



Teign School Curriculum Overview



MUSIC

Year	Cycle 1 -12 Weeks (10 weeks teaching, 1week assessment, 1 impact week)	Cycle 2 -12 Weeks (10 weeks teaching, 1week assessment, 1 impact week)	Cycle 3 -12 Weeks (10 weeks teaching, 1week assessment, 1 impact week)
	Music is a cumulative set of skills that you constantly revisit and refine, ever progressing & growing your musical ability. This is achieved through performing, composing, listening & exploring in a practical way and becoming conversant in the main Elements of Music language which are used in all topics throughout KS3 & KS4 and beyond.		
7	STEP UP TO MUSIC Intro to Elements of Music and basic music reading. Essential skills needed to access Music at KS3. An opportunity to level out skills from the provision at KS2	TONALITIES & SONORITIES Instruments of the orchestra Scales – Major, Minor, Chromatic An awareness of tonality and knowledge of the basic instruments of the orchestra and how sonorities effect mood in music	STRUCTURE & FORM Exploration of Binary, Ternary & Popular song forms Structure in music is vital. As a performer or as a composer, students need to have a knowledge of basic forms and how to use them.
	Elements of Music 1 Performing simple and more complex rhythmic patterns Composing short repeated rhythmical patterns Listening to short rhythmic patterns and notating. Learning key rhythmic terminology Exploring music of Africa, Samba, Western Classical, Popular music Rhythm, Semibreve, Minim, Crotchet, Quaver, Semiquaver, Rest, Meter Polyrhythm, Rehearse,	Scales & Sonorities 1 Performing: Performing simple melodies based on scales Composing: Listening: Various pieces to identify the characteristics and uses of different tonalities. Families of the orchestra and instrument identification. Exploring: Mood in music and how sonority and scale/tonalities Tonality, Major, Minor, Chromatic, scale, key, Orchestra, Woodwind (flute, clarinet,	Binary, Ternary, Performing: Performing various simple melodies in each structure. Using chords. Ukulele skills Composing: composing simple pieces in one of the learnt structures Listening: Various pieces in given structures, being able to aurally identify structures Exploring: how structure is essential to performing and composing music.

	<p>Elements of Music 2 Performing a simple one-line melody from notation on the keyboard and learning a song</p> <p>Composing and notating a short melody on the keyboard or tuned percussion</p> <p>Listening to a variety of instrumental music and identifying families and individual instruments</p> <p>Exploring music of Western Classical tradition, folk music, Popular music</p> <p>Pitch, Treble clef, Bass clef, Note-names, Score, Stave, Bar-line, Fingering (1-5), Melody, Keyboard</p>	<p>oboe, bassoon) Strings (violin, viola, cello, double bass)</p> <p>Scales & Sonorities 1 Performing: Performing own pieces</p> <p>Composing: Creating mood music based on a theme</p> <p>Listening: Various pieces to identify the characteristics and uses of different tonalities. Families of the orchestra and instrument identification.</p> <p>Exploring: Mood in music and how sonority and scale/tonalities</p> <p>Sonority, Orchestra, Brass (trumpet, French horn, trombone, tuba) Percussion (piano, glockenspiel, xylophone, timpani, bass drum, triangle, cymbal)</p>	<p>Structure, form, Binary AB, Ternary ABA, Popular song, Verse, chorus, bridge, middle eight, ukulele, guitar, chord</p> <p>Popular Song Performing: Performing simple popular song based on 3 chords. Ukulele skills</p> <p>Composing: composing simple chorus and verse</p> <p>Listening: Various pieces in given structures, being able to aurally identify structures</p> <p>Exploring: how structure is essential to performing and composing music.</p> <p>Structure, form, Binary AB, Ternary ABA, Popular song, Verse, chorus, bridge, middle eight, ukulele, guitar, chord</p>
END OF YEAR SKILLS	<p>Performing: Simple rhythms by ear and from notation on classroom percussion instruments Short melodies by ear and from notation using voice or keyboard/tuned percussion Repeated patterns or cycles Sustaining a part within a multi-layered texture</p> <p>Composing: Simple rhythms using a combination of note values Repeated melodic motifs Improvised or pre-composed responses to a film storyboard Musical responses to a film clip using Cubase using key elements of Rhythm, Pitch, Tempo, Texture and Timbre</p> <p>Listening: To a range of rhythmical and melodic material and identifying key features</p> <p>Exploring: Music of Western Classical and folk traditions,</p>		

