



Curriculum Detail: Music

The Key Stage 3 (KS3) curriculum focuses on students' aptitudes across three areas: performing; composing; and listening and appraising. Students use a range of tuned and un-tuned percussion instruments, as well as keyboards and ICT (GarageBand), to realise and perform compositions. A broad range of topics and genres encourage contextual learning around historical and cultural aspects and traditions. Homework is set once per unit, where appropriate, and is designed to focus on students' listening and appraisal skills.

In Year 7 students first study the Elements of Music, where they are introduced to the most important components of music: structure, timbre, texture, dynamics, duration, tempo and pitch. These features are revisited within all other topics and into Key Stage 4 (KS4) and Key Stage 5 (KS5). Following this, students are introduced to the Rhythm & Pitch and Primary Chords units which focus on Western Staff notation. Students may choose to continue their study of notation at this point through participation in after-school clubs. Finally, students study Fanfare followed by African Music (drumming of West Africa) units, where they have the opportunity to implement and consolidate their knowledge from previous topics.

In Year 8 students study blues including historical and geographical contexts of the genre and an introduction to improvisation. They revisit the concept of primary chords and structures within this unit. Indian music and bhangra are then explored, helping students to continue to develop improvisation skills within different styles. Reggae is studied through the method of Musical Futures, where students learn the music by listening to it; this encourages independent learning. Finally, students once again consolidate and apply their knowledge by composing music for video games.

Year 9 students begin with the study of theme and variation, focusing on composition techniques which will be crucial for coursework in KS4. Students also learn about Indonesian gamelan, which feeds into the modern genre of club dance; this unit focuses on performance skills as well as the accurate application of ICT. Film Music returns to a focus on composition techniques through the use of live compositions as well as ICT. Year 9 complete their year with an end-of-year project with students free to choose between a performance piece (solo or group) or a final composition in a style of their choosing.

OCR GCSE MUSIC

Current Specification

In Year 10 students study the elements of music in more detail with a focus on composition techniques. Students will learn about dance music (disco, club, line, Latin, Irish, waltz and bhangra) and programme music in detail. They complete assessments for listening, solo and ensemble performances as well as composing their own pieces in one of the previously mentioned styles.

Year 11 students create a further composition and complete an additional creative task, which focuses on composition techniques under rhymed conditions. They study the

Shared Music unit (romantic song, pop ballad, classical concerto, jazz, Indian classical, gamelan, chamber music, choral classics, and African a capella) and prepare for and take their listening examinations.

New Specification (from 2016)

In Year 10 students study the elements of music in more detail with a focus on composition techniques. Over the two-year course, students will learn a new range of units and topics including: The Concerto Through Time (Baroque, Classical and Romantic); Rhythms from Around the World (Indian and Punjab, Eastern Mediterranean and Middle Easter, African, and Latin); Film Music; Conventions of Pop (Rock n' Roll, Anthems of the 70s and 80s, pop ballads and modern artists). Students will complete assessments in solo and ensemble performances as well as compositions their own pieces. They will prepare for their listening examinations in Year 11.