



Key Stage 2

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Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression,

improvise and compose music for a range of purposes using the inter-related dimensions of music, listen with attention to detail and recall sounds with increasing aural memory

Use and understand staff and other musical notations and appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Develop an understanding of the history of music.

On arrival at St. Augustine of Canterbury pupils are found to have different musical experiences ranging from singing once a week in assembly, regular wider ops lessons often on different instruments so progression is limited and individual private lessons. Very few have had experience of using different musical terms in relation to the key elements of music and some have never had the opportunity to create their own music. With this in mind To establish pupils current level data is collected in the first lesson to allow building blocks to be put in place for pupils to progress effectively towards their Target

Year 7

Term 1, Unit 1: Keyboard Skills Skills: In this unit pupils will be introduced to the basic elements of music. They will learn to play simple melodies on the keyboard and use their oracy skills to make judgements on performances they hear. Pupils are introduced to basic notation and how to read music on the staff. **Challenge:** Pupils will develop their skills on the keyboard by learning to play a melody and using both hands. Pupils will be able to demonstrate an understanding of pitch by reading notation.

Unit 2: I've Got Rhythm Skills: The focus of this unit will be on rhythm and the music of Africa. Through a series of performing, composing and appraising tasks pupils will work towards developing a working knowledge of the key musical elements (tempo, dynamics and duration) using percussion instruments. Pupils will build on their knowledge of notation by using basic rhythms and composing their own. Focus will be on performing in time within a group setting. **Challenge:** Pupils will develop a working knowledge of how rhythms can be grouped together using time signatures. Pupils will go onto to use rhythmical devices such as polyrhythms to develop their pieces, using appropriate dynamics and tempo to provide contrast. Pupils use their own instruments. Pupils can talk about similarities and differences in between Western and African music.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Pupils will take part in remembrance service. Students will be given the opportunity to develop their drumming skills at Samba club and will have the opportunity to perform in the Christmas show.

Term 2 Unit 3 : AABA Tune

Skills: This unit requires pupils to build on their performance, composition and appraisal skills. Pupils will learn about Ternary form and develop an understanding of structure and form. Pupils will develop their performance skills by playing a melody in ternary form. They will then take this a step further and create their own composition using AABA. Pupils will learn how to analyse two contrasting pieces of music by referring to the elements of music. **Challenge:** Pupils can develop their performance skills by adding chords to the piece. They can also use chords to harmonise with their melody.

Cultural Exposure: After school and dinner clubs such as the school choir, brass band and keyboard club. Valley brass band teacher to come in and do a brass workshop every lesson.

Unit 4: Performances through time

Skills: Through a series of performing, appraising and listening activities they will build on keyboard and vocal technique and apply the skills acquired in previous units to discover the key features of different periods of musical history. (Medieval, Renaissance and Baroque) Pupils will achieve this through the experience becoming Baroque chamber ensemble. Pupils will be able to describe how instruments and venues have changed over time. **Challenge:** Pupils will have the opportunity to use their own instruments in performance work, they will be able to challenge themselves with varying degrees of part difficulty and taking on leadership roles.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will have the opportunity to perform in the summer showcase.

Assessment

Students will be assessed at the end of each unit of work completed. They will receive feedback on each of the three components (Performing, Composing and Appraising) this will take the form of T-, T and T+.

Written Feedback on assessments will be given and pupils will use this information to set personal targets for the next unit of study, these will be supported by the class teacher, to ensure effective progress is made.

Year 8

Term 1, Unit 5: Blues Music

Skills: In this unit pupils will develop their performing skills using keyboards. Students will learn about the slave trade and how the Blues originated. Students will develop their performance skills on the keyboard by playing with both hands. They will start with chords, then add a melody then learn to improvise using the Blues scale in G. **Challenge:** Pupils will be challenged to use the Blues scale to improvise over the full 12 bars of chords.

