



The South Wolds Academy and Sixth Form Music Curriculum Roadmap

Where next with music?

Music University courses
Performance/Composition/Popular Music
Classical/Jazz/Production and Technology

Careers

Session Musician
Sound Engineer
Performer
Composer
Teacher
Orchestral Musician

All of the above
A career in music does not have to be a 9-5 job.

At **Sixth Form** we offer **A Level Music** or **BTEC music**, which offers students the chance to build on their existing skills of **Performing, Appraising and Composing music**.

A **level music** will widen students understanding of the **Western Classical Tradition** as well as specialising in either **Rock and Pop, Jazz or Musical Theatre**. Students will also **develop their musicianship and composition skills** with an understanding of what is required to progress in the world of music.

KS5

Area of Study 1 Musical Forms & Devices Students will learn: <ul style="list-style-type: none"> The meaning of 'Western Classical Tradition' and why it is important The forms and structures as required by the syllabus Typical musical devices used by composers, with examples to help you understand Necessary information about the set work: Eine Kleine Nachtmusik and movement 'Minuet and Trio' by Mozart How to read traditional staff notation 	Area of Study 2 Music for Ensemble Students will learn: <ul style="list-style-type: none"> The meanings of sonority, timbre and texture What is meant by the word 'ensemble' About chamber music ensembles, ensembles in musical theatre, and jazz and blues ensembles with examples to help you understand How to read traditional staff notation How to perform as an ensemble 	Area of Study 3 Film Music Students will learn: <ul style="list-style-type: none"> The origin of film music How music for film is created and developed About the function of music in films The use of musical elements to create different moods and affects in film music About musical devices and techniques commonly found in film music How to respond to a commission How to read traditional staff notation 	Area of Study 4 Popular Music Students will learn: <ul style="list-style-type: none"> About rock and pop genres, including how audiences consume music has changed About some musical features of rock and pop music About musical fusion About Shanga Necessary information about the set work: 'Since You've Been Gone' by Rainbow How to read tablature notation How to read traditional staff notation
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GCSE

PERFORMING...
30% ...so that you interpret and communicate the music accurately and thoughtfully.
Students must submit TWO performances:

- one ensemble piece and one solo piece OR
- two ensemble pieces
- both performances must be recorded in Year 11

COMPOSING...
30% ...so that you create and develop musical ideas effectively by controlling and demonstrating understanding of the elements.
Students must submit TWO compositions:

- one free choice composed in Year 10
- one from a choice of exam board briefs in Year 11

APPRAISING...
40% ...so that you respond to music in the examination by identifying musical elements and explaining how they are used.
Students must complete:

- one exam at the end of Year 11 (1 hr 15 min)
- eight questions in total (two on each area of study)
- two set works, plus unfamiliar music

Year 9

9 – Unit 4 – Popular Music
Performing – Learn the melody and chord progression of the 'Don't Look Back in Anger' by Oasis
Appraising – Looking at the History of Popular music from the 1950s onwards.

9 – Unit 3 – Film Music
Composing – Compose a piece of music for a James Bond movie trailer using a mixture of James Bond themes and own ideas
Performing Listening and sharing compositions at the end of the topic alongside the movie trailer
Appraising – Looking at the power of music in film and TV and the impact it can have with an emphasis on harmony/tonality/major/minor and dissonance

9 – Unit 2 – Songwriting
Composing – Writing lyrics, devising chord progressions and playing simple 4 beat rhythms in order to compose a song
Performing Perform a finished song in groups at the end of the topic on a classroom stage
Appraising – Further look at song structures and common chord progressions in music and using voices.

9 – Unit 1 – Techno Music
Composing – Devising chord progressions, melodies/riffs, use of electronic timbres and song structures to compose an EDM track
Performing – Listening and sharing compositions as plenaries and assessment
Appraising – Looking at the History of EDM and the elements of music within it with an emphasis on texture

Year 8

8 – Unit 1 - Samba Music
Performing –Solo or pair work on keyboards learning a samba melody. Group work incorporating samba rhythms on percussion instruments.
Composing – Group work on organizing song structure and composing a samba performance with different sections.
Appraising – Looking at rhythm, syncopation, poly-rhythms, origins of Samba music and instruments including pitched and un-pitched percussion.

8 – Unit 2 - Blues Music
Performing –Solo or pair work on keyboards learning the primary chords 1, 4 and 5 and the 12 bar blues structure. Playing a Blues melody and the blues scale.
Appraising – Looking at the 12 bar blues, the origins and history of the blues, Blues scale and the elements of music within the blues including improvisation.

8 – Unit 3 - Reggae Music
Performing –Solo or pair work on keyboards learning the riff, chords and bass line of a reggae song as well as singing and the ukulele chords
Appraising – Looking at the origins of Reggae music and the primary features including syncopation and prominent artists.

8 – Unit 4 - Rap Music
Composing – Write rap lyrics on a topic of your choice and construct beats, chord and instrumental tracks using recording software.
Performing Record vocals over a track that you have composed
Appraising – Looking at the History of Rap music and the elements of music within it.

Year 7

7- Unit 5 - Composing with technology
Performing – Playing and recording using MIDI instruments into a DAW, students work can be saved and played to the group in lessons
Appraising – Looking at tonality such as major and minor chords, programmatic music, structure, dynamics, texture and music technology. Recapping elements of music and how they can be used in creating music.
Composing – Compose music using DAW software that includes, chords, melody, rhythm, structure, tempo and musical coherence.

7 – Unit 4- Ukuleles
Performing – Learn chords and songs on the ukulele looking at strumming techniques and chord progressions
Appraising – identifying parts and history of the ukulele and playing techniques/strumming patterns and identifying features in music

7 – Unit 3 - Chinese Music
Performing –Solo or pair work on keyboards learning a piece of Chinese music
Appraising – Continue notes of the treble clef and note duration and how to identify notes on sheet music and the pentatonic scale, look at some traditional instruments of China.

7 –Unit 2 – Keyboard Skills
Performing –Solo or pair work on keyboards learning a piece of music
Appraising – Learning about notes of the treble clef and note duration and how to identify notes on sheet music

7 – Unit 1 – Elements of Music
Performing – Group work on pitched and unpitched percussion, making melodies and rhythm and performing in an ensemble.
Composing – creating music to represent a storm based on Storm from 'Vivaldi's 4 seasons' using the elements of music.
Appraising – Exploring dynamics, tempo, pitch, rhythm, texture, structure, timbre and melody