



# Music 5 Year Curriculum Plan



Year Group	Autumn 1 - 7 weeks	Autumn 2 - 7 weeks	Spring 1 - 6 weeks	Spring 2 - 6 weeks	Summer 1 - 5 weeks	Summer 2 - 7 weeks
7	<p><b>Music 101</b></p> <p>Learn the fundamentals of how to read, write and talk about music.</p> <p>Study the musical elements.</p> <p>Representation of sound through word texts and graphic scores.</p> <p>Put your skills together to play extracts from a wide range of pieces across all genres.</p>	<p><b>Music From Around The World</b></p> <p>Development of rhythmic performance and how rhythms are developed in different styles/genres.</p> <p>Developing the use of pitch through scales and modes.</p> <p>Explore music from different cultures and how music links not only to performance but to daily life.</p> <p>Look at music from Japan, Indonesia, India and Brazil</p>	<p><b>Popular Music and the 4 Chord Trick</b></p> <p>Develop the theoretical knowledge required to create different types of chords.</p> <p>Playing in time with others, developing basic instrumental skills to play popular songs</p> <p>Development of solo and ensemble skills.</p> <p>Developing understanding of structure and sequencing of ideas.</p>			
8	<p><b>The Development of MOBO</b></p> <p>Gain an understanding of the cultural and sociological contexts of MOBO. The development of African American music and culture from pre modern era to today.</p> <p>Engage in a variety of styles including African Drumming, The Blues, Jazz, Disco and Hip Hop.</p> <p>Develop skills on djembe, keyboard, guitar, voice and music technology.</p>	<p><b>The Development of Art Music</b></p> <p>Explore the Western Canon and the development of Contemporary Classical Music.</p> <p>Study the evolution of traditional music through the baroque, classical and romantic periods.</p> <p>Find out how technology and a break from traditional methods created new, diverse contemporary art music pieces.</p> <p>You will study instrumental music, vocal music, chamber music and new directions.</p>	<p><b>Music and the Moving Image</b></p> <p>Learn about the development of music and sound alongside Film, TV and Media.</p> <p>Play famous themes, motifs and create your own compositions in different genres.</p> <p>Incorporate music technology to develop composition and creative elements.</p> <p>Topics of study will include leitmotif, orchestration, foley, semiotics and character development.</p>			
9	<p><b>Music Through the Decades</b></p>	<p><b>Music Through the Decades</b></p>	<p><b>Music Through the Decades</b></p>			