Unit 6: Introduction to Production

Skills: Pupils will be introduced to music technology and how to create drum loops and insert chords. Pupils will be able to experiment using a variety of different sounds and instruments and learn basic technique that are used in the industry. They will develop their knowledge of song structure learned in previous units to arrange their own piece. **Challenge:** Pupils can use their existing of rhythms and percussion to create different drum loops and chords patterns.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Pupils will take part in remembrance service and welcome mass. Students will be given the opportunity perform in the Christmas concert and Advent services.

Term 2, Unit 7: Pop Music

Skills: Pupils will be expected to develop their keyboard skills by playing harder pieces with more challenging rhythms. Pupils will listen to multiple genres and be expected to identify and explain what makes a piece of music Pop. **Challenge:** Pupils can use the Pop song structure to create their own composition.

Unit 8: Sea Shanties

Skills: Pupils will develop their knowledge of reading music and understanding key signatures. They will learn about semitones and how to construct major and minor chords. They will enhance their knowledge of structure by combining two Sea Shanties. **Challenge:** Provide a written arrangement of their performance with performance directions.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club and Samba Band. Pupils will get the opportunity to perform in the Easter service. Whole school musical. Trip to see a show. Indian Dance workshop. Provide students with the opportunity to see a Showing of Bollywood film in after school music club activity.

Term 3, Unit 9: Chair Drumming and Four Chord Songs. Skills: Through a series of composing, performing and listening tasks pupils will be learning how to perform a drum part using different parts of a chair. They will be able to identify different parts of a drum kit and perform along with a backing track. They will build on their knowledge of chords by composing their own four chord song in groups. **Challenge:** Pupils will use more complex chord structure in their piece and play parts in their performance and composition work which are more rhythmically and melodically complex.

Unit 10: Music of the Caribbean Skills: Through a series of performing and appraising tasks pupils will develop the keyboard skills they have previously acquired. They will develop a knowledge of Calypso, Ska and Reggae music and will be able to identify features of each style. Pupils will work in groups to create a performance and in composing riffs. They will consider using appropriate instruments to the style they are performing in. **Challenge:** Some pupils will perform combining the riff and chords together, describe how the previous topic links to the development of the three musical styles studied through the slave trade and identify the roles of instruments within the different styles.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the summer concert.

Assessment

Students will be assessed at the end of each unit of work completed. They will receive feedback on each of the three components (Performing, Composing and Appraising) this will take the form of t- t and t+.

Written Feedback on assessments will be given and pupils will use this information to set personal targets for the next unit of study, these will be supported by the class teacher, to ensure effective progress is made.

Throughout each lesson feedback will be given to pupils both verbally and in some cases written by both teacher and their peers.

Year 9

Term 1 Unit 11 Film Music

Skills: Pupils build on performance, composition and listening skills in this unit. Pupils will learn how music conveys emotion in films and use their understanding of leitmotifs to create their own for a hero and villain. This will build on pupils prior knowledge of scales and major and minor chords.

Challenge: Pupils will compose a short film score that uses typical instruments of the orchestra.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Pupils will take part in remembrance service and welcome mass. Students will be given the opportunity perform in the Christmas concert and Advent services. Trip to see a musical at local sixth form to raise aspirations for further study and secure links to curriculum.

Term 2, Unit 12 Samba

Skills: Pupils will work in groups to create their own Samba band. Pupils will assessed on their ability to play more complex rhythms than in Unit 10 and staying in time with the group. Pupils will learn skills such as Call and Response and Imitation and will need to create their own structure.

Challenge: Demonstrate leadership skills and play multiple complex rhythms in one performance.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club and Samba Band.

Term 3, Unit 13: Creating a Remix

Skills: Pupils will use all of the compositional and appraisal skills they have acquired in the units studied to date to create a set of variations based on a piece of music of their choice. (imitation, drone, retrograde, layering, call and response, adding accompaniment parts) They will consolidate their knowledge of accompaniment patterns and major and minor tonality. **Challenge:** They will explore different ways chords can be performed in an accompaniment role. Create more variations and link them together securely.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the summer concert. Composing workshop.

