

MUSIC FIVE YEAR CURRICULUM PLAN

KS3: CURRICULM MUSIC 2018-2019							
Year 7 -1 1 1+ 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
	RHYTHM PATTERNS Focus: STOMP	PITCH PATTERNS Focus: ODE TO JOY	PROGRAMME MUSIC: DEVICES Focus: PETER and the WOLF	TENSION IN MUSIC: DEVICES Focus: WOMAN IN BLACK	WORLD MUSIC/CHINESE: Focus: PENTATONIC SCALE	POPULAR SONG: Focus: PERFORMANCE	
	MASTERY STATEMENTS Understanding		MASTERY STATEMENTS Understanding		MASTERY STATEMENTS Understanding		
	<ul style="list-style-type: none"> I can recognise and explain how musical elements can be used to create different moods and effects. 		<ul style="list-style-type: none"> I can recognise and explain how musical elements can be used to create different moods and effects. 		<ul style="list-style-type: none"> I can recognise and explain how musical elements can be used to create different moods and effects. 		
	Performing:		Performing:		Performing:		
	<ul style="list-style-type: none"> I can perform simple parts that use a range of notes with a sense of accuracy and fluency with a secure sense of timing. I can play an active role on a group performance. 		<ul style="list-style-type: none"> I can perform simple parts that use a range of notes with a sense of accuracy and fluency with a secure sense of timing. I can play an active role on a group performance. 		<ul style="list-style-type: none"> I can perform simple parts that use a range of notes with a sense of accuracy and fluency with a secure sense of timing. I can play an active role on a group performance. 		
	Composing		Composing		Composing		
<ul style="list-style-type: none"> I can independently use musical patterns within simple structures. My music has a sense of purpose and the elements of music will mostly be used effectively. 		<ul style="list-style-type: none"> I can independently use musical patterns within simple structures. My music has a sense of purpose and the elements of music will mostly be used effectively. 		<ul style="list-style-type: none"> I can independently use musical patterns within simple structures. My music has a sense of purpose and the elements of music will mostly be used effectively. 			

KS3: CURRICULM MUSIC 2018-2019						
YEAR 8 1 1+ 2 2+	AUTUMN: EXPLORING CHORDS		SPRING: VARIATIONS	SUMMER: POPULAR SONG IN PERFORMANCE: (STAND BY ME and LIVE LOUNGE)		
	PROGRESSIONS Focus: Beginning to compose	GROUND BASS Focus: PACHELBEL'S CANON	EXPLORING WAYS OF ARRANGING AND CHANGING MUSIC: Focus: FRERE JACQUES/TWINKLE TWINKLE	BASS RIFFS Focus: STAND BY ME	REGGAE Focus: THREE LITTLE BIRDS	
	Understanding:		Understanding:	Understanding:		
	<ul style="list-style-type: none"> I can recognise and explain musical / cultural features of different genres using specific musical vocabulary. 		<ul style="list-style-type: none"> I can recognise and explain musical / cultural features of different genres using specific musical vocabulary. 	<ul style="list-style-type: none"> I can recognise and explain musical / cultural features of different genres using specific musical vocabulary. 		
Performing:		Performing:	Performing:			
<ul style="list-style-type: none"> I can perform with a good level of confidence and achieve accuracy and fluency. I can play a sequence of 3 note chords accurately, accompanying another part. I can help to lead a group performance 		<ul style="list-style-type: none"> I can perform with a good level of confidence and achieve accuracy and fluency. I can play a sequence of 3 note chords accurately, accompanying another part. I can help to lead a group performance 	<ul style="list-style-type: none"> I can perform with a good level of confidence and achieve accuracy and fluency. I can play a sequence of 3 note chords accurately, accompanying another part. I can help to lead a group performance 			
Composing:		Composing:	Composing:			
<ul style="list-style-type: none"> I can compose original and creative rhythmic and melodic patterns that show some structure and order. 		<ul style="list-style-type: none"> I can compose original and creative rhythmic and melodic patterns that show some structure and order. 	<ul style="list-style-type: none"> I can compose original and creative rhythmic and melodic patterns that show some structure and order. 			

All Mastery statements are based on the GCSE criteria

Component 1 – Understanding Music / Component 2 – Performance / Component 3 - Composing

Where possible, the listening task should be based on set pieces or wider listening from the AQA specification

