>Year 10</b></p>	<p><b>Exam Board: Pearson</b>  <b>Qualification: Level 1 / 2 Tech Award music Practice (2022)</b></p> <ul style="list-style-type: none"> <li>• <u>Term 1 and 2</u> – Preparation for component 1 looking at different music styles and their features starting to create a portfolio ready for component 1 assessment next term.</li> <li>• <u>Term 3:</u> Component 1 – Styles portfolio - Using all the musical styles/compositional features knowledge learned to date to develop a portfolio of four different musical styles</li> </ul>



	<ul style="list-style-type: none"> <li>• <u>Term 4</u>: Component 1 – Using knowledge of techniques used to create musical products to create a music portfolio showing three 30-60 second examples relating to a theme.</li> <li>• <u>Term 5 and 6</u> Component 2 - Component 2 practical group work focusing on performance qualities. Preparation work writing a portfolio of their process.</li> </ul>
<b>Year 11</b>	<p><b>Exam Board: Pearson</b>  <b>Qualification: Level 1 / 2 Tech Award music Practice (2022)</b></p> <ul style="list-style-type: none"> <li>• <u>Term 1</u>: Component 1 – Styles portfolio - Using all the musical styles/compositional features knowledge learned to date to develop a portfolio of four different musical styles.</li> <li>• <u>Term 2</u>: Component 1 – Using knowledge of techniques used to create musical products to create a music portfolio showing three 30-60 second examples relating to a theme.</li> <li>• <u>Term 3 and 4</u> Component 2 - Component 2 practical group work focusing on performance qualities. Preparation work writing a portfolio of their process.</li> <li>• <u>Term 5</u>: Component 3 - Preparation work for creating performance pieces ready for component 3.</li> <li>• <u>Term 6</u>: Component 3 - Preparation work for creating performance pieces ready for component 3.</li> </ul>
<b>Extra-Curricular Activities:</b>	Peri lessons and clubs TBC