<p>8</p>	<p>VARIATION FORMS</p> <p>Variations and Ground bass are the starting points for learning to develop basic composing skills including steps towards motivic development.</p>	<p>CHORDS I, IV, V</p> <p>Chords I, IV, V are the most important chords – Primary chords. Many popular styles use 3 chords. The blues scale is a form of the pentatonic scale and is a great starting point for improvisation in popular styles</p>	<p>FILM MUSIC</p> <p>Music in film and television is vital the viewers enjoyment and emotional reactions. Student will learn basic tricks and techniques used by composers to create mood and effect alongside the history of the film music industry.</p>
	<p>Variations</p> <p>Performing a theme and variations as a class</p> <p>Composing variations on a given theme in pairs using 3 techniques</p> <p>Listening to pieces in variation form being able to identify how they have been varied</p> <p>Exploring the ways in which a theme may be transformed or developed</p> <p>Theme, Variation, Tonality, Rhythm, Metre, Tempo, retrograde, added (passing) notes, repetition, inversion,</p> <p>Ground Bass</p> <p>Performing Pachelbel's canon in parts on classroom instruments</p> <p>Composing a piece of music combining two or more layers using ground bass</p> <p>Listening to a variety of excerpts which use ground bass</p>	<p>Reggae</p> <p>Performing skills: Keyboard chords I, IV, V Group performance of traditional Reggae piece</p> <p>Listening to a range of Reggae music and identifying key features</p> <p>Exploring the history and origins of the Reggae & Rastafarianism</p> <p>Chords (I, IV, V), Riffs, Improvise, Reggae instruments (eg Guitar, Drums, Piano),</p> <p>The Blues</p> <p>Performing skills: Keyboard chords I, IV, V</p> <p>Composing and improvising around the blues scale using chords, scales and blue notes</p> <p>Listening to a range of Blues music and identifying key features</p> <p>Exploring the history and origins of the Blues</p>	<p>Film Music 1</p> <p>Performing from a selection of film themes using notation</p> <p>Composing exercises in groups using a storyboard or scenario</p> <p>Listening to a variety of film scores and identifying key elements and devices</p> <p>Exploring film music of the 20th and 21st century including Silent movie</p> <p>Musical device words: Ostinato, Discord, Drone, Concord, Repetition, Bitonal, Legato, accented</p> <p>Musical elements words: Pitch, Rhythm, Tempo, Timbre, Dynamics (and Italian terms), Articulation, Story-board</p> <p>Film Music 2</p> <p>Composing a film score using classroom instruments to a film clip to be performed in the style of Silent Movie cinema.</p> <p>Underscore, Main theme, Title Music, End credits, Synchronise, Atmosphere</p>

	<p>Exploring Baroque music. Looking at the way in which contrasting sections may be combined to create a cohesive structure</p> <p>Ground bass, Baroque Music, passing notes, polyphonic, homophonic, monophonic, repetition</p>	<p>Blues, Chords (I, IV, V), Blue-note, Blues scale, Improvise, Blues instruments (eg Guitar, Drums, Piano), Slide</p>	
END OF YEAR SKILLS	<p>Performing:</p> <p>More complex rhythms eg "jazz" rhythms (swung, syncopated) from ear and as part of an ensemble</p> <p>A chord progression using I, IV, V</p> <p>Walking bass-lines</p> <p>Melodies based on the blues scale using Blue notes</p> <p>Entire melodic phrases (Including Question and Answer) using major, minor and chromatic notes</p> <p>Composing:</p> <p>Riffs, Hooks, melodies in a specific style</p> <p>Using simple structures such as binary, ternary, or song form</p> <p>Improvising around blues scale over chord progression or over a ground bass</p> <p>Listening: To a range of music and identifying key structural and harmonic features</p> <p>Exploring: The origins of Blues and its legacy, referring to contemporary popular music</p> <p>The history of Western Classical music. The role of music in Film and TV, history of film music. Thinking about how musical forms may combine contrasting material into a cohesive structure</p>		
9	<p>MINIMALISM & INDUSTRY</p> <p>Exploration of motifs and motivic development using techniques learnt in Variations Y8 and introducing additives and phasing. Cyclical structures. Use of Minimalist music techniques in film and gaming music and ringtones. An insight to roles in the music industry.</p>	<p>BAND SKILLS & MANAGMENT</p> <p>Working in groups developing rehearsal & performing skills. Building on skills from Y7 and Y8. Learning how to review and refine work and self-assess. Logging progress in written form. Adding a 4th chord to the main Primary Chords learnt in Y8.</p>	<p>GAMING MUSIC & MUSIC INDUSTRY</p> <p>Investigating the world of gaming music which is a major industry. Students will use composing & performing skills to play and write existing & their own computer game themes.</p>
	<p>Minimalism</p> <p>Performing: a variety of minimalist pieces including Tubular Bells and the Halloween theme.</p>	<p>Four chords 1</p> <p>Performing skills: Ukulele, Guitar, Band skills, Keyboard, Drums and Voice</p>	<p>Gaming Music</p> <p>Performing: student will perform a range of gaming themes and analyse how they are put together</p>

