

# Performance - Music

## Our vision

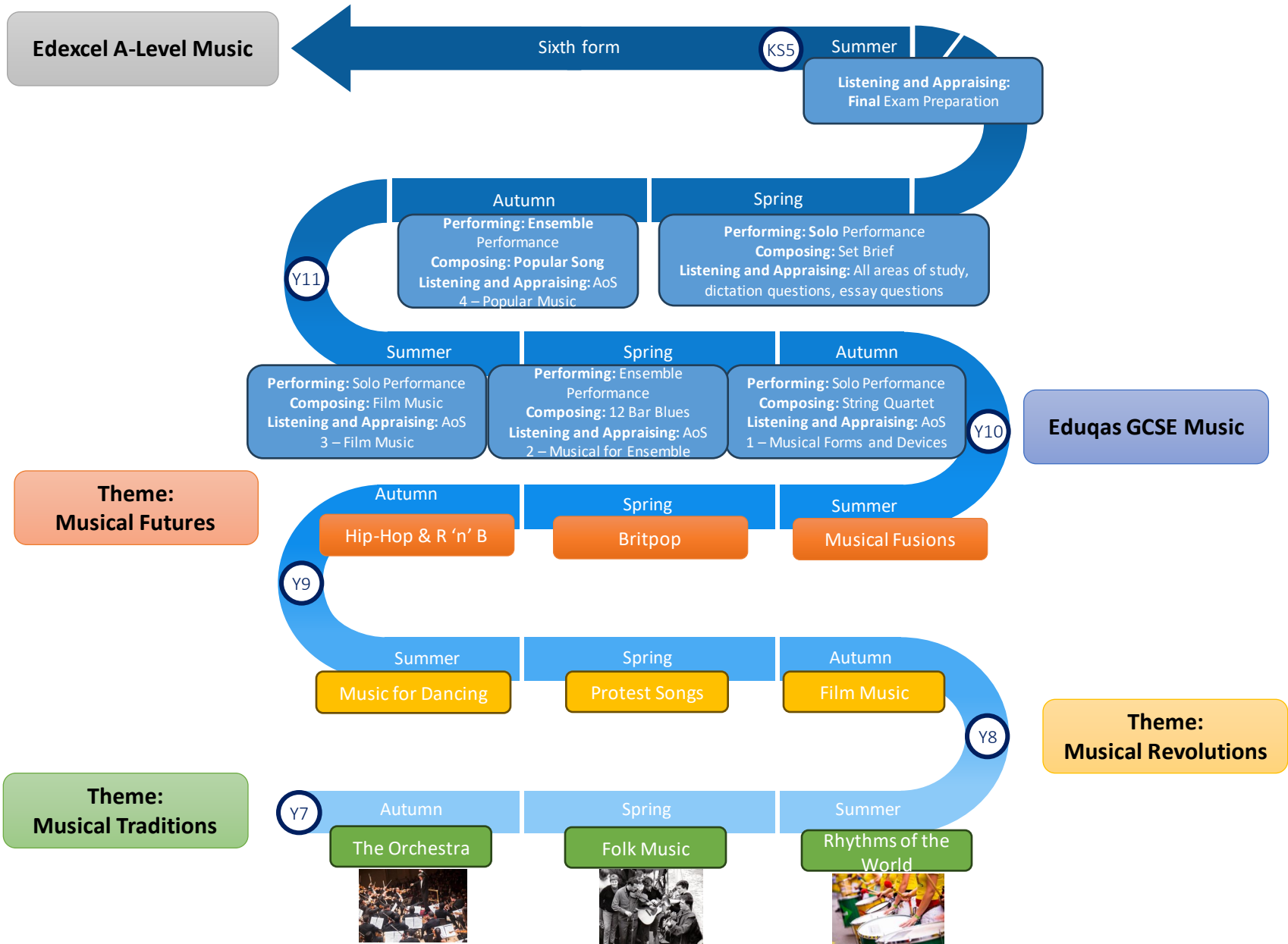
**"It isn't where you came from, it's where you're going that counts." (Ella Fitzgerald)**

At Sir John Talbot's School, we aim for students to develop rich knowledge and confident practical skills through world class inclusive Music teaching and extra-curricular experiences, regardless of their prior knowledge and involvement in the subject.

