

Music

Curriculum Review Summary Table for PHS Website

	What will I learn?	How will I learn it?	Why is it important that I learn this?	Why am I learning this now?
Year 7 Building Bricks of Music - Exploring the Elements of Music HT1	All about the Elements - Pitch, Dynamics, Duration, Tempo, Texture, Timbre or Sonority, Articulation and Silence. Graphic Notation and Graphic Scores.	You will have the opportunity to use your composing skills in response to either Britten's "Four Sea Interludes" from 'Peter Grimes 'or Mussorgsky's "Pictures at an Exhibition".	You will engage in active music making enhancing your skills in composing, listening and performing.	This unit will develop your understanding of the Elements of Music and provide you with a foundation of musical vocabulary to use throughout Key Stage 3 which can be developed for GCSE Music should you wish to continue your music studies into KS4. This half term allows teachers to "assess" your prior skills, knowledge and understanding and evaluating and responding.

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Year 7 Keyboard Skills HT2	<p>This unit is all about effective keyboard performance technique including basic treble clef staff notation.</p> <p>The unit begins with a general introduction and “Keyboard Treasure Hunt” around a standard classroom keyboard which is a good chance to navigate basic keyboard functions, establish good playing routines and rectify and troubleshoot any potential technical problems.</p>	<p>You will spend the majority of your time on keyboards recognising the importance of the correct playing position and posture.</p> <p>Then move on to learn about using keyboard fingering for better playing skills, built through a range of exercises such as scales and simple right-hand melodies in the key of C Major.</p>	<p>Throughout KS3, practical lessons are usually the best way to learn and have fun with the Elements of Music. You must explore the layout of the keyboard in terms of white and black keys and their note names; sharps and flats.</p>	<p>You will be expected to learn to perform many pieces of music from Y7 to Y9. Reading music - simple melodies and melodies from popular songs from treble clef staff notation is a fun way to learn music notation.</p> <p>In Y8 you will then move on to add a second part of basic chords with the left hand.</p>

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Year 7 I've Got Rhythm HT3	This unit reintroduces the concept of pulse through a variety of experiences.	Through pulse games and other rhythmic activities, the creation of patterns, including ostinati, and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces.	“Pulse” features in most music that we listen to. It helps us stick together and helps us stick together when working in an ensemble.	A sense of pulse is fundamental, a prerequisite of almost all musical activity. As such, it needs to be understood from the outset and then developed and strongly reinforced throughout KS3.

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<p>Year 7 Form and Structure</p> <p>HT4</p>	<p>This unit is all about establishing what is “Form and Structure” in music and why Form and Structure is important.</p>	<p>Through performing, composing, improvising and listening and appraising, you will explore four different musical structures.</p> <p>Begin with an exploration into Question and Answer phrases as one of the simplest types of musical structures, relating this to Call and Response singing and how musical Question and Answer phrases balance with each other to form a complete structure. Binary and Ternary Forms are then explored with an emphasis on how musical contrast is achieved between “A” and “B” sections revising the Elements of Music. Rondo Form is explored as a type of recurring musical structure with pupils adding pentatonic improvisations as “Episodes” between a whole-class “A” section.</p>	<p>Question and Answer Phrases, Binary Form, Ternary Form and Rondo Form are very popular melodic structures which feature in a vast amount of music in many different genres.</p>	<p>Throughout the unit, you will listen to examples of music based on Binary, Ternary and Rondo Forms and emphasis is placed on revising and reinforcing the treble clef staff notation at the same time!</p>
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Year 7 Sonority City HT5	You will learn about the construction, sound production and timbres/sonorities of different orchestral instruments, the layout, grouping and the instruments which belong to each section of a modern symphony orchestra.	<p>After a brief introduction to the orchestra followed by an investigation into one orchestral section or family per lesson through listening and exploring you will complete a “class orchestra” performance.</p> <p>Students will perform on traditional orchestral instruments “as a class orchestra”, where possible. Pupils who play orchestral instruments will be encouraged to bring them in.</p>	This unit develops your knowledge and understanding about orchestral instruments and families/sections of orchestral instruments.	Whilst learning the technical and musical vocabulary, which helps us understand how a piece of music as a whole is created, the actual natural sound an instrument makes and the general groupings they fall into is just as important. Imagine successfully creating a piece of horror music with fanatics melodies and rhythms but using twenty plastic guitars? It wouldn't sound good because of the natural sound. Most music uses groupings of instruments that we would recognise from previous listening.