	<p>Practical and compositional music skills and theory development alongside historical and cultural context of the following musical styles:</p> <p>1950s</p> <ul style="list-style-type: none"> <li>• Rock 'n' Roll (Elvis Presley, Little Richard, Buddy Holly)</li> <li>• Country Music (Hank Williams, Everley Brothers)</li> <li>• Doo-Wop (The Platters, Frankie Lymon,</li> </ul> <p>1960s</p> <ul style="list-style-type: none"> <li>• British Invasion (Beatles, Rolling Stones, The Who)</li> <li>• Folk revival (Pete Seeger, Bob Dylan)</li> <li>• Psychedelic (The Doors, Jefferson Airplane, Crazy World of Arthur Brown)</li> <li>• Soul (Motown/Stax, Marvin Gaye, The Supremes, Ray Charles)</li> </ul>	<p>Practical and compositional music skills and theory development alongside historical and cultural context of the following musical styles:</p> <p>1970s</p> <ul style="list-style-type: none"> <li>• Disco (Bee Gees, Tavares, Earth, Wind and Fire) <ul style="list-style-type: none"> <li>• Punk (Ramones, Sex Pistols, The Clash)</li> </ul> </li> <li>• Reggae (Bob Marley, Toots and the Maytalls, Peter Tosh)</li> <li>• Glam and Classic Rock (Queen, David Bowie, T-Rex)</li> </ul> <p>1980s</p> <ul style="list-style-type: none"> <li>• New Romantics (Duran Duran, Spandau Ballet, Culture Club)</li> <li>• New Wave (Blondie, Talking Heads, The Police)</li> <li>• Stadium Rock (Bon Jovi, Def Leppard, Van Halen) <ul style="list-style-type: none"> <li>• Hip Hop (Public Enemy, LL Cool J, Run DMC)</li> </ul> </li> </ul>	<p>Practical and compositional music skills and theory development alongside historical and cultural context of the following musical styles:</p> <p>1990s</p> <ul style="list-style-type: none"> <li>• Grunge (Nirvana, Soundgarden, Pearl Jam) <ul style="list-style-type: none"> <li>• Britpop (Oasis, Blur, Pulp)</li> </ul> </li> <li>• EDM (Tiesto, Robert Miles, Basement Jaxx)</li> <li>• Pop Punk (Green Day, Blink 182, Jimmy Eat World)</li> </ul> <p>2000s</p> <ul style="list-style-type: none"> <li>• Nu Metal (Linkin Park, System of a Down, Evanescence)</li> <li>• K Pop (BTS, Black Pink, Super Junior)</li> <li>• Grime (Stormzy, Wiley, Dizee Rascal)</li> <li>• Contemporary RnB (Beyonce, Alicia Keys, Amy Winehouse)</li> </ul>
10	<p><b>Eduqas GCSE Music</b></p> <p><b>AoS 1: Forms and Devices</b> with terminology as appropriate:</p> <ul style="list-style-type: none"> <li>• binary, ternary and rondo forms</li> <li>• repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</li> <li>• Recapping the basics – aural, notational and listening skills</li> </ul>	<p><b>Eduqas GCSE Music</b></p> <p><b>AoS 2: Music for Ensemble</b> with terminology as appropriate:</p> <ul style="list-style-type: none"> <li>• Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11).</li> <li>• Composing using texture and sonority (chords and melody) including:</li> <li>• Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody</li> <li>• Introducing additional concepts of melody, harmony and tonality: inversions, dissonance,</li> </ul>	<p><b>Eduqas GCSE Music</b></p> <ul style="list-style-type: none"> <li>• Free composition</li> <li>• Work on year 10 performance pieces (at least one ensemble)</li> <li>• Listening exercises to further develop notation skills</li> </ul> <p>Mock Performance and Free Composition Submission.</p> <ul style="list-style-type: none"> <li>• Revisit all topics from year 10 using different pieces as listening and performing examples</li> </ul>

	<p>Introduction to prepared extract - J.S.Bach Badinerie</p> <p><b>AoS 4: Popular Music</b>, with terminology as appropriate:</p> <ul style="list-style-type: none"> <li>• Rock and pop styles (revisiting Blues from KS3)</li> <li>• strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</li> <li>• primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms</li> <li>• the relationship between melody and chords</li> </ul> <p>Introduction to prepared extract - Toto Africa</p>	<p>range, intervals, pentatonic, blue notes, modulations to relative major/minor.</p> <p><b>AoS 3: Film Music</b>, with devices and terminology:</p> <ul style="list-style-type: none"> <li>• Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</li> <li>• The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot</li> <li>• The effect of audience, time and place, and how to achieve this through use of the musical elements</li> <li>• Use of sonority, texture and dynamics to create a mood</li> <li>• How to achieve contrasts and develop initial ideas when composing</li> </ul>	<ul style="list-style-type: none"> <li>• Complete free composition project (of choice) and submit</li> <li>• Continue to build aural skills through frequent practice.</li> </ul>
11	<p><b>BTEC Tech Award: Component 3</b></p> <p>Music Skills Development</p> <p><b>Music theory and notation.</b></p> <p>Style and Genre development.</p> <p>Same Song, Different Style Module.</p>	<p><b>BTEC Tech Award: Component 3</b></p> <p>Responding to a Commercial Music Brief</p> <p>Preparation of skills and knowledge for</p> <p>23 hour external formal assessment</p>	<p><b>BTEC Tech Award: Component 3</b></p> <p>Responding to a Commercial Music Brief</p> <p>23 hour external formal assessment</p> <p><b>Internal assessment of coursework units ready for external moderation</b></p>