

Music - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 5	Areas	Term 1	Term 2	Term 3
	Content	<p>Elements of Music Students will learn about the basic building blocks of music and learn to manipulate different elements in composition and performance including melody composition.</p> <p>Key Skills: Singing in unison Basic melody performance Understanding basic elements of music</p> <p>Singing Singing rehearsals for Christmas performances. Singing in parts, Harmony and Unison</p> <p>Key Skills: Unison songs Singing in parts Harmonies Performance skills</p>	<p>Rock and Roll This unit of work gives students in year 5 the first opportunity to work on performing a song and developing understand about songs and pop music culture.</p> <p>Key Skills: Singing Song performance Playing Chords Left hand Basslines</p> <p>Gamelan Students will study music from Indonesia and explore the different cultural aspects of the music and its history.</p>	<p>Gamelan (Cont.) Students continue to study music from Indonesia and explore the different cultural aspects of the music and its history.</p> <p>Exploring Composition Students will compose melodies and accompaniments over several weeks working from various stimuli as the unit develops.</p> <p>Key Skills: Composing Ensemble work Performance skills</p>
	Literacy link	Musical Vocabulary Learning Lyrics	Story writing to compose to a theme	Musical Vocabulary

	Assessment	Students compose and perform a piece in groups. All students perform in the school Christmas Performances	Students will be recorded and assessed playing the melody and bassline to Elvis's Hound Dog. Students perform Gamelan melodies in groups and as a whole class.	Students compose a series of themes using the elements of music and their short story
	Cross curricular links	Drama performances, English	History – understanding post ww2 culture. Pop Music and fashion throughout the decades.	English – short story RE, Geography

Year 6	Areas	Term 1	Term 2	Term 3
	Content	<p>Musical Notation Students will explore why and how music could be written down, By the end of the topic most students will be confident to read and write simple traditional notation.</p> <p>Key Skills: Reading rhythmic notation Writing Rhythmic notation Reading pitch notation Sight reading</p> <p>Singing Singing rehearsals for Christmas performances. Singing in parts, Harmony and Unison</p>	<p>Pachelbel's Canon An opportunity for students to study Baroque works from 1600-1750. Students will learn to play the ground bass and various layers from Pachelbel's Canon.</p> <p>Key Skills: Performing Music in groups Reading notation Whole class performance Remixing</p> <p>Ukulele Students should be given the opportunity to study music through various instrument types. Ukulele is a small stringed instrument suitable for all ages and abilities.</p>	<p>Ukulele (Cont.) Students will learn to play chords on ukulele but more importantly they will learn the (motor) skills necessary in order to play.</p> <p>Samba Students study the traditional Music of Brazil, its origins and influences. Students study the techniques employed by Samba bands such as syncopation, call and response, polyrhythm, rhythmic ostination and imitation.</p> <p>Key Skills Emsemble skills, remembering and reading rhythmic notation. Samba musical structure</p>

		Key Skills: Unison songs Singing in parts Harmonies Performance skills		
	Literacy link	Reading at speed skills. Learning lyrics.	Extended research project – writing techniques Song Lyrics reading	Notation reading and writing Reading notation at speed
	Assessment	The unit is assessed with the final performance of their melody composition. This should be recorded and uploaded to the frog and a photo of their melody score should accompany the recording.	Assessment can take place at various points across the unit. Students can be recorded performing the ground bass, the canon. A student could be assessed and recorded performing their own piece in the style of Canon in D	Assessment can take various guises depending on the ability of the student. Whole class performance at the end of the unit should be recorded and uploaded to FROG
	Cross curricular links	Discuss different languages around the world and their impacts on how live and speak to one another.	Opportunity to discuss musical influences from different cultures and how music has been impacted by technology around the world	The history and music of Brazil, the movement of slaves and other people groups around the world.

Year 7	Areas	Term 1	Term 2	Term 3
	Content	<p>Blues Music</p> <p>Students will study the features of Blues Music, its influences and how it has shaped pop culture.</p> <p>Key Skills: Improvisation Playing Chords Ensemble playing Blues Melodic composition Song lyric structure.</p> <p>Hip Hop A study of the popular form of music and its origins in New York. A chance to study music black culture surrounding its success.</p>	<p>Hip Hop (Cont.)</p> <p>We use music technology to compose drum beats, basslines and chord sequences.</p> <p>Riffs A unit of work intended to allow students to explore their own musical choices. Students will learn to play numerous riffs but the unit is designed in such a way that the students have choice over what instrument they play and what riffs they can challenge themselves to learn to play.</p> <p>Key Skills: Riff Rehearsal Performance skills Tab reading Notation Reading Guitar riffs</p>	<p>Song Performance Project</p> <p>Students will study famous pop songs, their structure, melodic content, chord structures and what makes pop songs successful. The unit of work will focus student's attention on Stand By Me by Ben E King – a song that features many of the things that year 7 have studied throughout the academic year – this will allow students to consolidate their skills and knowledge.</p> <p>Key Skills: Chord playing Riff Rehearsal Performance skills Tab reading Notation Reading</p>
	Literacy link		Musical Vocabulary	The study of song lyrics

	Assessment	The unit of work is designed for us to aim to be a successful samba band by the end of the 4 weeks rehearsal period._	Students will demonstrate the different riffs they have learn on various instruments in a recording that will be uploaded to Frog	Students can be assessed mid-way through by collecting recordings of their bassline/chords playing
	Cross curricular links	Opportunities to explore the history and impact of the slave trade.	Pop music and fashion throughout the decades.	Including songs and music from different continents - geography
Year 8	Areas	Term 1	Term 2	Term 3
	Content	<p>Guitar This unit of work gives students the opportunity to learn to play basic chords on the guitar. Time is devoted to giving students as much exposure to rehearsal and practice on a guitar as possible.</p> <p>Key Skills: Fine motor skills developed Chord playing Strumming patterns Plucking Tuning</p> <p>Minimalism</p>	<p>Minimalism (Cont.)</p> <p>Film music requires students to compose outside of their normal comfort zones and students will have to be able to compose music that is appropriate to their given scene.</p> <p>Key Skills: Composition Non Musical starting points Creating emotions and moods within music</p> <p>Song Writing In this unit students will study the art form of song writing and attempt to write a song of their own. Songs will consist of lyrics, melodies and chords.</p>	<p>Recording Project This is the final assessment for students in year 8 and it allows them the opportunity to develop and demonstrate all of the skills and knowledge they have built over the last four years here at GJHA. The project intends students to arrange, rehearse and record a popular song.</p> <p>Key Skills: Teamwork Performance skills Chords Melody performance Arranging</p>

		The purpose of this unit is to enable students to compose music in context, compose successful melodies and notate their work successfully.		
Literacy link	Chord diagram drawing and reading		Script writing Lyric writing and analysis	Writing and analysing lyrics
Assessment	The classroom will be full of students who are working at different levels - Some will struggle with the motor skills required to play guitar and others will take to it immediately.		The final assessment for this unit takes the form of a recording/performance of the material written. Photographs can be taken of notes and lyrics to support the work completed but the final song/part of song should be recorded and uploaded to FROG	The final assessment for this unit takes the form of a recording/performance of the material written. Photographs can be taken of notes and lyrics to support the work completed but the final song/part of song should be recorded.
Cross curricular links	History of guitar around the world		English – writing – poetry. Writing in verse	Drama – performance and confidence skills