Assessment

Students will be assessed at the end of each unit of work completed. They will receive feedback on each of the three components (Performing, Composing and Appraising) this will take the form of t- t and t+.

Written Feedback on assessments will be given and pupils will use this information to set personal targets for the next unit of study, these will be supported by the class teacher, to ensure effective progress is made.

Throughout each lesson feedback will be given to pupils both verbally and in some cases written by both teacher and their peers.

At the end of the year there will be a listening test graded on GCSE outcomes with clear teacher led targets and the opportunity for students to set their own targets. Composition and Performance work will be assessed and feedback received when undertaken.



Year 10

Term 1 Units 14, 15 and 20 will run simultaneously (during unit 14 and 20 performance and composition will continue one lesson a week)

Unit 14: Theory Booster

● **Skills:** Pupils will reinforce prior learning through a series of theory based tasks. They will explore key signatures building on previous knowledge of scales. Pupils will reinforce their knowledge on chords and how they relate to key signatures. They will develop a knowledge of how keys are related to each other and how roman numerals are used to indicate a chord in a given key. They will develop a working knowledge of cadences. Pupils will revise their previously acquired knowledge of rhythms and clefs. **Challenge:** Pupils will develop modulation skills and knowledge of the Alto clef.

Unit 15: GCSE Performance

● **Skills:** Pupils will work on producing a performance either in an ensemble or solo setting. Pupils will be guided by their class teacher in partnership with the pupils peripatetic teacher to choose a suitable piece. They will be set technical exercises to work on throughout the unit. **Challenge:** Some pupils will go on to higher level pieces.

Unit 16: Set work 1

● **Skills:** Pupils will draw on previously acquired skills from KS3 to identify the key features of the passage of music in the exam board set work. Badinerie by JS Bach for flute and strings in B minor(Orchestral Suite No.2) **Challenge:** Pupils will say how these features relate to a given period and how they have been used to create contrast from the other movements in the piece.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the Christmas concert . Trip to the theatre to see a musical or similar. Trip to see Lyme hall to get a feel for the setting chamber music would have been performed in originally.

Term 2 Pupils will continue working on their performance composition work throughout the term, with one lesson a week on each)

Unit 17: Musical Forms and Devices

● **Skills:** Through listening to examples of music from the Western Classical tradition (1650-1910) they will consolidate their ability to recognise pieces in binary, ternary, minuet and trio, rondo, variation and strophic forms. They will go on to develop their ability to identify regular and irregular phrasing, pedal, canon, disjunct and conjunct melodies, simple chords progressions and cadences, modulation to the dominant and relative minor. They will revise knowledge on sequences, imitation, contrast, repetition, ostinatos and drone studied at KS3. **Challenge:** Pupils will be able to apply these forms and devices to different pieces of music from this tradition. They will discuss how the social and economic situations of the times influenced how music was composed and the venues in which it was performed.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the Easter concert . Weekend residential trip to London to see different concerts.

Term 3 (Pupils will continue working on their performance work throughout the term, with one lesson a week on performance)

Music for Ensemble Unit 18

Skills: Reinforcing learning from KS3 learning units 6/14/15 pupils will learn to identify how composers use texture in their musical compositions. They will look at monophonic, polyphonic, unison, chordal, layered, round, canon and countermelody textures in a variety of musical ensembles. They will build on their knowledge of Basso continuo (unit 6) Jazz and Blues trio (unit 14) to cover String Quartets, Vocal Ensembles used in Musical theatre, and Sonata form used in chamber ensembles. Learning will involve short composition tasks. **Challenge:** Some pupils will go on to discuss how texture is combined with other musical elements in a variety of compositions.