## Students will...

- Explore professional Music repertoire from different times and places, across different genres.
- Perform this repertoire with increasing control, proficiency and professionalism.
- Create original work, authentically capturing genre and style.
- Critique the work of professionals, peers and self thoughtfully, with accurate and expressive use of subject-specific vocabulary.
- Further immerse themselves in the world of Performing Arts through an exciting programme of extra-curricular opportunities, including additional lessons, clubs, ensembles, performances and educational visits.

# MUSIC LEARNING PATHWAY YEARS 7 - 13



# Sir John Talbot's school

## Music

### Year 7

#### Curriculum Map



### 3 Rhythms of the World

You will learn about music from different countries and cultures which has rhythm at its heart, including African drumming, Indonesian Gamelan and Brazilian Samba, learn about how music is experienced in these places, learn about the different instruments used in each style, listen to and analyse a range of musical examples, perform music using drums, percussion and the keyboard, and continue learning how to read and write music notation.



### 2 Folk Music

You will learn about traditional Folk songs from Britain and America, learn about the connections between Folk songs and history, learn the different instruments used in Folk music, listen to and analyse Folk songs, learn how to sing Folk songs in different styles, learn how to play Folk songs on the ukulele, learn how to follow chord charts and compose your own Folk song.




### Spring Term





### Autumn Term

### 1 The Orchestra

You will learn about the different families of instruments in the orchestra, learn to recognise different instruments from these families, listen to and analyse orchestral pieces of music from throughout history, learn how to play famous orchestral music using the keyboard, and learn how to read and write music notation.

Assessment	
You will be assessed on the following three strands:	
Performing	
	Composing
Listening	

Show your commitment...
<b>How many of these can you complete?</b>
I will perform my work for others in class
I will sign up for instrument lessons or attend a Music club at lunch time or after school
I will audition for a part in a school production

What can I do at home?
BBC Bitesize have a useful website, with activities, examples and suggestions for further learning:



Your Music journey starts here...

