

## 1c. Curriculum Overview: Music



SAINTS PETER AND PAUL  
CATHOLIC HIGH SCHOOL

Year 7			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS2/3 NC	<p><b>COPS AND ROBBERS</b></p> <p>How does music theory help us to perform and compose?</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Systems</li> <li>• Creativity</li> <li>• Form and Structure</li> </ul> <p><b>What are the students learning?</b></p> <p>Students will learn about a number of key musical terms and how these can be applied to listening, performance and composition tasks. Through the study of both treble and bass clef notations students will read western notation and use this knowledge to play 'Cops and Robbers' on the keyboards in class. Students will then be tasked with creating an arrangement of the piece applying their knowledge from the topic.</p> <p><b>What are the key standardised assessments?</b></p> <ul style="list-style-type: none"> <li>• Base line listening assessment.</li> <li>• Cops and Robbers listening assessment.</li> <li>• Cops and Robbers arrangement peer assessment.</li> <li>• Cops and Robbers arrangement formative assessment (performance/composition).</li> </ul>	<p><b>RHYTHMS OF AFRICA</b></p> <p>How has traditional African music influenced the music of today?</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Culture</li> <li>• Time, Place and Space</li> <li>• Global Interactions</li> <li>• Communities and Connections</li> </ul> <p><b>What are the students learning?</b></p> <p>Students will learn about traditional African drumming, the culture and creation of African instruments and will learn to Djembe's by rote. Students will be tasked with recreating a traditional piece and creating their own. Students will study the key features of blues music; walking bass lines, 12 bar blues structure, improvisation, and blues notes. The unit will also cover the origins of the slave trade which produced blues music and how this continues to influence many current popular styles of music. The scheme will conclude with the impact on modern music through a contemporary rap music piece and rap in Musical Theatre with 'My shot' from Hamilton.</p> <p><b>What are the key standardised assessments?</b></p> <ul style="list-style-type: none"> <li>• Impelegang listening assessment.</li> <li>• African drumming composition peer assessment.</li> </ul>	<p><b>MUSIC AND MOVEMENT</b></p> <p>How does music influence our need to move and dance?</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Genre and Style</li> <li>• Innovation</li> <li>• Audience</li> </ul> <p><b>What are the students learning?</b></p> <p>Students will explore the relationship between Music and the need to dance. Do we dance because of the music, or is our need to dance the inspiration for Music? Students will study music from the Viennese</p> <p>Waltz of the Classical period, Samba from Brazil and into modern Electronic Dance Music styles. This will be studied through research and listening skills linked to classical music tropes. They will be able to perform solo and ensemble pieces following both melodic and rhythmic elements.</p> <p>Students will be able to show their arranging and rudimentary composition skills through the use of loops and samples using DAW technology.</p> <p><b>What are the key standardised assessments?</b></p> <ul style="list-style-type: none"> <li>• Blue Danube listening assessment.</li> </ul>



