

Roundwood Park School



Music

“Inspire RPS students to have a lifelong 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.
- Enable students to rehearse and plan through performance opportunities as a soloist and ensemble.
- Have ongoing opportunities to listen/reflect 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, resilience, 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 Year 7 Music	ASPIRE Skills and Intent- Year 7	Super curriculum   
YEAR 7 AUTUMN 1	Programme Music	This unit practically introduces students to the musical elements through singing & instrumental work that involves repeated patterns. Students perform music as a class & compose ostinato patterns to in response to a given poem (Danse Macabre). Students then go on to perform a waltz and begin to combine sections as a whole composition. Students describe their work referring to the musical elements.	<p>Critical Thinking, Collaboration</p> <p>Understand the musical elements through singing, playing and composition.</p> <p>Understand the beat, pulse and begin to write ostinatos.</p> <p>Perform as part a group ensemble demonstrating good musical ability.</p> <p>Listen and respond to feedback.</p> <p>Compose music using a stimulus.</p>	<ul style="list-style-type: none"> • Read the Gustav Holst's 'The Planets': a guide on the classic <i>fm</i> website • Compose your own melody on your instrument to represent a planet • Find the score of 'Jupitar' from The Planets and follow it with the extract.
Assessment	Composition	Keywords: Pulse, metre, ostinato, unison, texture, dynamics, pitch, rhythm, tempo.	<p>Creative Thinking, Responsibility</p> <p>Identify instruments and elements of music through listening.</p> <p>Sing as part of an ensemble</p> <p>Improvise using the blues scale</p> <p>Combine parts together showing ensemble awareness.</p>	<ul style="list-style-type: none"> • Read the 'History of the Blues: The Roots, the Music, the People'. • Perform a Blues piece in front of your friends or family. • Find out about the Blues singer Bessie Smith. • Design your own knowledge organiser on her
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.	<p>Risk taking, Self Discipline, Evaluating</p> <p>Identify musical instruments and musical features through listening.</p> <p>Use samples to enhance a soundtrack for a given stimuli.</p> <p>Evaluate their own and others work using music terminology.</p>	<ul style="list-style-type: none"> • Read the <i>Music Technology from Scratch</i>-A beginner's guide to recording, mixing, and mastering music. • Download Magix Maker- it's free for one month. Compose a radio jingle using pre-set musical loops.
Assessment	Performance and composition	Keywords: Blues scale, chords, walking bass line, improvisation, scat singing, call and response.		
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.		
Assessment	Paired sequencing composition.	Keywords: Quantize, sequence, panning, dynamics, loop, structure, MIDI		

Year 8 / term	Unit of work	Core Knowledge Year 8	ASPIRE Skills and intent Year 8	Super curriculum   
YEAR 8 AUTUMN TERM 2	African Drumming	Students begin to understand pulse and rhythm notation through clapping exercises. Students perform rhythms and compose rhythm compositions as an ensemble. Students learn about the background to African Music and the culture. Student learn on the Djembe and perform rhythms of Africa. Students perform an African drumming piece and then write their own. Students learn about the keywords and use these when evaluation others work. Students learn about the different roles within the performance and demonstrate instrument techniques.	Critical Thinking, Organising, Communication Read rhythms Be confident in performing rhythms Performing a part as part of a group Leading a group ensemble as the master drummer Improvising	<ul style="list-style-type: none"> • Read the Rhythm and metre section on the GCSE bitesize website. (OCR) • Write down 4 contrasting rhythms on manuscript. • Find a Stomp performance that you haven't seen in class and write a review.
Assessment	Composition	Keywords: Pulse, metre, time signature, ostinato, polyrhythm, cross rhythm, Ternary form, accents, syncopation.	Questioning, Insight, Collaboration Identify Indian Classical instruments Read scales and understand how they are formed. Improvising using notes from the raga. Understand performing techniques.	<ul style="list-style-type: none"> • Read the article The Music of India via the Music Network website. • Improvise a melody using the raga scale and play this in front of your friends or family. • Record a short podcast explaining the features of Indian Classical Music.
YEAR 8 SPRING TERM 2	Variations/ Pachelbel's Canon	Students will explore basic ways to vary an existing theme using the elements of music and simple musical devices in terms of changing: pitch (octave), timbre and sonority, articulation, tempo, dynamics, rhythm and adding: pedal, drone, ostinato, rhythm, decoration (passing notes) . They will perform as a pair and as a class ensemble Pachelbel's Canon looking at the ground bass and themes.	Making Links, Determination, Understand how chords are formed.	<ul style="list-style-type: none"> • Read the Triad Inversions page via the Musictheory.net website. • Write a song using the primary chords based on 'School Life'. • Find your favourite song and learn how to play the chords.
Assessment	Performance/Comp	Keywords: Free rhythm, Raga, Tala, Sitar, Tabla, Melody, scales, improvising, ornaments, pitch bends, cyclic rhythms.	Play chords and invert them Understand melodic devices. Compose melodies using Garage Band. Evaluate own and others work using music vocab.	
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 or Garage Band. Students will identify different types of accompaniment through listening.		
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	ASPIRE Skills and Intent Yr9	Super curriculum   
YEAR 9 AUTUMN TERM 1	Rap /Musical Futures	Pupils will understand the background of Rap and perform as an ensemble. Through introduction of songs students will show an understanding of the structure and line up of a pop song through analysis. Students will undertake 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, learn to play bass, electric guitar and drums to create a performance using time management skills and perseverance.	<p>Creative Thinking, Collaboration 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> <p>Creative thinking, Self-discipline, Perseverance Perform motifs accurately.</p>	<ul style="list-style-type: none"> Read the article 'How to start a band' on 'Music on a mission' website Compose your own vocal melody over a three-chord sequence OR make up a catchy 'riff' Find the 'chord sequence of your favourite song.
Assessment	Composition	Keywords: Bass, melody, chords, primary chords, popular song form, drum fill, synthesiser, modulation, melody and accompaniment, syllabic, melismatic.		<ul style="list-style-type: none"> Read 'A minimal guide to minimalism' on www.bbc.co.uk/music/articles Using Garage band or logic, compose a short piece of film music using only 4 loops. Find the music 'Different Trains' by Steve Reich and listen to it. Find out the interesting story behind the composition
YEAR 9 SPRING TERM 2	Film Music/ Minimalism	Students will understand the purpose of film music and the decisions and challenges a composer of film music faces. Pupils explore how composers use leitmotifs to represent certain characters and situations within films 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>Be able to adapt their part to fit and lead ensembles.</p> <p>Understand minimalism composition features.</p> <p>Identify minimalist techniques.</p> <p>Insight, Learning respectfully, Collaboration</p>	<ul style="list-style-type: none"> Read the articles on Samba by the BBC bitesize website. Read about the history of Samba. Try to be involved in a samba workshop or event. If you can't find one – join one at school or make your own! Find the most impressive video of Samba you can. Make sure it has a wide variety of instruments and lots of complex rhythms.
Assessment	Performance/Comp	Keywords: Motif, phasing, cyclic, repetition, polyphonic, cyclic structure and motivic transformation.	Understand the culture and reason for Samba	
YEAR 9 SUMMER TERM 3	Samba	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>Identify Samba instruments through listening</p> <p>Take part in an ensemble performance improvising rhythm. Lead an ensemble.</p>	
Assessment	Performance	Keywords: Rhythmic loops, polyrhythms, call and response, ostinatos, improvisation.	Evaluate and reflect upon performances.	