# Year 7 Curriculum Overview - Music

<b>Content</b> Topic/unit name, enquiry question	<b>Disciplinary Knowledge (Skills)</b> Actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for a topic, which is connected into a careful sequence of learning	<b>Prior Learning (KS2)</b>	<b>Future learning (KS3)</b>
The Orchestra	<p>Performing: keyboard</p> <p>Listening Expressive: where, when, who, why, context, personal reaction.</p> <p>Repertoire: Ode to Joy (Beethoven), The Planets (Holst), Young Person's Guide to the Orchestra (Britten), Eine Kleine Nachtmusik (Mozart), Nessun Dorma (Puccini), Rhapsody in Blue (Gershwin), West Side Story (Bernstein).</p>	<p>Notational Elements: semibreves, minims, crotchets, quavers, semiquavers; treble clef middle C to F (and beyond to A), bass clef G to middle C; 4/4, C major, forte, mezzo forte, piano and mezzo piano.</p> <p>Listening Technical: dynamics, rhythm, melody/pitch, metre instrumentation, tempo, tonality,</p>	Perform melodies and bass lines from staff notation using an octave range, and at least a 4-bar phrase. Listen to and analyse music from a range of different times, places and styles, with reference to the elements of music.	Perform melodies and bass lines from staff notation using a range greater than an octave, more complex rhythms and longer phrases. Listen to and analysing music with more detailed, specific and accurate reference to the elements of music.
Folk Music	<p>Performing: singing in unison, ukulele Composing: Folk songwriting</p> <p>Listening Expressive: where, when, who, why, context, personal reaction.</p> <p>Repertoire: Hinba (Lau), The Four Loom Weaver (trad / Lees / Selaocoe), The Boy Who Wouldn't Hoe Corn (Tyminski), Galway Girl (Sheeran), Winter Winds (Mumford &amp; Sons), Scarborough Fair (trad.).</p>	<p>Notational Elements: dotted minims, dotted crotchets, quavers, semiquavers, chord charts (G, D, Em, C), 3/4, A minor, 6/8, G major, forte, mezzo forte, piano, mezzo piano, crescendo and decrescendo.</p> <p>Listening Technical: dynamics, rhythm, structure, melody/pitch, metre, instrumentation, rhythm, tempo, tonality, harmony.</p>	Sing songs which include syncopated rhythms, observing rhythm, phrasing, accurate pitching and appropriate style. Perform an instrumental accompaniment using block chords. Compose an 8-beat melodic phrase with accompaniment. Listening as above.	Sing chordal harmony in 2-3 parts, Perform instrumental accompaniments using a wider range of chords and more complex rhythms / strumming patterns. Compose more complex chord sequences. Listening as above.
Rhythms of the World	<p>Performing: singing in unison/round, drums, percussion, keyboard</p> <p>Listening Expressive: where, when, who, why, context, personal reaction.</p> <p>Repertoire: Various traditional songs/pieces, Chay Chay Cool Eh, Mas Que Nada (Mendes), Drame Lambe (Drame), Rain, Rain Beautiful Rain (Ladysmith Black Mambazo), Singa Neba (Javanese Gamelan Ensemble), Batucadas (Mitoka Samba)</p>	<p>Notational Elements: semibreves, minims, crotchets, quavers, semiquavers; dotted rhythms; treble clef middle C to F (and beyond to A), bass clef G to middle C; 4/4,</p> <p>Listening Technical: dynamics, rhythm, structure, melody/pitch, metre, instrumentation, tempo, texture.</p>	Singing as above. Perform melodies and bass lines from staff notation using an octave range, and at least a 4-bar phrase. Listening as above.	Singing as above. Perform melodies and bass lines from staff notation using a range greater than an octave, more complex rhythms and longer phrases. Listening as above.

Year 7 Music Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Each lesson has it's own row	This should be explicit and refer to the National Curriculum for KS2/specifics from previous KS3 years.	Specific. Agreed by the subject/faculty team.

### 3 Music for Dancing



You will learn about different styles of Dance music from different times and places, including Waltz, Rock 'n' Roll, Disco and Electronic music, learn about the different instruments used in each style, listen to and analyse a range of musical examples, perform music using drums, percussion and the keyboard, continue learning how to read and write music notation and compose using technology.

### 2 Protest Songs



You will learn about Protest Songs from Britain, America and South Africa and the stories behind them, learn the different instruments used in different styles of protest song, listen to and analyse a variety of different protest songs from throughout history, learn to sing Protest Songs in different styles, learn how to play Protest songs on the ukulele, and continue learning how to follow chord charts.

Spring Term

Summer Term

Autumn Term

### 1 Film Music



You will recap the different families of instruments in the orchestra, learn to recognise different instruments from these families in pieces of film music, listen to and analyse film music from different periods, learn how to play famous film music using the keyboard, continue to learn how to read and write music notation and compose your own film music.

### Assessment

You will be assessed on the following three strands:

Performing



Composing

Listening



### Show your commitment...

How many of these can you complete?

I will perform my work for others in class

I will sign up for instrument lessons or attend a Music club at lunch time or after school

I will audition for a part in a school production

### What can I do at home?

BBC Bitesize have a useful website, with activities, examples and suggestions for further learning:



Your Music journey continues here...

