

Curriculum overview

Subject: Music	Components of Music			'Core' knowledge	'Hinterland' knowledge (Everything a Student would need to know/be able to do in order to understand the 'core' knowledge)
	What new knowledge do we introduce?			Essential knowledge needed to be successful	What do students <i>do</i> with this knowledge?
	Year 7	Year 8	Year 9		
Autumn 1 <i>September - October</i>	<p>Baseline Assessment – Assessed key skills of prior knowledge.</p> <p>Rhythm and Pulse – Basic rhythmic notation, pulse piece.</p> <p>Elements of Music – Key terminology, music vocabulary.</p>	<p>Notation recap – rhythmic and pitch leading into basic music notation.</p> <p>Introduction to polyrhythms, rhythm grids then transfer skills to writing rhythms in notation.</p> <p>Exploring timbre through ensemble performances on percussive and tuned instruments – ensemble skills, reading music effectively.</p>	<p>Notation recap, polyrhythms, writing rhythms in notation form - Performance of rhythms, reading music effectively. Exploring different musical timbres through performances pieces.</p>	<p>Basic music notation is imperative to be successful.</p> <p>The elements of music are referred to in every unit of work. Extended writing activities feature in every unit to allow students to use these to appraise, justify the compositional techniques used by the composer and make comments on to why these happen – sequencing to the GCSE course.</p>	<p>Understand music notation – Using the rhymes to learn how to read music.</p> <p>Use the Musical element wall that is given to every student at the beginning of each year to refer to and build upon in every written task to appraise music.</p> <p>Access Knowledge organisers, revise and then the content of each unit.</p>
Autumn 2 <i>(October) November - December</i>	<p>World Percussion Unit – SMSC focus and cultural capital/ cultural acceptances, exploring rhythmic notation,</p>	<p>Blues – History of blues with detailed timelines for SMSC and wider knowledge, cross curricular study,</p>	<p>Rock and Pop/ Reggae. History timeline/ key artists/ influential figures- Performance skills, syncopated rhythms,</p>	<p>Form and structure – flows across both the performing and</p>	<p>The focus for students needs to be on being able to analyse music</p>

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	ensemble work and introduction to vocal works.	performance skills of 12 bar blues, chords, piano skills, syncopated rhythms.	reading music notation effectively, performance skills on specific instruments. Listening and appraising questions – GCSE Comp 3 format.	composing aspects of the KS3 curriculum. Students need to know how a piece can be placed together in order for it to be successful and include all elements that may be linked to the assessment criteria of the unit.	effectively and understanding conventions that composers create and why they may be doing so. Making justifications successfully is imperative to build understanding for composing itself particularly with a given brief. This links into performance conventions and the same approach can be made in that we want students to be able to perform in a variety of styles and genres with a variety of focuses – such as rhythm, instrumentation, vocal etc. Providing a wide approach and exploration will ensure that these elements are focused at various times.
Spring 1 <i>January - February</i>	Introduction to Music Tech Unit – Using Logic pro loops and music production to create tracks. Composing techniques and effects within the programme to compose for a computer game – composing techniques, melody writing, musical elements and how they work together.	African Rhythms – Further exploration of syncopated rhythms, SMSC focus and cultural capital/ acceptance of wider world music and cultures. Leader skills evolved through antiphony of Master drummer work, form and structure.	Dance Music – Exploring the historical timeline of Dane Music, right from Classical through to the modern. Performance of key dance elements. - Link to stonewall (PHSE). Tech – Using Logic Pro/ Sibelius to compose own disco/dance track. Use elements learnt in previous unit. Use GCSE Comp 2 format specification as a basis to assess and structure.	Key musical vocabulary – Outside of The musical elements, there are key musical words that need to be understood which can be accessed through the Knowledge Organisers created for each unit of work. Listening skills – using their understanding of the musical elements to listen out for particular features before being able to comment on them. Having the ability to pick out certain elements from ensemble playing.	
Spring 2 <i>March - April</i>	Keyboard skills – Recap notation and pitch notation in order to read music effectively, performance skills, knowledge of elements, performer interpretation.	Film Music – Exploration of film genre. Leitmotifs, genre, performance skills, chords, elements of music and how they work together. Exploration practically through	Music for Adverts – Exploring jingles, underscores, voiceovers. Focus on rhythmic composition, instrumentation and visual/aural links. This	Performance skills – ability to commit to a performance thoroughly through each unit of work. Have fluidity in	

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		performance skills.	unit is both practical instrument based and developing composition through computer software. Listening and appraising questions – GCSE Comp 3 format.	playing to work through assessment criteria.	
Summer 1 <i>April - May</i>	Latin Rhythms – Further exploration of syncopated rhythms. Introduction of multi-layered performance with elements of keyboard skills, vocal, percussion all sequenced together into one performance task.	Film Music Continued – Using elements learnt in previous unit of leitmotifs to create the soundtrack for the James Bond “No Time to Die” trailer. Explore the tools available in Logic Pro – a development from the loops previously used.	Music for a Special Occasion – Fanfares. Looking at historical context of fanfare, listening to examples, identifying how they are created for the purposes needed. Composition/ performance brief is to create a fanfare that could be played at the Olympics. Could use Logic Pro/ Sibelius to compose a piece to be used for specific occasion. – Understanding of form and structure, music elements, effects and techniques of the software, genre. Use GCSE Comp 2 format and set brief specification as a basis to assess and structure.		

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<p>Summer 2 <i>June - July</i></p>	<p>Musicals – Exploring themes/ character motifs, notation, harmony, story telling effectively. Thinking performance qualities together.</p>	<p>Hooks and Riffs – exploration of riffs and hooks used in popular music. Plus looking to the technique of Ostinato from classical tradition. Basis built in this unit as to how these conventions work across variety of performance pieces.</p>	<p>Performing/ Composing Unit. What Makes a Good Song? – Genre recap, form and structure. 4 pillar of success referencing riffs, structure, melody, lyrics. Free composition based on ideas and techniques.</p>		
<p>How is student progress assessed?</p> <ul style="list-style-type: none"> - How do you know students are learning more? - How is knowledge assessed? - How is the curriculum clearly the progression model 			<p><i>Opportunities</i> <i>Trips and visits</i> <i>Enrichment</i></p>	<p><i>Resources</i> <i>Recommended resources</i></p>	

Materials to read:

<https://thedignityofthethingblog.wordpress.com/2018/04/07/senior-curriculum-leadership-1-the-indirect-manifestation-of-knowledge-a-curriculum-as-narrative/>

<https://teacherhead.com/2019/09/27/signposting-the-hinterland-practical-ways-to-enrich-your-core-curriculum/>

<https://achemicalorthodoxy.wordpress.com/2019/02/01/core-and-hinterland-whats-what-and-why-it-matters/>

<https://impact.chartered.college/article/taking-curriculum-seriously/>