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	<ul style="list-style-type: none"><li>• Cops and Robbers arrangement summative assessment (performance/composition).</li></ul> <p><b><u>What are the standardised Homeworks?</u></b></p> <ul style="list-style-type: none"><li>• Reviewing the Situation Listening Task and Key Word Recall (Teams).<ul style="list-style-type: none"><li>• Merry Christmas Everyone Listening Task (Teams).</li></ul></li></ul>	<ul style="list-style-type: none"><li>• African drumming composition formative assessment.</li><li>• African drumming composition summative assessment.</li><li>• Walking Blues listening assessment.</li><li>• Blues Composition peer assessment.</li><li>• Blues Composition formative assessment.</li><li>• Blues Composition summative assessment.</li><li>• Rap performance summative assessment.</li></ul> <p><b><u>What are the standardised homework's?</u></b></p> <ul style="list-style-type: none"><li>• Ladysmith Black Mambazo Listening Task (Teams).<ul style="list-style-type: none"><li>• Hound Dog Listening Task (Teams).</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Gaston performance formative assessment.</li><li>• Gaston performance summative assessment.</li><li>• Samba ensemble performance assessment.</li><li>• EDM listening assessment.<ul style="list-style-type: none"><li>• Dance music composition/arrangement task.</li></ul></li></ul> <p><b><u>What are the standardised Homeworks?</u></b></p> <ul style="list-style-type: none"><li>• Sleeping Beauty waltz Listening Task (Teams).<ul style="list-style-type: none"><li>• Rio Di Janiero Listening Task (Teams).</li></ul></li></ul>
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Year 8 Music			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS3 NC	<p><b>VARIATIONS</b></p> <p>How can techniques help us to create structure and form in music?</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Perspectives and Interpretation</li> <li>• Form and Structure</li> </ul> <p><b>What are the students learning?</b> This unit covers key compositional techniques of variation and the use of Ground Bass. Students will review bass and treble clef notations in preparation for playing Hall of the Mountain King by Grieg on the keyboards. Students will learn a variety of compositional techniques used to compose music and apply these to create their own arrangement of the piece. Through studying Pachelbel's Canon and Stand by me, students will also understand the structural and fundamental use of Ground Bass. This will be studied practically, through performance and arrangement on Sibelius.</p> <p><b>What are the key standardised assessments?</b></p> <ul style="list-style-type: none"> <li>• Base line listening assessment.</li> <li>• Hall of the Mountain King listening assessment.</li> <li>• HOTMK arrangement formative assessment (performance/composition).</li> <li>• HOTMK arrangement summative assessment (performance/composition).</li> </ul>	<p><b>MUSIC AND THE MOVING IMAGE</b></p> <p>How can music heighten mood and feeling in films and video games?</p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>• Aesthetics</li> <li>• Audience</li> <li>• Communication and Expression</li> </ul> <p><b>What are the students learning?</b> Students will learn to identify characteristics and features used in film music (melodic &amp; rhythmic ostinato, riffs, leitmotifs, silence, how to build suspense). The unit will cover the study and use of orchestral instruments within film music and how these are tied to the different film genres. Through the use of Cubase, student will compose music for a film clip applying common film music techniques and conventions. Students will also look at the use of similar techniques in video game music. Students will design their own video game, along with leitmotifs for 4 created characters within the game.</p> <p><b>What are the key standardised assessments?</b></p> <ul style="list-style-type: none"> <li>• Gladiator listening assessment.</li> <li>• Film composition peer assessment.</li> <li>• Film composition formative assessment (performance/composition).</li> </ul>	<p><b>POP MUSIC CULTURE</b></p> <p>How has music and society evolved together since the 1950s?</p> <p><b>What are the students learning?</b> Students will look at the history and cultural impact of popular music culture on standards, technology and identity from the 1950s to the present day. They will understand how the changing moods and tastes of the decades influenced and were influenced by the music of the time. Students will focus on the importance of Rock music and bands during the 60s and 70s, the use of simplistic chord patterns through the 4-chord song and create their own cover version of a modern popular song. The students will explore through listening to a variety of music across over 7 decades, the opportunity to arrange in popular music styles and select songs to perform from their own interests and styles.</p> <p><b>What are the key standardised assessments?</b></p> <ul style="list-style-type: none"> <li>• Decades listening assessment.</li> <li>• 4-chord performance peer assessment.</li> <li>• 4-chord summative assessment (performance/arrangement).</li> <li>• Cover version formative assessment (performance/arrangement).</li> <li>• Cover version summative assessment (performance/arrangement).</li> </ul>