# Year 8 Curriculum Overview - Music

<b>Content</b> Topic/unit name, enquiry question	<b>Disciplinary Knowledge (Skills)</b> Actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for a topic, which is connected into a careful sequence of learning	<b>Prior Learning (KS2)</b>	<b>Future learning (KS3)</b>
Film Music	<p>Performing: keyboard Composing: film soundtrack</p> <p>Listening Expressive: where, when, who, why, context, personal reaction.</p> <p>Repertoire: ET, Jurassic Park, Pirates of the Caribbean, Superman, Jaws (Williams), Psycho (Hermann), Inception (Zimmer)</p>	<p>Notational Elements: semibreves, minims, crotchets, quavers, dotted notes, tied notes; treble clef middle C to F (and beyond to A), bass clef G to middle C; 4/4, C major, forte, mezzo forte, piano &amp; mezzo piano, crescendo &amp; decrescendo, staccato &amp; legato.</p> <p>Listening Technical: dynamics, structure, melody/pitch, instrumentation, tempo, tonality (including discordant), harmony.</p>	Perform melodies & bass lines from staff notation using an octave range, & at least a 4-bar phrase. Compose an 8-beat melodic phrase with accompaniment. Listen to & analyse music from a range of different times, places and styles, with reference to the elements of music.	Perform melodies & bass lines from staff notation using a range greater than an octave, more complex rhythms & longer phrases. Compose more complex melodies & harmonise them. Listen to & analyse music with more detailed, specific & accurate reference to the elements of music.
Protest Songs	<p>Performing: singing in harmony, ukulele</p> <p>Listening Expressive: where, when, who, why, context, personal reaction.</p> <p>Repertoire: Strange Fruit (Holiday), Alabama Blues (J. B. Lenoir), Mandela (Bring Him Back Home) (Masekela), Hurricane (Dylan)</p>	<p>Notational Elements: semibreves, minims, crotchets, quavers, dotted notes, tied notes; treble clef middle C to F (and beyond to A), 4/4, G major, forte, mezzo forte, piano &amp; mezzo piano, staccato &amp; legato.</p> <p>Listening Technical: dynamics, rhythm, structure, melody, instrumentation, tempo, tonality, harmony.</p>	Performing and listening as above.	Performing and listening as above.
Music for Dancing	<p>Performing: drums, percussion, keyboard Composing: Electronic music</p> <p>Listening Expressive: where, when, who, why, context, personal reaction.</p> <p>Repertoire: Blue Danube (Strauss), Moon River (Mancini), Let's Twist Again (Checker), Twist &amp; Shout (Beatles), Le Freak (Chic), Get Lucky (Daft Punk), Blue Monday (New Order)</p>	<p>Notational Elements: semibreves, minims, crotchets, quavers, dotted notes, tied notes; treble clef middle C to F (and beyond to A), 3/4, 4/4, E minor, forte, mezzo forte, piano &amp; mezzo piano, staccato &amp; legato.</p> <p>Listening Technical: dynamics, rhythm, structure, melody, instrumentation, tempo, tonality, harmony.</p>	Compose an 8-beat melodic phrase with accompaniment.  Performing and listening as above.	Compose more complex melodies & harmonise them.  Performing and listening as above.

Year 8 Music Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Each lesson has its own row	This should be explicit and refer to the National Curriculum for KS2/specifics from previous KS3 years.	Specific. Agreed by the subject/faculty team.





Sir John Talbot's school

# Sir John Talbot's school

# Music

## Year 9

### Curriculum Map



### 3 Musical Fusions

You will learn about different styles of Fusion music from different times and places, including Rock/Indian, Pop/Classical and Indian/Electronic fusions from The Beatles through to the present day, learn about the different instruments used in each style, listen to and analyse a range of musical examples, perform music using drums, percussion and the keyboard, continue learning how to read and write music notation and compose using technology.



### 2 Britpop

You will learn about Britpop songs and the stories and characters behind them, learn the different instruments used in Britpop songs, listen to and analyse a variety of different Britpop songs, learn to sing a range of Britpop songs, learn how to play Britpop songs on the ukulele, continue learning how to follow chord charts and compose your own Britpop song.

