

## **Curriculum Overview: MUSIC**

Our intent is to enable all pupils to develop their musical potential through development of technique (performance and technology), construction (composing and improving) and critical engagement. Students will have the opportunity to build on their own musical experiences. They will be encouraged to recognise that music is an important part of cultural identity, and of proven benefit to both cognitive and character development.

We aim to offer opportunities for all students to succeed and achieve their potential through engaging and challenging music lessons. We want students to have enjoyable learning experiences, preparing them for lifelong musical learning, both in and out of school.

Students will be given opportunities to develop their cultural capital with trips and workshops including performing at The Junction in Cambridge; the annual Cluster summer showcase and in college events. We offer a varied extra-curricular offering, including band; choir and ensembles. Students can also receive tuition from peripatetic teachers, more information is available by contacting the Head of Music.

### **Why this, why now?**

The music curriculum is carefully sequenced to introduce students to progressively more challenging concepts. Year 7 is a baselining year where students experiment with patterns, repetition and contrast including simple melody. Moving into Year 8, pupils develop an understanding of the construction of musical structures over time such as melody, tonality, and large-scale structure, whilst Year 9 content includes more complex concepts such as harmony and texture.

The development of technical skill is progressive: in Year 7, essential skills are developed for ensembles and individual performance, in Year 8 students further develop individual and ensemble technique, and in Year 9 leadership and direction becomes important. Whilst there is a unit focusing on singing in Year 7, singing is weaved into many units and is a core part of developing musicianship and understanding of internalised pitch.

The final unit of each year includes an extended composition, improvisation or performance task as a 'terminal task'. In Year 9 this builds on the content of the entire Key Stage.



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<b>Term 1</b>	<b>Autumn 1</b>	<b>Why this, why now?</b>		
Year 7	<b>Rhythm &amp; Pulse</b>	<p>This unit of work is a transition unit that also enables baseline assessment of musical knowledge and practical ability. Students will build a foundational knowledge of rhythm and pulse – an essential building block in music. Students will develop a secure sense of pulse both as individuals and as a class through playing and singing in an ensemble and responding to music stimuli. The sequence of lessons gradually builds security of rhythm and pulse with basic drum kit patterns (chair drumming), more complex ensemble rhythmic work using djembes, understanding metre (conducting) and working with syncopations. The unit culminates with a class ensemble performance.</p>		
Year 8	<b>Solo Musician – Tonality and Structure</b>	<p>This unit of work builds on prior instrumental skills (keyboards) as well as developing performing and composing skills using music technology. Students are encouraged to refine and improve individual performances and compositions. Content is presented through the study of two ‘set work’ performance pieces: ‘In the Hall of the Mountain King’ by Grieg and ‘New World Symphony’ by Dvorak. Students learn and identify major, minor, chromatic and pentatonic scales, binary, ternary and variation form and performance directions. There are opportunities for creative work, through short composing tasks including creating accompaniments and extended melody, and an extended theme and variations task.</p>		
Year 9	<b>What makes a good song</b>	<p>This unit uses a wide range of musical stimuli – popular songs from 1960s to 2020 – to introduce more complex musical content. It builds on prior learning, where students will have learnt about typical ensembles through playing and singing together in year 7 and 8. They will also be familiar with chords and melody. Over the scheme of learning, students will be introduced to and become familiar with typical song structures, chords and cadences, a variety of textures and intervals. They will also analyse song lyrics and rhythm, and review how hooks, riffs and motifs are used in songs. Students will be well-placed to write their own songs having completed this unit. Students will develop performance skills on their chosen instruments as well as use music technology to compose. This unit will prepare them well for the final terminal task at the end of Year 9.</p>		
Year 10	<b>-Step up to GCSE (skills building)</b>	<p>The GCSE course begins with students focusing on skill building for theory, listening and appraising, performance and composition. Much of this term focuses on</p>	<p><b>AoS1 – Musical forms and devices</b> <b>Set Work 1</b> <b>Performance</b></p>	<p>Students will study ‘forms and devices’ through the music of the Baroque, Classical and Romantic eras. Students are encouraged to engage with a variety of music from the</p>