	<p>Composing: creating own minimalism piece using a bank of motifs and minimalist techniques – additive notes & rhythms, phasing, repetition.</p> <p>Listening: to a range of pieces in a minimalist style or influence and being able to identify key features.</p> <p>Exploring: minimalism as a way of defining structure in music, why the minimalist style is good for film. Minimalist art and how it relates to the music</p> <p>Motif, motivic development, additive patterns, phasing, reverb, echo, distortion, phase shift, ringtone, Studio, engineer, manager, producer, director, manager</p>	<p>Composing or improvising on pentatonic scale over 4 chords</p> <p>Listening to a range of Popular songs and identifying chord progressions (and re-visiting song-form from Y7 & chords from Y8)</p> <p>Exploring Popular song styles and thinking about the key building blocks of Popular songs.</p> <p>Chords I, IV, V, VI, chords, root note, Song arrangement, Rehearse, Key, Tonality, Major, Minor (re-cap), Parts of instruments (Ukulele), Keyboard notes (A-G)</p> <p>Four chords 2</p> <p>Performing skills: Singing and playing a popular song arrangement as a class using added-note chords and vocal harmonies</p> <p>Composing a song arrangement or mash up in groups</p> <p>Listening to a variety of songs using added-note chords and vocal harmony parts</p> <p>Exploring the ways in which textures may be developed using vocal harmonies</p> <p>Added-note chords, Harmonies</p>	<p>Composing: students will compose their own gaming themes or ringtones</p> <p>Listening: to a range of gaming music discussing how it is fit for purpose by drawing on previous knowledge from Minimalism in Y9 and other topics.</p> <p>Exploring: the gaming music industry, a continuation of looking at roles in the music industry started in cycle 1 Y9</p> <p>Chords motifs, repetition, sonority, tempo, development, engineer, manager, producer, director, manager</p>
END OF YEAR SKILLS	<p>Performing:</p> <p>A wide variety of notated rhythms and polyrhythms in simple, compound time. Exploring dotted, syncopated, cross-rhythms and polyrhythms</p> <p>Chord progressions using chords I, IV, V, VI and added-note chords</p> <p>Entire themes in original and varied form</p> <p>Maintaining a harmony part, sung or played</p>		

	<p>Composing: Song arrangements using harmonic structures (chord progressions) as basis for composition Extended melodies in Variation form Improvising around given structure (eg song)</p> <p>Listening: To a range of music from Popular, Western Classical, African, South American and Caribbean traditions and identifying/comparing features</p> <p>Exploring ways in which chords may underpin the structure of a piece of music, how melodies may be developed and transformed and how harmony parts add colour to music. Looking at the role of drumming and percussion music in other cultures across the world</p>		
BTEC	<p>At KS4 students take 4 Units. Each Unit has is 30 GLH. In a double the students will do 1 hr of EITHER Unit 1 & 2 and 1hr of one of the practical units (Unit 4 & 5). Single lessons will be Unit 4 or 5 (or 3) Unit 1 The Music Industry & Unit 2 Managing a Music Product (mandatory units) Unit 4 Introducing Composing Music & Unit 5 Introducing Music Performance (optional units). Unit 2 & Unit 5 are placed around our concerts to provide an event & performance opportunity. Performances will also be assessed in a set exam time (extended double as audience needed – video recording). Listening is not assessed at BTEC but is used as a regular skill in composing & performing lessons</p>		
10	Unit 1, Unit 4 & Unit 5	Unit 1, Unit 4 & Unit 5	Unit 2, Unit 4 & Unit 5
	<p>Unit 1 – The Music Industry. Learning Aim A: Understand the different types of organisations that make up the music industry (Venues, & Live Performance, Production & Promotion, Service Companies & Agencies, Unions)</p>	<p>Unit 1 – The Music Industry. Learning Aim B: Understand the job roles in the music industry (performance & creative roles, management & promotion roles, recording roles, media & other roles). Develop answers for scenario questions</p> <p>Revise all work covered for 1st exam sitting in early May</p>	<p>Unit 2 – Managing a Music Product Learning Aim A: Plan, develop and deliver a music product Learning Aim B: Promote a music product</p> <p>Unit 1 – The Music Industry Revise all work covered for 1st exam sitting in early May</p>
	<p>Unit 4 An Introduction to Composing Learning Aim A: Explore creative stimuli to meet a brief</p>	<p>Unit 4 An Introduction to Composing Learning Aim B: Develop, extend and shape music for performance</p>	<p>Unit 4 An Introduction to Composing Learning Aim C: Present compositions appropriately Final submission for Unit</p>
	Unit 5 – Introducing Music Performance	Unit 5 – Introducing Music Performance	Unit 5 – Introducing Music Performance