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Year 7 Folk Music HT6	This unit will help you binvestigate some of the different techniques of Musical Accompaniments through the exploration of Folk Songs.	Performing musical Intervals through practical tasks using more complex musical accompaniments from a simple Pedal (octave), Drone and Ostinato (fifth), to Chords as Triads, Broken Chords, Arpeggios and Alberti Bass patterns (root, third and fifth).	During this unit, you will develop your knowledge and understanding of Folk Music as a “traditional” musical genre, explore the musical instruments, timbres and sonorities commonly associated with Folk Music performance, the texture and basic form and structure of Folk Songs and further your knowledge of performing Chords in different accompaniment patterns on either keyboard/piano, guitar or ukulele.	The concept of Harmony is developed further in the exploration of performing, composing and listening throughout KS3, 4 and 5.

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Year 8 Hooks and Riffs HT1	Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos).	Performing: Playing and Singing; Creating: Composing and Improvising and Critical Engagement: Listening and Appraising.	To further understand your music theoretical knowledge behind repetition in music. The focus of this unit is on treble and bass clef symbols as an indication of pitch and musical repeat markings and symbols.	In preparation for Y9 you must have an awareness of musical symbols such as repeat markings and how they are used for when accessing more performances based on repetitive rhythmic and melodic riffs.

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Year 8 Offbeat HT2	This unit begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience.	The unit uses two Reggae songs as a performance piece and as case studies to explore the musical features of the genre: "Yellow Bird": a Caribbean song, and "Three Little Birds".	It is essential to have an understanding about different textural elements that are used in music. What makes up a Reggae song? - bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line	Knowledge of harmonic language has to be extended and developed so to construct chords I, II, IV and V in F Major ("Yellow Bird") and chords I, IV and V in A Major.

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Year 8 Variations HT3	The unit begins by exploring basic ways to vary an existing theme using the elements of music and simple musical devices in terms of changing: <i>pitch (octave), timbre and sonority, articulation, tempo, dynamics, rhythm</i> and adding: <i>pedal, drone, ostinato, rhythm, decoration (passing notes)</i>	In groups on keyboards, instruments and/or percussion, exploring and using more complex variation techniques including: <i>augmentation, diminution (revision of note values), canon/round</i> and <i>adding a counter melody</i> , before learning how to vary a theme using changes in tonality and investigate how <i>inversion, retrograde</i> and <i>retrograde inversion</i> can be applied to a theme as more advanced variation techniques.	Two very traditional pieces known around the world: <i>Frère Jacques (single line melody)</i> and <i>Twinkle, Twinkle (single line melody with chord markings)</i> consist of the basic devices used to create variations.	knowledge and understanding of variation techniques from this unit, lead on to the Gaming Unit in Y9 where they will develop further repeating cells of music in another genre.

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Year 8 All That Jazz HT4	<p>This unit develops your understanding of the key musical features of Jazz and Blues.</p> <p>The characteristic 12-Bar Blues chord pattern and learning about chords I, IV and V as triads in C Major before extending these into seventh chords.</p> <p>How to create a Walking Bass Line.</p>	<p>Exploring chords, chord patterns and how improvisation is used within Jazz and Blues genres in groups performing in small bands using keyboards, percussion, vocals and bass.</p>	<p>The history, origins and development of the Blues and different types and styles of Jazz can be seen as the starting point in creation of much of the music you listen to on a daily basis.</p>	<p>Throughout KS3 Instruments, timbres, and sonorities used in Jazz and Blues are also explored in other areas. This provides a solid basis for essential understanding of how popular groups are put together and the importance of instrumental roles within a group.</p>

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Year 8 All About The Bass HT5	Bass Clef Reading and Notation Explore Walking Bass Line Patterns in the genres of Jazz, Blues, Rhythm and Blues and Rock and Roll.	Exploring on instruments a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places. Construct a Walking Bass Line using Chords I, IV and V using notes of the chords (root, third and fifth) and 'extra' Passing Notes, performing a Rock and Roll-style song constructed on a Walking Bass Line and using Bass Line Riffs on keyboards or bass.	This is a creative task to produce your own material on instruments using your theoretical knowledge. Create a Bass Line by performing the notes of a chord separately, using Arpeggios, Broken Chords and Alberti Bass Line patterns.	An understanding of the Bass Clef complements the Treble Clef learnt in Y7. You will now have a good understanding of the common range of notes - bass notes used for accompaniment and the higher notes used for melody and accompaniment.

