

HIGHFIELDS SCHOOL

CURRICULUM OVERVIEW 2023-2024



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SUBJECT: MUSIC

KEY STAGE: 3

ROTATION - YEAR 7	ROTATION - YEAR 7	ROTATION - YEAR 7
<p>Topic 1 - Pop Music This topic serves as introduction to the inter-related dimensions of music: pitch, duration, and tempo. In this topic, students work on the keyboard to rehearse pieces of popular music. Students learn how to read and apply the treble clef. Students also appraise pieces of popular music and analyse the use of the above elements.</p>	<p>Topic 2 – Blues This topic focuses on the blues. Students learn the basics of the ukulele focusing on chord charts and TAB. Students make links between pitch, duration and tempo in a new context and are introduced to two new inter-related dimensions of music: melody and structure. Students produce their own arrangement of the 12-bar blues with a focus on licks and improvisation.</p> <p>Students appraise significant blues artists.</p>	<p>Topic 3 – Music for Media Students return to keyboard to continue to develop their skills. In this topic, students learn how to read and apply the bass clef and rehearse the keyboard using two hands.</p> <p>Students appraise significant music for media composers such as John Williams, Hans Zimmer and more. Students apply composition skills to write music for a specific brief.</p>
<p>ASSESSMENT Low stakes appraising quizzes. Students complete a performance assessment.</p>	<p>ASSESSMENT Low stakes appraising quizzes. Students complete a composing assessment.</p>	<p>ASSESSMENT Low stakes appraising quizzes. Students complete a performance assessment.</p>
ROTATION - YEAR 8	ROTATION - YEAR 8	ROTATION - YEAR 8
<p>Topic 1 - Reggae This topic focuses on reggae. Students continue to develop their ukulele skills looking at more complex chord charts and TAB. Students work in an ensemble to perform pieces of reggae music. Students appraise significant reggae artists and compose their own short reggae composition.</p>	<p>Topic 2 – Song Writing Students are taught composition techniques and are given creative freedom to compose in any style. Students use their knowledge of different instruments to write for an ensemble and can perform their songs on keyboard, acoustic guitar, electric guitar, bass guitar, ukulele, percussion, and use Music Technology to realise their idea.</p>	<p>Topic 3 - EDM Students consider how electronic dance music has evolved over time. Students rehearse keyboard and synthesised parts of EDM tracks. Students are tasked with composing their own EDM piece of music in a particular style. Students also promote their work which will be shared on the school website.</p>
<p>ASSESSMENT Low stakes appraising quizzes. Students complete a performance assessment.</p>	<p>ASSESSMENT Low stakes appraising quizzes. Students complete a composing assessment.</p>	<p>ASSESSMENT Low stakes appraising quizzes. Students complete a performance assessment.</p>

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AUTUMN TERM - YEAR 9	SPRING TERM - YEAR 9	SUMMER TERM - YEAR 9
<p>Component 1 Performing: In Autumn 1, students work towards their first solo performance. Students will specialise on their instrument and choose a piece of music to perform in front of their peers.</p> <p>In Autumn 2, students work in an ensemble of their choice using their peers from their class. Students implement assessment feedback from the first performance assessment.</p> <p>Component 3 Appraising: In Autumn 1, students begin looking at a 'general content' theory topic. This topic is crucial to accessing the rest of the theory content in Year 9.</p> <p>In Autumn 2, students look at AoS1: Popular Music. Students look at how popular music has developed from the 1960s to 2000s. This area of study prepares them for the namesake at Eduqas GCSE Music.</p>	<p>Component 1 Performing: In Spring 1, students work towards their second performance. Students will look to refine their technique taking on feedback from the Autumn term.</p> <p>In Autumn 2, students work in the same ensemble from the Autumn term and similarly to above, implement feedback.</p> <p>Component 2 Composing: In Spring 1, students will be introduced to the concept of composing to a set brief. The focus will be on composing an original reggae song. Students will be taught key skills and implement them to their own composition.</p> <p>In Spring 2, students will be introduced to the concept of free composition. Students will compose their own composition to their own original brief. This is a chance for students to explore and express their own style.</p> <p>Component 3 Appraising: In Spring 1, students begin look at AoS2: Film Music. Students look at the role of music in film and appraise significant composers. This prepares them for the namesake at Eduqas GCSE Music.</p> <p>In Spring 2, students prepare for their formal written mock exam. This mock exam will feature content from the previous three areas of study.</p>	<p>Component 1 Performing: In Summer 1, students work towards their final solo performance. Students will look to refine their technique taking on feedback from the spring term.</p> <p>In Summer 2, students work in the same ensemble from the Spring term and similarly to above, implement feedback.</p> <p>Component 2 Composing: In Summer 1, students will compose another set brief. The focus will be on composing an original popular song. Students will be taught key skills and implement them to their own composition.</p> <p>In Summer 2, students will continue to develop their free composition. Students will implement feedback from the spring term and prepare their free compositions for Year 10.</p> <p>Component 3 Appraising: In Summer 1, students will look at the set work for popular music, Toto's "Africa". This area of study prepares them for the namesake at Eduqas GCSE Music.</p> <p>In Summer 2, students complete revision activities in preparation for Eduqas GCSE Music.</p>
<p>ASSESSMENT</p> <p>Component 1: solo and ensemble performance assessment</p> <p>Component 3: low stakes appraising quizzes and a formal written question.</p>	<p>ASSESSMENT</p> <p>Component 1: solo and ensemble performance assessment</p> <p>Component 2: set brief and free composition assessment.</p> <p>Component 3: low stakes appraising quizzes and a formal written question.</p> <p>Formal written mock exam.</p>	<p>ASSESSMENT</p> <p>Component 1: solo and ensemble performance assessment</p> <p>Component 2: set brief and free composition assessment.</p> <p>Component 3: low stakes appraising quizzes and a formal written question.</p>