

# Music @ Caedmon

## **National curriculum for Music: Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As student's progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## **Aims of the National curriculum for Music**

The national curriculum for music aims to ensure that all students:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **Aims of our Caedmon curriculum for Music**

The music curriculum at Caedmon College aims to provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. Modelled on the National Curriculum, there are lots of opportunities for students to develop their talents in all aspects of music including composition, singing and appreciation

## **Foundation learning – what the National Curriculum expects students to have studied in Music by the end of KS3**

Students should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Students should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

## Year 7 Music @ Caedmon

Our aim in Year 7 music is to equip students with the vocabulary, confidence and skills to listen to and be inspired by a wide range of musical styles. Students will use instruments such as the keyboards and ukuleles to develop their instrumental and ensemble skills, in addition to starting to create their own music. During Year 7 music is to promote and develop a lifelong love for listening to and making music with others.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Elements TASK 1: Independent study elements. TASK 2: Vocal and ensemble skills.	Instrumental, ensemble, composing, listening and verbal literacy skills are all assessed within lessons, through live performances, against the success criteria. Students' work may be recorded. Appraising and written literacy is assessed through independent study projects, against the success criteria also.
<b>Autumn 2</b>	Gamelan TASK 1: Pitch notation. TASK 2: Gamelan in context and instruments (independent study). TASK 3: Performing an interlocking melody. TASK 4: Compose and perform your own gamelan-style piece.	
<b>Spring 1</b>	Chords TASK 1: Eleanor Rigby performance. TASK 2: Chords into riffs. TASK 3: Rhythmic notation. TASK 4: Protest songs independent study.	
<b>Spring 2</b>	Blues 1 TASK 1: In the Mood performance. TASK 2: Creating a blues song. TASK 3: Blues independent study research project.	
<b>Summer 1</b>	Impressionism TASK 1: Clair de Lune improvisation. TASK 2: Impressionist-style composition. TASK 3: Impressionism homework project.	
<b>Summer 2</b>	Bach Toccata and Fugue TASK 1: Performing motifs from the Toccata. TASK 2: Bach Toccata remix composition. TASK 3: Bach homework project.	

## Year 8 Music @ Caedmon

Our aim in Year 8 is to continue to build on the skills and understanding developed during Year 7 to help you to develop a real love of music. We will do this through opportunities to listen to, create and perform with others a range of musical styles. We will embed learning and understanding of key musical terms and devices learnt during Year 7 and increase your musical vocabulary for appraising music. Our music curriculum will help you increase your confidence, creativity, resilience, teamwork skills and give you a sense of achievement.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Reggae TASK 1: Rhythms independent study task. TASK 2: Three Little Birds and Seven Nation Army performances. TASK 3: Composing own reggae pieces.	Instrumental, ensemble, composing, listening and verbal literacy skills are all assessed within lessons, through live performances, against the success criteria. Students' work may be recorded. Appraising and written literacy is assessed through independent study projects, against the success criteria also.
<b>Autumn 2</b>		
<b>Spring 1</b>	Pop 1 and Songwriting TASK 1: Pop 1 independent study project. TASK 2: Sweet Dreams performance. TASK 3: Composing a pop song.	
<b>Spring 2</b>	Ground bass and variations TASK 1: Performing a ground bass piece. TASK 2: Composing a ground bass piece (extension task). TASK 3: Ground bass/ Baroque independent study project.	
<b>Summer 1</b>	Minimalism	
<b>Summer 2</b>	TASK 1: Performing 'Clapping music' and 'In C'. TASK 2: Analysing 'Electric Counterpoint'. TASK 3: Minimalism composition. TASK 4: 20th-century American composers independent study project.	

## Year 9 Music @ Caedmon

Our aim in Year 9 is to continue to build on the skills and understanding developed during Years 7 and 8 to help you to continue to develop a real love of music. We will do this through opportunities to listen to, create and perform with others a range of musical styles. We will embed learning and understanding of key musical terms and devices already learnt and increase your musical vocabulary for appraising music. Our music curriculum will help you increase your confidence, creativity, resilience, teamwork skills and give you a sense of achievement.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Rock and pop 2 TASK 1: Rock and pop 2 listening project. TASK 2: Ensemble performing and arranging.	Instrumental, ensemble, composing, listening and verbal literacy skills are all assessed within lessons, through live performances, against the success criteria. Students' work may be recorded. Appraising and written literacy is assessed through independent study projects, against the success criteria also.
<b>Autumn 2</b>	Rhythm and texture TASK 1: Geographical fugue. TASK 2: Class Christmas concert performance. TASK 3: Rhythm and texture listening homework project.	
<b>Spring 1</b>	Film music 1 (melody and sonority) TASK 1: Arranging 'The good, the bad, the ugly'. TASK 2: John Williams homework project.	
<b>Spring 2</b>	Performance skills TASK 1: Solo and ensemble (Eskdale Festival) performance. TASK 2: What makes a melody?	Formal assessment of performances using GCSE criteria.
<b>Summer 1</b>	Baroque vs Classical vs Romantic TASK 1: Composer debates. TASK 2: Baroque. TASK 3: Classical.	As during Autumn term.
<b>Summer 2</b>	Practical skills TASK 1: Class concert performance. TASK 2: Free composition.	Year 9 Exam, consisting of a listening paper and ensemble or solo performance.

## Year 10 Music @ Caedmon

Our aim in Year 10 is to provide an environment where students feel increasingly confident as performers and composers. They will learn about a wide range of style and genres and have the opportunity to compose in these different styles. They will also have lots of opportunities to further develop their confidence and skills in both solo and ensemble performing. Musical language learnt at Key Stage 3 is embedded and developed further, enabling students to be able to appraise the music that they hear in more detail. The musical language learnt at Key Stage 3 also forms the basis of being able to tackle appraising the first set work, 'Africa' by Toto.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Blues revision Toto: Africa set work analysis Solo performing	Listening and appraising exercises in class  Solo performance (independent study)
<b>Autumn 2</b>	Fusion  Ensemble performing	Fusion presentations; listening exercises  Ensemble performance (Christmas concert)
<b>Spring 1</b>	Film 2 and the longer answer Film composing Solo performing	Past exam questions Film composing short tasks Solo performance (independent study)
<b>Spring 2</b>	Ensemble performing  Chamber music	Listening and appraising exercises in class  Ensemble performance (Eskdale Festival)
<b>Summer 1</b>		Listening and appraising exercises in class, including past exam paper questions  Formal assessment of coursework composition 1  Assessment of any other performances that students submit during this time
<b>Summer 2</b>	Revision of the year  Free composition (coursework)	

## Year 11 Music @ Caedmon

Our aim in Year 11 is to give the time and support for students to complete and refine prior performance and composition work so that they all complete the 60% coursework element in these areas to their full potential and submit work that they feel proud to have produced. In addition, students will revisit all areas covered so far to help them prepare for the final listening paper, and use their developed appraising, analysis and theory skills to be able to answer confidently questions on the final set work, 'Badinerie' by JS Bach.

	Topics, themes and skills covered	Assessment
<b>Autumn 1</b>	Year 10 revision Bach set work Solo performing	Listening exercises in class Solo performance
<b>Autumn 2</b>	Bach set work Ensemble performing: Christmas concert piece Brief compositions (drafts)	Trial exam
<b>Spring 1</b>	Revision Final performances Complete composition 2	Listening exercises; past exam questions Composition 2 assessment
<b>Spring 2</b>	Revision	Listening exercises; past exam questions
<b>Summer 1</b>		
<b>Summer 2</b>	Revision/exams	