Summer Term

Spring Term

Autumn Term



### 1 Hip-Hop and R 'n' B

You will recap the different families of instruments in the orchestra, learn to recognise different instruments from these families when they are sampled in Hip-Hop and R 'n' B music, listen to and analyse Hip-Hop and R 'n' B music from different periods and countries, learn how to play famous Hip-Hop and R 'n' B songs using the keyboard, continue to learn how to read and write music notation.

### Assessment

You will be assessed on the following three strands:

Performing



Composing

Listening



### Show your commitment...

#### How many of these can you complete?

I will perform my work for others in class

I will sign up for instrument lessons or attend a Music club at lunch time or after school

I will audition for a part in a school production

### What can I do at home?

BBC Bitesize have a useful website, with activities, examples and suggestions for further learning:



SCAN ME

Your Music journey continues here...

# Year 9 Curriculum Overview - Music

<b>Content</b> Topic/unit name, enquiry question	<b>Disciplinary Knowledge (Skills)</b> Actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for a topic, which is connected into a careful sequence of learning	<b>Prior Learning (KS2)</b>	<b>Future learning (KS3)</b>
Hip-Hop & R 'n' B	<p>Performing: keyboard</p> <p>Listening Expressive: where, when, who, why, context, personal reaction.</p> <p>Repertoire: Gangsta's Paradise (Coolio), The Magic Number (De La Soul), Hey Ya (Outkast), Respect (Aretha Franklin), Waterfalls (TLC), Say My Name (Destiny's Child), If I Ain't Got You (Keys), Stan (Eminem).</p>	<p>Notational Elements: semibreves, minims, crotchets, quavers, dotted notes; treble clef middle C to A, bass clef G to middle C; 4/4, 3/4, irregular time signatures, D minor, staccato &amp; legato, slurs.</p> <p>Listening Technical: rhythm, structure, melody/pitch, metre, instrumentation/technology, tempo, tonality</p>	Perform melodies & bass lines from staff notation using an octave range, & at least a 4-bar phrase. Listen to & analyse music from a range of different times, places and styles, with reference to the elements of music.	Perform melodies & bass lines from staff notation using a range greater than an octave, more complex rhythms & longer phrases. Listen to & analyse music with more detailed, specific & accurate reference to the elements of music.
Britpop	<p>Performing: singing in harmony, ukulele</p> <p>Composing: Indie song</p> <p>Listening Expressive: where, when, who, why, context, personal reaction.</p> <p>Repertoire: Live Forever, Wonderwall (Oasis), Parklife (Blur), Connection (Elastica), Common People (Pulp), SHA (Radiohead).</p>	<p>Notational Elements: semibreves, minims, crotchets, quavers, dotted notes; treble clef middle C to A, bass clef G to middle C; 4/4, 6/8, G major, forte, mezzo forte, piano, mezzo piano, staccato &amp; legato.</p> <p>Listening Technical: dynamics, rhythm, structure, melody/pitch, metre, instrumentation, tempo, tonality, harmony.</p>	Compose an 8-beat melodic phrase with accompaniment. Performing and listening as above.	Compose more complex melodies & harmonise them. Performing and listening as above.
Musical Fusions	<p>Performing: drums, percussion, keyboard</p> <p>Composing: Dance fusion</p> <p>Repertoire: Govinda (Kula Shaker), Norwegian Wood, Tomorrow Never Knows, Eleanor Rigby (Beatles), Bittersweet Symphony (The Verve), Mundian to Back Ke (Panjabi MC).</p>	<p>Notational Elements: semibreves, minims, crotchets, quavers, dotted notes; treble clef middle C to A, bass clef G to middle C; 4/4, 6/8, A major, forte, mezzo forte, piano, mezzo piano, staccato &amp; legato.</p> <p>Listening Technical: dynamics, rhythm, structure, melody/pitch, metre, instrumentation, tempo, tonality, harmony.</p>	Performing, composing and listening as above.	Performing, composing and listening as above.

