

Year 7 Rationale:

- ✓ Quickly gauge student's prior musical skill and appreciation by baseline testing listening skills and applying to knowledge and understanding
- ✓ Build on prior learning by building curriculum around the musical elements, devices, tonalities and structures
- ✓ It allows opportunity to form creative opportunities to develop musical ideas through performance and composition skills
- ✓ It encourages students to use music to explore a range of music from different cultures and times.
- ✓ **Planned cultural capital: Role of female composers throughout history, the role of music, the importance of music in different religions and cultures in society, musical influences and opportunities in the local area**

Year 8 Rationale:

- ✓ Students extend and develop their use and understanding of the musical elements, devices, tonalities and structures
- ✓ The content topics of work will range widely and provide opportunities for students to express themselves through listening & appraising, composition and performance using a range of musical notation
- ✓ The Musical World Unit will specifically widen students understanding of cultural, social and traditional musical conventions
- ✓ Music technology will be used to understand influences and effects on the way music is created with specific reference to the music industry
- ✓ **Planned cultural capital: Role of classical composers and modern day performers on society, musical expression as a form of communication, the role of National anthems in cultural identity**

Year 9 Rationale:

- ✓ Students build on the skills of listening, performing and composing that have been established at year 7 & 8.
- ✓ Students engage with The Blues as a starting point for popular music
- ✓ Students will understand the conventions of chord progression and notation as a format to create and develop music
- ✓ Students will have the opportunity to understand music in a real-life context, including the sales and reproduction of music
- ✓ **Planned cultural capital: The role of black musicians on modern music, explore the cultural environment and contribution of individuals within the music industry, the role of the music industry in creating jobs, the legal protection that comes with copyright law, the impact of commissioned music on the success of modern musicians, job opportunities within the music industry.**

Year 10/11 Rationale:

- ✓ Students in Year 10 and 11 build an understanding of the different types of organisations that make up the music industry
- ✓ To understand the job market place and the job roles within the music industry
- ✓ To manage the developing and delivery of a music product within a real-life context
- ✓ To explore creative stimuli in order to meet a brief
- ✓ **Planned cultural capital: etiquette in the work place, applying for music industry jobs, understanding social connections and networking, a knowledge of the skills and credentials required to work in a particular role, belonging to institutions such as large production companies or unions and trade bodies.**

Music Curriculum overview 2019-20

	LP1 (5)	LP2 (8)	LP3 (7)
Year 7 Students will look at	The Elements of music	Exploring rhythm and note values Exploring timbre	Exploring musical structure Exploring tonality
Year 8	The elements of music Exploring tonality and notation	The musical World Exploring rhythm and timbre	Exploring the musical Art An introduction to music technology Exploring structure and notation
	LP1 (30)	LP2 (40)	LP3 (30)
Year 9	The Blues Notation	Sound tracks Commissions Rock 'n' Roll	Minimalism Musicals Popular song
Year 10	Planning and delivery of a music product	Organisations that make up the music industry Live sound recording	Job roles and responsibilities within the music industry Live sound recording
Year 11	Composition Organisations that make up the music industry Live sound recording Job roles and responsibilities	Composition Paper 1 revision	Composition Revisit unit 2 and 3