	<p><u>Learning Aim A: develop your musical skills & review your own practice</u></p> <p><u>Learning Aim B: use your musical skills within rehearsal & performance</u></p>	<p><u>Learning Aim A: develop your musical skills & review your own practice</u></p> <p><u>Learning Aim B: use your musical skills within rehearsal & performance</u></p>	<p><u>Learning Aim A: develop your musical skills & review your own practice</u></p> <p><u>Learning Aim B: use your musical skills within rehearsal & performance</u></p>
11	Unit 1, Unit 2 & Unit 5	Unit 1 (Exam & resit), Unit 4 & Unit 5	
	<p>Unit 1 – The Music Industry.</p> <p>Unit 1 – Learning Aim A & B</p> <p>Getting a break & starting out, roles & interrelation, entrepreneurs, getting paid.</p> <p>Revisit and revise for Unit 1 exam first sitting. Develop answers for scenario questions</p> <p>2nd Exam (resit) in early Jan</p>	<p>Unit 2 – Managing a Music Product</p> <p>Learning Aim C: Review the management of a music product</p> <p>Recital evening.</p> <p>Revisit & refine final submission for Unit</p>	
	<p>Unit 2 – Managing a Music Product</p> <p>Learning Aim C: Review the management of a music product</p> <p>Recital evening.</p> <p>Final submission for Unit</p>	<p>Unit 4 An Introduction to Composing</p> <p><u>Learning Aim C: Present compositions appropriately</u></p> <p><u>Final submission for Unit</u></p> <p>Revisit and refine Unit 4 unit.</p>	
	<p>Unit 5 – Introducing Music Performance</p> <p><u>Learning Aim A: develop your musical skills & review your own practice</u></p> <p><u>Learning Aim B: use your musical skills within rehearsal & performance</u></p>	<p>Unit 5 – Introducing Music Performance</p> <p><u>Learning Aim A: develop your musical skills & review your own practice</u></p> <p><u>Learning Aim B: use your musical skills within rehearsal & performance</u></p> <p>Final submission for Unit</p>	
11 2020/21	Unit 1, Unit 2, Unit 4, Unit 5	Unit 1, Unit 4, Unit 5	Unit 5 Learning A & rehearsing element of Learning Aim B has been completed in Y10 before COVID.
	<p>Unit 1 – The Music Industry.</p> <p>Unit 1 – Learning Aim A & B</p> <p>Getting a break & starting out, roles & interrelation, entrepreneurs, getting paid.</p> <p>Revisit and revise for Unit 1 exam first sitting. Develop answers for scenario questions</p> <p>Exam in early Jan</p>	<p>Unit 1 – The Music Industry.</p> <p>Revisit and revise for Unit 1 exam first sitting in early May. Develop answers for scenario questions. Resit of Unit 1 Exam early May</p>	

	Unit 2 – Managing a Music Product Learning Aim C: Review the management of a music product Recital evening. Final submission for Unit	Unit 4 An Introduction to Composing Learning Aim C: Present compositions appropriately Final submission for Unit Revisit and refine Unit 4 unit.	
	Unit 5 – Introducing Music Performance Learning Aim A: develop your musical skills & review your own practice Learning Aim B: use your musical skills within rehearsal & performance Final submission for Unit	Unit 5 – Introducing Music Performance Learning Aim B: use your musical skills within rehearsal & performance Final submission for Unit 5 performances – impact time will be needed to do the video performances.	
	Unit 4 An Introduction to Composing Learning Aim A: Explore creative stimuli to meet a brief Learning Aim B: Develop, extend and shape music for performance		

You need to demonstrate how you are interleaving and returning to previously met knowledge to deepen and strengthen children's retention and understanding over time over time. This should be more that simply through the Do Nows at the beginning of lessons.