		<p>ensuring all students have the building blocks necessary to access the rest of the GCSE course. Students will learn the art of practicing and appreciate the importance of a practice routine outside of lessons. Students will complete short composition tasks aimed at developing skills acquired in KS3. A range of listening, composing and performance (solo and ensemble) tasks will be completed in order to practically apply knowledge and understanding.</p>	<b>Composition</b>	<p>prescribed eras, through a range of performing, composing (stylistic features and musical devices) and appraisal activities giving them the opportunity to practically apply knowledge and understanding. Students will study the contextual setting and content for the Eduqas set work, Badinerie by J.S. Bach. They will learn to critically analyse the music, perform on their chosen instrument parts of the Badinerie, and use it as a composition stimulus to encourage deeper understanding.</p>
Year 11	<p><b>AoS2 – Music for ensembles</b></p> <p><b>Composition 2</b></p> <p><b>Solo performances</b></p> <p><b>AoS3 – Film Music</b></p>	<p>Completion of AoS2 revisiting the appraisal of chamber music, musical theatre and Jazz and Blues.</p> <p>Students build on and complete composition 2 (free brief).</p> <p>Solo performances on their chosen instrument are refined with a focus on accuracy, technical control and expression as well as performing with a score. Feedback given in preparation for final performances.</p> <p>Students study film music (building on year 9), considering how film music is created, developed and performed as well as the impact music has on an audience. Students will learn to critically analyse in relation to the elements and apply this knowledge to a range of film music composition tasks.</p>	<p><b>Composition 1</b></p> <p><b>AoS1 – Music forms and devices</b></p> <p><b>Performance</b></p>	<p>Students begin Composition 1 – set brief. AoS1 will be revisited with focus on recalling features of Baroque, Classical and Romantic music, building on appraisal skills including dictation. Structural form and devices across a variety of genres and styles from the Western Classical Tradition will be recalled from y10 and built on, as well as the set work ‘Badinerie’. Students tackle a variety of exam practice questions. Students perform their solos.</p>



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Term 2	Spring 1 & 2	Why this, why now?		
Year 7	<b>Singing &amp; The Elements</b>	<p>This unit of work is a foundation unit for KS3 Music, where students review the elements (interrelated dimensions) both through aural analysis, singing and composing in context.</p> <p>Development of literacy within the subject is also embedded in these lessons enabling students to develop a secure, relevant and contextual approach to writing within the discipline at the very start of the key stage. Whilst this scheme is knowledge-rich, active music-making is included in every lesson through singing the set piece 'By the Waters of London Town.' There are opportunities for creative work, through the development of variations to musical elements – which are explored as a whole class, individually and in small groups.</p>	<b>Melody, Pitch &amp; Patterns</b>	<p>This unit of work builds on prior knowledge and skills (rhythm and the elements) and encourages students to develop individual instrumental skills on the keyboard alongside new knowledge acquisition (melody, pitch and patterns). Content is presented through the study of the set work - 'O Fortuna' from Carmina Burana by Karl Orff, with opportunities for composition and performance.</p>
Year 8	<b>Ensemble Musician – Offbeat</b>	<p>This unit of work builds on prior instrumental skill development, encouraging students to refine and improve ensemble performances. A knowledge-rich scheme, active music-making is included in every lesson and students continue to develop instrumental skills alongside new knowledge acquisition. Students are given the choice to use keyboard or develop individual instrumental skills on ukulele or guitar - for chord work. Content is presented through the study of a variety of popular song styles, starting with music from Jamaica (mento, ska and reggae) and then moving into more contemporary songs. Students learn about major, minor chords and their construction, the primary chords, root position and inversion and harmonic rhythm. They build their security with rhythm, by ear and on the page with notation, both in standard and grid form, and through increased exposure to the rhythmic devices of syncopation, 'swung' rhythms, and riffs. They also work with notation. Singing is also included as part of the unit. There are opportunities for creative work through developing original ensemble performances, making creative decisions on tempo and expression, and improvisation.</p>		
Year 9	<b>Music for Film / Programmatic music</b>	<p>This unit uses a wide range of musical stimuli – films and animation from the past 100 years – to explore the impact of musical devices and the inter-related dimensions of music. The lessons build on prior learning, where students will have learnt about instrumentation in years 7 and 8, tonality and melody in year 8, and intervals and harmony earlier in year 9. Over the lessons, students will be introduced to and become familiar with key concepts of this genre, including leitmotif, soundscape and musical cliches. The listening stimuli draw on a range of material, aiming for a diverse range of composers and characters, such as female super-heroes and black composers. Students embed musical understanding throughout the lessons by completing tasks that draw</p>		