Year 9 Music Curriculum Unit Core Elements

Lesson title/enquiry	Prior knowledge/links to previous years (including KS2)	Core (substantive) factual knowledge/core disciplinary knowledge- what is essential for their understanding/future learning? This should be very simple.
Each lesson has it's own row	This should be explicit and refer to the National Curriculum for KS2/specifics from previous KS3 years.	Specific. Agreed by the subject/faculty team.



**3**  
**Performing:** Solo Performance  
**Composing:** Film Music  
**Listening and Appraising:** Area of Study 3 – Film Music

Summer Term

**2**  
**Performing:** Ensemble Performance  
**Composing:** 12 Bar Blues  
**Listening and Appraising:** Area of Study 2 – Music for Ensemble

Spring Term

Autumn Term

**1**  
**Performing:** Solo Performance  
**Composing:** String Quartet  
**Listening and Appraising:** Area of Study 1 – Musical Forms and Devices

Your GCSE journey starts here...

Assessment

You will be assessed on the following three strands:

Performing: 30%



Composing: 30%

Appraising: 40%



Show your commitment...

How many of these can you complete?

I will perform my work for others in class

I will sign up for instrument lessons at home or in school

I will take part in at least one extra-curricular school ensemble

What can I do at home?

BBC Bitsize have a useful website, with activities, examples and suggestions for further learning:



SCAN ME



**3 Listening and Appraising:**  
Final Exam Preparation

Summer  
Term

**2 Performing:** Solo Performance  
**Composing:** Set Brief  
**Listening and Appraising:** All areas of study, dictation questions, essay questions

Spring  
Term

Autumn  
Term

**1 Performing:** Ensemble Performance  
**Composing:** Popular Song  
**Listening and Appraising:** Area of Study 4 – Popular Music

Your GCSE journey continues here...

Assessment

You will be assessed on the following three strands:

Performing: 30%



Composing: 30%

Appraising: 40%



Show your commitment...

How many of these can you complete?

I will perform my work for others in class

I will sign up for instrument lessons at home or in school

I will take part in at least one extra-curricular school ensemble

What can I do at home?

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SCAN ME

**The Big Picture**

The Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

**Intent** *(including moving on from...)*

**Performance:** Learners become confident performers who are able to develop rapport with other musicians and convey style and emotion when performing to an audience.  
**Composition:** In Year 10, students grasp the basics of compositional technique and begin to develop their initial ideas. They explore each AoS and find avenues that interest them.  
**Appraising:** Learners are able to identify the musical elements in a range of pieces from different times, cultures and for different purposes.

**Implementation**

**Performance:** Learners perform two pieces, one solo and one as an ensemble. The standard grade for Eduqas is Grade 3, with 4 marks being given for performances beyond this grade. There is a penalty of 4 marks for learners who play a piece below this standard.  
**Composition:** Learners compose one free composition and one to a brief set by the exam board. Both compositions must be completed in Year 11, but the free composition can be started in Year 10.  
**Listening and Appraising:** Learners study the 4 Areas of Study and develop their general listening skills, becoming aware of how the musical elements are used in different styles of music. In Year 11 they work on their exam technique, in particular how to answer dictation questions and longer written responses.

**Consider your assessment Markers**

Identify where the following will take place;

**Key assessments**  
**Low stakes testing**  
**Deep marking points**  
**Home learning**  
**Examinations**  
**Conferencing/MAD time**  
**Moderation**

**Autumn Term**  
**Performance:** One assessment  
**Composing:** One assessment  
**Listening and Appraising:** A range of mini-assessments. Y11 mock 1.

**Spring Term**  
**Performance:** One assessment  
**Composing:** One assessment  
**Listening and Appraising:** A range of mini-assessments. Y11 mock 2.

**Summer Term**  
**Performance:** One assessment  
**Composing:** One assessment  
**Listening and Appraising:** Y10 mock 1, Y11 final exam.

**Impact** *(including next steps...)*

*Students are confident performers and creators. They can identify the Elements of Music in pieces from different cultures, time periods and different styles of Music. They can apply this knowledge in their own performances and compositions. They can compose for different occasions and can work independently. They perform with style and have rapport with other performers.*