



Music Curriculum Overview

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn	<u>Musical expression singing</u> <ul style="list-style-type: none"> Be able to sing in two part harmony Describe how texture and dynamics create musical expression in Revolting Children. 	<u>Composition to a brief/Stimuli - DAW</u> <ul style="list-style-type: none"> Produce a composition to a brief/stimuli that shows evidence of three chord harmony. 	<u>Composition - Electronic Dance music</u> <ul style="list-style-type: none"> Creation of a DAW project that shows evidence of Four chord harmony and developing harmonic rhythm. 	<u>Component 1 - Exploring music products and Styles. Learning objective A</u> <ul style="list-style-type: none"> Describe and analyse the use of musical elements and features such as Harmony, sonority, rhythm within four selected musical styles provided by BTEC exam board. 	<u>Component 2 Learning Objective B</u> <ul style="list-style-type: none"> Have produced two musical products of two minutes in length minimum. Products must fit to the set brief and show evidence of clear structure, use of musical elements and features as well as clearly set out pathway for development which shows evidence of progress.
Spring	<u>Basic Harmony - Ukulele</u> <ul style="list-style-type: none"> Perform a c major, f major and g major chords on Ukulele. Confidently perform three little birds using three chords on Ukelele. 	<u>Ukulele - 12 bar blues.</u> <ul style="list-style-type: none"> Perform a 12 bar blues on ukulele showing evidence of a swing strumming pattern and use of 7th chords. 	<u>Rhythm and metre/ Major vs Minor - 4 Chord song. Guitar - finger pick riff.</u> <ul style="list-style-type: none"> Perform a four chord song which uses both major and minor chords with fluency. Discuss the structure of a four chord song describing verse, chorus. 	<u>Component 1 - Exploring music products and styles. Learning objective B</u> <ul style="list-style-type: none"> Have developed three musical products such as a DAW project or solo performance showing evidence of a variety of musical styles researched in styles portfolio. 	<u>Component 3 - Responding to a music brief - Activity 1 - 2</u> <ul style="list-style-type: none"> Have reimagined a musical product to fit a brief. Reimagining must show evidence of a new selected style which contrasts the original work. Comprehensive use of musical elements and features such as rhythm, harmony and sonorities will be used as well as proficient use of either a musical instrument or DAW software.



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Summer	<u>Intro to pitch and rhythm - Keyboard.</u> <ul style="list-style-type: none">Read and identify music notation of amazing grace on keyboard.Accurately perform amazing grace on keyboard acknowledging rhythm notation and pitch.	<u>Keyboard - Intermediate.</u> <ul style="list-style-type: none">Perform a solo on keyboard showing use of two hands at the same time.Acknowledges correct performance of rhythm notation and clear identification of melodic line.	<u>Keyboard - advanced</u> <ul style="list-style-type: none">Perform a keyboard solo using two hands.Acknowledges correct fingering of solo required.Acknowledges use of dynamics and rhythm notation within solo.	<u>Component 2 - music skills development - Learning objective A</u> <ul style="list-style-type: none">Have identified areas of key musical skills development.Have formulated a pathway for skills development leading towards the creation of two musical products of 2 minutes in length.	<u>Component 3 - Responding to a music brief. Activity 3 - 2 wrap up</u> <ul style="list-style-type: none">Have reimagined a musical product to fit a brief. Reimagining must show evidence of a new selected style which contrasts the original work. Comprehensive use of musical elements and features such as rhythm, harmony and sonorities will be used as well as proficient use of either a musical instrument or DAW software.

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