

Roundwood Park School



Music

“Inspire RPS students to have a love for music and play and write with passion and accuracy which demonstrates their full potential”

- Musical learning through singing, playing, performing, improvising, composing, and critically engaging with music.
- Give students the opportunity to develop an aesthetic appreciation of Music activities in a variety of forms & styles, from different parts of the world and to develop students’ imagination & creativity.
- Have ongoing opportunities to listen/watch themselves and others and be able to form assessment judgements which are appropriate to the work they have done, and can be used to inform the next stage of their musical journey.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To understand how Music can impact the wider world and workplace through modern and relevant projects.
- Ensure opportunities that students are involved in performances in and outside the classroom;
- Inspire enthusiasm and respect for performing arts and to promote initiative and endeavour;
- Promote self-discipline, confidence and co-operation in a well-ordered teaching environment.

Beyond the Classroom

- Opportunities to learn a musical instrument (Over 14 instruments taught).
- Clubs (String group, flute choir, African drumming, Gospel Choir, Chamber Choir, Trainee Concert Band, Concert Band, House Band)
- Concerts (Christmas, Spring and summer)
- Concert trips and workshops
- House Music
- Music on the road – opportunities for competitions and performance in venues such as the Royal Albert Hall

Term	Unit	Core Knowledge Yr 7 Music	Skills and Intent- Year 7
YEAR 7 AUTUMN 1	Journey Through Space	Develop the students' knowledge and understanding of the main musical elements through a number of short compositions which will use various stimuli. The project will culminate in an extended composition on the Planets where students will use the skills and knowledge that they have gained throughout the project. Each group will compose music for one planet, and these compositions will be performed consecutively to produce a class version of Holst's 'The Planets Suite'	Understand the musical elements through singing, playing and composition. Understand the beat, pulse and begin to write ostinatos.
Assessment	Composition	Keywords: Pulse, metre, ostinato, unison, texture, dynamics, pitch, rhythm, tempo.	Perform as part a group ensemble demonstrating good musical ability.
YEAR 7 SPRING TERM 1	Feeling the Blues	Develops pupils' understanding of the process of composing by creating and performing music in response to a given structure and style and also improvisation. Pupils will explore the background to Blues music and also explore more contemporary examples.	Listen and respond to feedback. Identify instruments and elements of music through listening.
Assessment	Performance and composition	Keywords: Blues scale, chords, walking bass line, improvisation, scat singing, call and response.	Sing as part of an ensemble
YEAR 7 SUMMER TERM 1	Music and Media	Develop pupils' understanding of the process of composing using samples to create a suitable atmospheric and enhancing soundtrack for a given stimulus. Pupils will explore how music can enhance a 'scene' or action, how to record sounds into Garage band and import samples from home.	Compose music using a stimulus. Improvise using the blues scale
Assessment	Paired sequencing composition.	Keywords: Quantize, sequence, panning, dynamics, loop, structure.	Identify musical instruments and musical features through listening. Use samples to enhance a soundtrack for a given stimulus. Evaluate their own and others work using music terminology.

Year 8 / term	Unit of work	Core Knowledge Year 8	Intent and Skills
YEAR 8 AUTUMN TERM 1	Stomp	To introduce pupils to rhythmic values and different forms of notation through the integration of performance, listening and composition. Pupils will cover basic note values and notation and demonstrate their understanding through application of their learning in composition and performance tasks	<p>To read a variety of rhythm notation.</p> <p>To practice and perform rhythms without music.</p> <p>Understand how to structure a piece of music.</p> <p>Understand how to provide contrast within a composition.</p>
Assessment	Composition	Keywords: Pulse, metre, time signature, ostinato, polyrhythm, cross rhythm, Ternary form, accents, syncopation.	Perform as part of an ensemble and be able to adapt their part to fit.
YEAR 8 SPRING TERM 2	Indian/Fusions	The unit develops pupils' ability to identify, explore and perform Raga Vibhas with understanding of its conventions and context. During this unit, pupils will listen and perform an Indian Raga and will then recognise some of the features of traditional Indian music. They extend and develop musical ideas within the conventions of a raga and tala. They invent melodic material within a raga, add their own accompaniments within a tala. They will also look at the importance of fusion where East meets West (Bhangra)	<p>Identify Indian Classical instruments</p> <p>Read scales and understand how they are formed.</p> <p>Improvising using notes from the raga.</p> <p>Understand performing techniques.</p> <p>Understand how chords are formed.</p>
Assessment	Performance/Comp	Keywords: Free rhythm, Raga, Tala, Sitar, Tabla, Melody, scales, improvising, ornaments, pitch bends, cyclic rhythms.	Play chords and invert them
YEAR 8 SUMMER TERM 3	Chords and Melody	Pupils will explore the most common four chords through performance of pop songs and pieces. Pupils will learn what makes a good melody and begin to compose a melody to a given accompaniment using Sibelius.	<p>Understand melodic devices. Compose melodies using Garage Band.</p> <p>Evaluate own and others work using music vocab.</p>
Assessment	Performance	Keywords: Chords, Primary chords, inversions, Sequences, Phrasing, Intervals, Conjunct, broken chords, I IV and V.	

Year 9 / term	Unit of work	Core Knowledge Year 9	Intent and Skills
YEAR 9 AUTUMN TERM 1	Musical Futures	Pupils will show an understanding of the process of performing using resources to create a suitably creative reimagining of a popular song. During the unit pupils will explore how to work collaboratively, discern suitable resources and create a performance using time management skills and perseverance.	<p>To identify different parts of a song through listening.</p> <p>To understand chords and bass lines.</p> <p>Learn how to tune a guitar and bass.</p> <p>Understand how songs are structured.</p>
Assessment	Composition	Keywords: Bass, melody, chords, primary chords, popular song form, drum fill, synthesiser, modulation, melody and accompaniment, syllabic, melismatic.	Put lyrics to a melody.
YEAR 9 SPRING TERM 2	Minimalism	Students will explore different composers works through performance. Pupils learn some basics about harmony, treble and bass clef, melody writing and rhythmic writing and then perform their own minimalist composition. They will be using the Notion software and working in pairs and small groups where applicable.	<p>Perform motifs accurately.</p> <p>Be able to adapt their part to fit and lead ensembles.</p> <p>Understand minimalism composition features.</p> <p>Identify minimalist techniques.</p> <p>Understand the culture and reason for Samba</p>
Assessment	Performance/Comp	Keywords: Motif, phasing, cyclic, repetition, polyphonic, cyclic structure and motivic transformation.	Identify Samba instruments through listening
YEAR 9 SUMMER TERM 3	Samba	<hr/> <p>To introduce pupils to the traditions of Samba through performance, listening and composition. Pupils will cover all of the key characteristics of Samba and subsequently show their understanding of these through performance and composing.</p>	<p>Take part in an ensemble performance improvising rhythms.</p> <p>Lead an ensemble.</p> <p>Evaluate and reflect upon performances.</p>
Assessment	Performance	Keywords: Rhythmic loops, polyrhythms, call and response, ostinatos, improvisation.	