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Year 8 Saharan Sounds HT6	This unit explores the main rhythmic musical features and devices used in African Music particularly the African Drumming tradition of West Africa.	You will explore the different African Drum performance techniques and the effect it has on the timbre and sonority of the sounds produced. In groups, create by composing and improvising , simple rhythms and, using repetition, turn these into Cyclic Rhythms.	These rhythms combined and overlapped to create Polyrythms and a Polyrythmic Texture, characteristic of much African Music.	You will explore African Musical Instruments and the different timbres and sonorities that these produce before combining your learning of Cyclic Rhythms, Polyrythms, Syncopation and Call and Response into an African-inspired piece.

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Year 9 Dance Music HT1	This unit takes an explorative look into rhythm, chords and metre in a variety of different types, styles and genres of dance music.	By exploring the characteristic musical features of dance music from different times and places, you will understand the important connection between the steps, movement and formation of the dance and how these are inter-related within musical features such as time, metre, rhythms and chords in the music. In groups you will create on Soundtrap software your own Dance track and learn about promotion.	To gain a deeper understanding of Dance music and how the importance of the following are connected: Simple marches in 2/4 time, to waltzes in 3/4 time, The Baroque Dance Suite to Latin Dance: The Tango, from Country and Western music that accompanies American Line Dance to Irish Folk Music used for the Irish Jig and Reel.	Characteristic rhythms, time signatures and metre (simple and compound time) and use of chords (primary and seventh chords) help build your knowledge of theory to support the next topic "Soundtracks".

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Year 9 Soundtracks HT2	The unit begins with an introduction into the purpose of film music and the decisions and challenges a composer of film music faces.	In groups using the Soundtrap software, you will perform the James Bond Leitmotif and Themes. The task is to create a composition for the newest James Bond film trailer.	Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations.	You will have the opportunity to use and enhance your performing skills through improvisation which is an excellent way to enable creativity.

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Year 9 Computer and Video Game Music HT3	This unit begins by looking at Character Themes in computer and video game music.	The characteristic musical features of much computer game music: jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks.	The students will engage in active music making enhancing their skills in composing, listening and performing.	<p>This unit will develop pupil's understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary to use throughout Key Stage 3 which can be developed for GCSE Music should the student wish to continue their music studies into KS4.</p> <p>This half term allows teachers to assess" pupil's prior skills, knowledge and understanding and evaluating and responding.</p>

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Year 9 New Directions HT4	An in-depth exploration of two of the many various styles, movements and genres of twentieth century music: minimalism and expressionism.	You will focus on the compositional rhythmic and melodic devices and conventions of minimalist composers and their work. Your understanding will be shown ultimately by completing a group minimalist composition.	Using musical devices such as augmentation, diminution, retrograde, inversion and retrograde inversion to extend and develop composition is an essential part of compositional techniques studied later in GCSE Music.	Through exploring a wide range of music from the minimalist and expressionist styles, pupils learn about common trends in twentieth century music such as the use of different tonalities, chromaticism, dissonance and extremes of pitch and dynamics as well as how composers use unusual and experimental timbres, sonorities, sounds and instruments within their work.

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Year 9 Samba HT5	This unit introduces the polyrhythmic style of Latin-American Samba	The experience of performing together as a class or larger group ensemble aims to give you the exhilaration and physical impact of ensemble percussion music.	You will learn about the timbres and sonorities of instruments within a Samba band, how Samba has influenced popular music and through music theory and dictation explore the effect that syncopation has on music.	This unit revises and revisits many key concepts concerning rhythm, beat and pulse from previous learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response.

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Year 9 What Makes A Good Song HT6	<p>This unit begins by exploring 'What Makes a Good Song?'</p> <p>You will explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements.</p>	<p>You will learn through practical musical investigation of two 'good 'songs as case studies: "Shape of You" by Ed Sheeran and "Shotgun" by George Ezra.</p> <p>You will create your own musical arrangement of a popular song from a Lead Sheet in your chosen style. This concept of a "cover version" is explored by listening and examining a range of different musical arrangements of the same song for stylistic and elemental changes.</p>	<p>Hooks and Riffs, Popular Song Structure and the various difference components within, Melodic Motion (Conjunct and Disjunct Motion) and Lyrics within both these case studies feature In a wide range of other popular songs.</p> <p>Lead Sheet notation is used throughout KS3 and you are encouraged to confidently navigate around such various types of notation evaluating what musical information is, and is not, included.</p>	<p>This unit will develop pupil's understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary to use throughout Key Stage 3 which can be developed for GCSE Music should the student wish to continue their music studies into KS4.</p> <p>This half term allows teachers to "assess" pupil's prior skills, knowledge and understanding and evaluating and responding.</p>