MUSIC FIVE YEAR CURRICULUM PLAN

KS3/4 : CURRICULUM MUSIC 2018-2019							
Year 9 Foundation GCSE 1+ 2 3 4	AUTUMN:TRADITIONAL MUSIC (AoS 3)	SPRING: FILM and MUSICAL THEATRE (AoS 2)	SUMMER: POPULAR MUSIC: FILM and 1960s: (AoS 2)				
		<p>BLUES and FOLK: MUMFORD AND SONS and KATE RUSBY <i>Use wider listening from AQA spec.</i></p> <p>MASTERY STATEMENTS Understanding:</p> <ul style="list-style-type: none"> ➤ I can recognise and explain musical/cultural features of different genres confidently, using given musical vocabulary <p>Performing:</p> <ul style="list-style-type: none"> ➤ I can perform with confidence and musical expression. I can perform with a good level of confidence and achieve accuracy and fluency. ➤ I can play a sequence of 3 note chords accurately in different rhythms. ➤ Perform complex parts. (Two hands on the keyboard) ➤ I can successfully lead a group performance. <p>Composing:</p> <ul style="list-style-type: none"> ➤ My musical ideas portray a purpose through effective use of the elements of music. ➤ My musical ideas are ordered. ➤ My ideas show originality and creativity. ➤ I can give effective contributions to group compositions. 	<p>ZIMMER. WILLIAMS / BERNSTEIN and MENKEN <i>Use wider listening from AQA spec.</i></p> <p>MASTERY STATEMENTS Understanding:</p> <ul style="list-style-type: none"> ➤ I can recognise and explain musical/cultural features of different genres confidently, using given musical vocabulary <p>Performing:</p> <ul style="list-style-type: none"> ➤ I can perform with confidence and musical expression. I can perform with a good level of confidence and achieve accuracy and fluency. ➤ I can play a sequence of 3 note chords accurately in different rhythms. ➤ Perform complex parts. (Two hands on the keyboard) ➤ I can successfully lead a group performance. <p>Composing:</p> <ul style="list-style-type: none"> ➤ My musical ideas portray a purpose through effective use of the elements of music. ➤ My musical ideas are ordered. ➤ My ideas show originality and creativity. ➤ I can give effective contributions to group compositions. 	<table border="1"> <thead> <tr> <th>THE BEATLES <i>Use wider listening from AQA spec.</i></th> <th>LIVE LOUNGE <i>Ensemble Performances</i></th> </tr> </thead> <tbody> <tr> <td colspan="2"> <p>MASTERY STATEMENTS Understanding:</p> <ul style="list-style-type: none"> ➤ I can recognise and explain musical/cultural features of different genres confidently, using given musical vocabulary <p>Performing:</p> <ul style="list-style-type: none"> ➤ I can perform with confidence and musical expression. I can perform with a good level of confidence and achieve accuracy and fluency. ➤ I can play a sequence of 3 note chords accurately in different rhythms. ➤ Perform complex parts. (Two hands on the keyboard) ➤ I can successfully lead a group performance. <p>Composing:</p> <ul style="list-style-type: none"> ➤ My musical ideas portray a purpose through effective use of the elements of music. ➤ My musical ideas are ordered. ➤ My ideas show originality and creativity. ➤ I can give effective contributions to group compositions. </td> </tr> </tbody> </table>	THE BEATLES <i>Use wider listening from AQA spec.</i>	LIVE LOUNGE <i>Ensemble Performances</i>	<p>MASTERY STATEMENTS Understanding:</p> <ul style="list-style-type: none"> ➤ I can recognise and explain musical/cultural features of different genres confidently, using given musical vocabulary <p>Performing:</p> <ul style="list-style-type: none"> ➤ I can perform with confidence and musical expression. I can perform with a good level of confidence and achieve accuracy and fluency. ➤ I can play a sequence of 3 note chords accurately in different rhythms. ➤ Perform complex parts. (Two hands on the keyboard) ➤ I can successfully lead a group performance. <p>Composing:</p> <ul style="list-style-type: none"> ➤ My musical ideas portray a purpose through effective use of the elements of music. ➤ My musical ideas are ordered. ➤ My ideas show originality and creativity. ➤ I can give effective contributions to group compositions.
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MUSIC FIVE YEAR CURRICULUM PLAN

KS4	AoS1	AoS2	AoS3	AoS4
	AUTUMN		SPRING	SUMMER
YEAR 10	WESTERN CLASSICAL TRADITION 1650-1910 Study Piece: Haydn Symphony 101 in D major <i>The Clock, movt. 2</i> <i>Free Composition</i> <i>Performing</i>	POPULAR MUSIC Study Piece: The Beatles: St Pepper's Lonely Hearts Club Band: With a Little Help from my Friends Within You Without You Lucy in the Sky with Diamonds <i>Free Composition</i> <i>Performing</i>	TRADITIONAL MUSIC Topics: Blues Music 1920-1950 Fusion Music incorporating Africa and/or Caribbean music Contemporary Latin Music Contemporary folk music of the British Isles <i>Performance/ Composition</i>	WESTERN CLASSICAL TRADITION SINCE 1910 Topics: The orchestral music of Copeland British music of Arnold, Britten, Maxwell-Davies and Tavener The orchestral music Zoltan Kodaly and Bela Bartok Minimalist music of John Adams , Steve Reich and Terry Riley <i>Component 2: Composition 1</i> End of Year PPE Discussion and revision for PPE: Component 3 Revisit all set works <i>Component 2: Composition 1 Controlled</i> <i>Assessment</i> <i>Component 1: Performance Controlled Assessment</i>
	Revision Of YEAR 10 All AoS / Wider Listening Completion of Freestyle Composition: Controlled Assessment Record Solo Performances: Controlled Assessments	Revision Of YEAR 10 All AoS / Wider Listening Composing to a Brief: Controlled Assessment Record Solo Performances: Controlled Assessments	Revision Of All Set Works All AoS / Wider Listening Composing to a brief: Controlled assessments Record Group Performances: Controlled Assessments	Revision Of All Set Works Practice Wider Listening Submission of Performing and Composing Coursework for Moderation (7 th May)`
YEAR 11				

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