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	<ul style="list-style-type: none"><li>• Melody and variation Composition • Stand by me performance assessment.</li><li>• Pachelbel's Canon in D arrangement assessment.</li></ul> <p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"><li>• Hall of the Mountain King Listening Task (Teams).<ul style="list-style-type: none"><li>• Last Christmas Listening Task (Teams).</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Film composition summative assessment (performance/composition).</li><li>• Listening assessment based on video game music.</li><li>• Short leitmotif compositions for 4 video game characters.</li></ul> <p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"><li>• Mission Impossible Listening Task and Key Word Recall (Teams).<ul style="list-style-type: none"><li>• Skyrim Listening Task and Key Word Recall (Teams).</li></ul></li></ul>	<p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"><li>• Current track Listening Task (Teams).</li><li>• Africa – Toto Listening Task (Teams).</li></ul>
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CATHOLIC HIGH SCHOOL

Year 9 Music			
Refer to	Term 1 – September to December	Term 2 – January to March	Term 3 – April to July
KS3 NC and GCSE Spec	<p><b>BE THE ARTIST</b></p> <p><b>How do you effectively develop skills in music?</b></p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Identity</li> <li>• Communications and Expression</li> </ul> <p><b><u>What are the students learning?</u></b> Students will have a number of lessons in the basics of drum kit, guitar, ukulele and singing. Students will then select an instrument to develop further based on experiences across KS3. There will also be the opportunity for those students taking peripatetic lessons in other instruments to further develop these skills. Students will be expected to collect evidence of their development through a written diary, audio recordings and photographs for their portfolio of evidence.</p> <p>Students will have the opportunity to study various pieces, including of their own choice, from:</p> <ul style="list-style-type: none"> <li>• Pop</li> <li>• Rock</li> <li>• Musical Theatre</li> </ul> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Evidence diary.</li> <li>• Written summary letter.</li> <li>• Audio recordings of progress.</li> <li>• Photographs.</li> </ul>	<p><b>BE THE CRITIC</b></p> <p><b>How can reacting and responding to the works of others help us to develop as musicians?</b></p> <p><b><u>What are the students learning?</u></b> Students will watch and evaluate a variety of live recorded performances from a selection of the arts. Performance technique, staging, sound, lighting, costume, instrumentation will all be discussed and student will be expected to form an opinion about the performances watched and either recommend the performance or suggest improvements. Students will also understand how culture and background affect our perspectives on Music and the purpose of Music on a wider scale. Students will view performances from classical music to musical theatre to contemporary music festivals.</p> <p>Students will also have a free choice of any musician, band, artist or other member of the Music community to research. Student will, be expected to present their work for their portfolio stating why they find their chosen artist and inspiration.</p> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Written review of a live event.</li> <li>• Evidence of live event – photos, tickets, screen shots.</li> <li>• Research PowerPoint of the students chosen artist.</li> </ul>	<p><b>BE THE TEACHER</b></p> <p><b>How do musicians impact the wider world?</b></p> <p><b><u>What are the students learning?</u></b> Students will become the teacher and share with others in class the skills they have developed from Part A of the course. They will also take the opportunity to teach their skills to others in a small group or one-to-one setting. Students must plan and evaluate sessions and keep evidence of their development through a written diary, audio recordings and photographs for their portfolio of evidence.</p> <p><i>At the end of the Year, students will be able to submit their work created across Year 9 to achieve certification in the Bronze Arts Award</i></p> <p><b><u>What are the key standardised assessments?</u></b></p> <ul style="list-style-type: none"> <li>• Evidence diary.</li> <li>• Written summary letter.</li> <li>• Audio recordings of progress.</li> <li>• Photographs.</li> <li>• Student comments and evaluation of progress.</li> </ul> <p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"> <li>• Walking Blues Listening Task (Teams).</li> </ul>



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	<p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"><li>• Let Me Entertain You Listening Task (Teams).</li><li>• All I Want for Christmas Listening Task (Teams).</li></ul>	<p><b><u>What are the standardised homeworks?</u></b></p> <ul style="list-style-type: none"><li>• War Listening Task (Teams).</li><li>• Mamma Mia Listening Task and Key Word Recall (Teams).</li></ul>	
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