		together the three pillars of musical understanding: constructive, technical and expressive. These stylistic composites are short tasks, often fragments of an entire musical composition, set as exercises. Instrumental skills as well as music technology will be used for a large proportion of this unit. The final task involves students creating music which builds on existing knowledge of musical devices through writing a brief and drawing on subject content from the entire unit.		
Year 10	<p><b>Ensemble performance</b></p> <p><b>AoS4 – Popular music + set work 2</b></p> <p><b>Composition NEA</b></p>	<p>Having established independent rehearsal skills, students this term will work on ensemble piece(s) with a focus on accuracy, interpretation, and control.</p> <p>Through the Popular music area of study students are encouraged to explore the musical idioms associated with a variety of popular music genres. With opportunities to perform popular music as well as compose music associated with this AoS, students will also be encouraged to use music technology, understanding the impact this has on the way music is developed and performed in popular music.</p> <p>Students will study Eduqas’ second set work ‘Africa’ by Toto through critical analysis, listening and performance tasks.</p> <p>Students are introduced to composition 2 – The free brief.</p>		
Year 11	<p><b>Ensemble performances</b></p> <p><b>AoS2 – Music for ensemble</b></p> <p><b>Composition 1</b></p>	<p>Students prepare and perform their final ensemble performance on their chosen instrument with a focus on accuracy, technical control and expression as well as performing with a score.</p> <p>Students revisit and further develop understanding of sonority and texture, including instrumental and vocal groupings as appropriate to their context. Practice questions and critically analysing the music focusing on elements within chamber music, musical theatre, jazz and blues.</p> <p>Complete Composition 1 (set brief)</p>	<p><b>Composition 1&amp;2</b></p> <p><b>AoS4 Popular music</b></p> <p><b>Composition</b></p>	<p>Students refine and submit compositions.</p> <p>Revisit Popular music with practice questions/essays/dictation/exemplar work.</p> <p>Revisit set work ‘Africa’ by Toto</p> <p>Outstanding compositions will be submitted.</p>

<b>Term 3</b>	<b>Summer 1 &amp; 2</b>	<b>Why this, why now?</b>
Year 7	<b>Hooks and Riffs</b>	This unit explores how repeated patterns (hooks, riffs and ostinati) are used in a variety of genres. There are also opportunities to review content from the entire year, revisit and build on instrumental technique, focused listening – particularly to timbre - and use of notation to record musical ideas. This unit of work builds on prior



		<p>skill development, including ensemble music making, class performances, and small group performances. Content is presented through the study of the set work 'Sweet Dreams' by the Eurythmics. Students experience the patterns (hooks, riffs, ostinati) featured in the music through playing them and sequencing in parts on a DAW – introducing them to music technology. The level of challenge increases when students perform and compose using 'Habanera' and Minimalism as stimuli. Composition tasks give students the opportunity to further develop compositional techniques .</p>		
Year 8	<b>The Creative Musician</b>	<p>This unit of work provides contextual setting for much of the development of contemporary popular music, tracing the development of black music in America through listening, appraising and performance. Students develop instrumental skill alongside new knowledge acquisition, through use of keyboards, ukeleles or are encouraged to use their own instruments should they have them. Whilst this scheme is knowledge-rich, engagement with music is included in all lessons through technical or constructive activities (listening, rehearsal, performance). The lessons develop broader musical understanding through understanding of context, alongside the 'feel' of the music in performance. The final lesson of the unit provides an opportunity for an extended creative exercise where students create a largescale arrangement and performance.</p>		
Year 9	<b>Terminal Task: The Junction - Band performances</b>	<p>This is the final KS3 music unit and gives pupils the exciting opportunity to put what they have learnt over the three years, into practice. The unit culminates in joining with two additional Cambridge based secondary schools to perform at The Junction in Cambridge. Students are expected to independently choose appropriate material to perform, organise their rehearsals, rehearsing effectively to be 'performance ready' for a real-life paying audience in a venue with professional lights and sound.</p>		
Year 10	<p><b>Composition 2</b></p> <p><b>AoS2 – Music for ensemble</b></p> <p><b>Ensemble performance</b></p>	<p>Students will develop ideas for composition two (the free brief), working towards a completed draft this term. A variety of instrumental and vocal ensembles will be studied with listening, performing and composing tasks centered around chamber music to develop student understanding of music for ensembles. Students will consider how texture and sonority can be manipulated and used to create contrast in their own composition work. Students will be required to perform as part of an ensemble and will explore the relationship between performers on the stage and the audience.</p>	<p><b>AoS2 – Music for ensembles</b></p> <p><b>Composition 2</b></p>	<p>Listening, performing and composing tasks centered around musical theatre as well as jazz and blues will continue to develop students' understanding of music for ensemble. Students will consider how texture and sonority can be manipulated and used to create contrast in their own composition work. Students apply knowledge to their own free brief composition 2.</p>



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Year 11	<b>Coursework and examination preparation</b>	Students will revise all exam content in preparation for the listening and appraising exam. Revision will include exam practice questions, exam and revision technique, exemplar answers – (and how to improve answers), common mistakes/misconceptions.
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