Film Music Unit 19

Skills: They will focus on how instruments are used (timbre) and dynamics to identify features of music that are written for different genres of film. They will discuss how musical elements respond to a specific commission, how leitmotifs and thematic transformation are used to develop thematic material. Identify how technology has been used to enhance sonority for effect. They will revisit minimalism from Unit 11(ks3) and apply this to film music. **Challenge:** Pupils will respond to a given stimulus to create a piece of music that uses musical elements which reflect the intentions appropriately

Unit 20: Composition 1 (Worked on throughout the year) Share criteria based on GCSE outcomes with the pupils.

Skills: Pupils will use the skills they have acquired so far to compose a piece of music at least 2 minutes in length. They will work with their teacher to choose an appropriate brief. They will keep a diary to show what they have achieved each week. **Challenge:** Some pupils will take on more complex structures, modulate effectively, use more advanced musical devices to construct melodic lines and explore complex chords in keeping with their chosen style.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the summer concert. Invite up and coming pop acts into school to perform and then chat with pupils about how they got into the industry. GCSE catch up and coursework sessions.

Assessment

Students will be assessed at the end of each unit of work completed. They will receive feedback on each of the three components (Performing, Composing and Appraising) this will take the form of t- t and t+.

Written Feedback on assessments will be given and pupils will use this information to set personal targets for the next unit of study, these will be supported by the class teacher, to ensure effective progress is made.

Throughout each lesson feedback will be given to pupils both verbally and in some cases written by both teacher and their peers.

At the end of the year there will be a listening test graded on GCSE outcomes with clear teacher led targets and the opportunity for students to set their own targets. Composition and Performance work will be assessed and feedback received when undertaken.

Year 11

Term 1 (Unit 21 will run simultaneously with other units)

Unit 21: Comp 2 Composition coursework based on composition brief issued by the board. Share criteria based on GCSE outcomes with the pupils. **Skills:** Pupils will use the skills they have acquired so far to compose a piece of music at least 2 minutes in length. They will work with their teacher to choose an appropriate brief. They will keep a diary to show what they have achieved each week. **Challenge:** Some pupils will take on more complex structures, modulate effectively, use more advanced musical devices to construct melodic lines and explore complex chords in keeping with their chosen style.

Unit 22: Popular Music

Skills: Through a series of performing, composing and listening tasks pupils will develop the ability to recognise the key features of rock pop, bhangra. Building on previous knowledge of 12 bar blues, strophic forms, improvisation, phasing and syncopation acquired in previous units, pupils will add samples, panning, use of melisma and syllabic writing, song structure, looping and balance to their skill set. They will explore how instrumental and synthesised sound is used. **Challenge:** Pupils will be able to describe the effects of the various techniques on the music they listen to and study.

Unit 23: Set work 2

Skills: Pupils will draw on previously acquired skills to identify the key features of the passage of music in the exam board set work **Challenge:** Pupils will say how these features relate to a given genre of popular music and how they have been used to create effects and draw links with the influences from the composers experiences with the music.

Cultural Exposure: After school and dinner clubs such as the school choir, music ensemble and keyboard club. Students will be given the opportunity to develop their performing skills and take part in the Christmas concert . Trip to the theatre to see a musical or similar.

Term 2 (Unit 21, 24, 25 and 26 will run simultaneously)

Unit 24 Recording of Performance 1.

Skills: Pupils to produce two pieces either one solo and one ensemble or two ensemble pieces for submission to exam board. It needs to be at least two minutes in total **Challenge:** Some pupils will take on a piece which is more difficult on the exam board criteria.

Unit 25: Record Performance 2

Skills: Pupils to produce two pieces either one solo and one ensemble or two ensemble pieces for submission to exam board. It needs to be a least 2 minutes in total. **Challenge:** Some pupils will take on a piece which is more difficult on the exam board criteria.

Unit 26: Revision of Four areas of study with practice questions.

Term 3 Listening Examination taking place and coursework already submitted.

Assessment

Mock exams– feedback given to students based on expected exam result with clear targets given to improve final grade outcome. Students given personal revision strategy.

GCSE examination starts in June.