

Henlow Academy Music Curriculum Information

Intent	Implementation	Impact
<p>By the end of Key Stage 3 students will be GCSE ready</p> <p>Their lessons will have covered a wide range of musical styles and genres including but not limited to:</p> <ul style="list-style-type: none">• Western Classical Tradition• Popular Music• Music of Black Origin• World Music• Film Music	<p>All music lessons are predominantly practical developing the students performing, composing and appraising skills. Central to the lessons are musical elements:</p> <ul style="list-style-type: none">• Melody• Articulation• Dynamics• Texture• Structure• Harmony• Instruments• Rhythm• Time/Tempo	<p>At KS3 Students will identify and apply the musical elements to their own performances and compositions.</p> <p>At KS4 students will meet the requirements of the Eduqas GCSE Specification completing the exam and non exam components:</p> <ul style="list-style-type: none">• Performing• Composing• Appraisal Examination

Year 8 Curriculum Plan – Pupils will study all units across the year not necessarily in this order

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Theme	Hooks and Riffs	Offbeat	YuStudio House Music	All That Jazz	All About The Bass
Key concepts	<ul style="list-style-type: none"> Ostinato and Riffs repeating bass lines Hooks – catchy memorable melodies Composing using an ostinato 	<ul style="list-style-type: none"> Primary Chords Offbeat rhythms Syncopation Characteristics of Reggae 	<ul style="list-style-type: none"> Composing using a DAW Sequencing Characteristics of House Music 	<ul style="list-style-type: none"> Origins of Jazz and the Blues 12 Bar chord sequence Improvisation Swing music and local context Primary Chords 	<ul style="list-style-type: none"> Walking Bass Alberti Bass Broken Chords Inversions Bass Staff Notation
SMSC, Careers and British values	<p>Music examples from Western Classical the Tradition and Pop Music</p> <p>Empathy, teamwork, resilience, turn taking</p> <p>Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society.</p> <p>Careers – discussion with instrumental teachers about their careers</p>	<p>Examples from Music of Black Origin (MOBO). Influence of MOBO on popular music culture in UK.</p> <p>Empathy, teamwork, resilience, turn taking</p> <p>Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society.</p> <p>Careers – explore careers within the Pop Music Industry.</p>	<p>Examples from House Music. DJ's and other Electronic Dance Music.</p> <p>Empathy, teamwork, resilience, turn taking</p> <p>Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society</p> <p>Careers – music industry, working with a composer and music producer.</p>	<p>Examples from Music of Black Origin (MOBO). Influence of MOBO on popular music culture in UK.</p> <p>Empathy, teamwork, resilience, turn taking</p> <p>Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society.</p> <p>Careers – explore careers in the entertainment industry – jazz clubs.</p>	<p>Music examples from Western Classical the Tradition and Pop Music</p> <p>Empathy, teamwork, resilience, turn taking</p> <p>Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society.</p> <p>Careers – explore instrumental roles in the music industry.</p>
Parental support	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.

Year 9 Curriculum Plan					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Theme/spec objective	Dance Music	Soundtracks	Computer and Video Game Music	New Directions	What Makes A Good Song
Key concepts	<ul style="list-style-type: none">Dance music from different times and placesTexture – melody and accompanimentTime SignaturesPrimary Chords	<ul style="list-style-type: none">LeitmotifsCharacter themesIncidental Music	<ul style="list-style-type: none">Ground themeSyncopationCharacterisationSound effects	<ul style="list-style-type: none">Tone rowsMinimalismHexachordsPhase shifting	<ul style="list-style-type: none">Lyrics and song wordsHooks and RiffsSong tructureInstrumentationCover versions
SMSC and British values	Music examples from the Western Classical Tradition and Pop Music Empathy, teamwork, resilience, turn taking Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society. Careers – discussion with instrumental teachers about their careers	Music examples from the Western Classical the Tradition and Pop Music Empathy, teamwork, resilience, turn taking Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society Careers – exploring roles in the Film Industry	Music examples from the Western Classical the Tradition and Pop Music Empathy, teamwork, resilience, turn taking Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society Careers – exploring roles in the Gaming industry	Music examples from the Western Classical the Tradition Empathy, teamwork, resilience, turn taking Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society Careers – exploring 21st Century composers	Music examples from Pop Music Empathy, teamwork, resilience, turn taking Celebratory wellbeing through clapping and support of peers. Inclusion and law and order in British society Careers – exploring roles in the Pop Music Industry
Parental support	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.	Listen to and talk about a wide range of music with your child. Change the radio station or try new playlists.

Year 10 Curriculum Plan					
	Autumn 1	Autumn 2	Spring 1	Spring 2/First Half Summer 1	Second Half Summer 1/Summer 2
Theme	Area of Study 1 Form and Devices	Area of Study 4 Popular Music	Area of Study 2 Music for Ensemble	Area of Study 3 Film Music	Revisit all topics covered in Year 10
Key Concepts	<ul style="list-style-type: none">Binary, ternary and rondo formsRepetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressionsNotating a simple melodyUsing ICT in the music departmentAppreciating and using the elements/ 'building blocks'Recapping the basics – aural, notational and listening skillsIntroduction to prepared extract – <i>Badinerie</i>	<ul style="list-style-type: none">Rock and pop styles (revisiting Blues from KS3)Strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisationAppraising - more challenging theoretical and aural work:Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythmsThe relationship between melody and chordsHow to 'describe' a piece using the elements of musical languageIntroduction to prepared extract – <i>Africa</i>	<ul style="list-style-type: none">Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11).Composing using texture and sonority (chords and melody) including:Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melodyIntroducing additional concepts of melody, harmony and tonality:	<ul style="list-style-type: none">Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideasThe relationship between the story and the music: choosing appropriate elements of music to represent characters and plotThe effect of audience, time and place, and how to achieve this through use of the musical elementsUse of sonority, texture and dynamics to create a moodHow to achieve contrasts and develop initial ideas when composing	<ul style="list-style-type: none">Revisit all topics from year 10 using different pieces as listening and performing examplesComplete free composition project (of choice) and submitContinue to build aural skills through frequent practice.
SMSC and British Values	<ul style="list-style-type: none">Music examples from the Western Classical Tradition Careers – discussion with instrumental teachers about their careers	<ul style="list-style-type: none">Music examples from the Western Classical the Tradition and Pop Music Careers – explore opportunities within the music industry	<ul style="list-style-type: none">Music examples to include Music of Black Origin Careers – explore further opportunities within the music industry	<ul style="list-style-type: none">Music examples from the Western Classical the Tradition and Pop Music Careers – explore opportunities within the film industry	<ul style="list-style-type: none">Music examples from the Western Classical the Tradition and Pop Music Careers – explore opportunities in the wider media e.g TV and Radio
Parental Support	Engagement with listening and appraising homework. Encourage regular practice for performance elements. Engage students to use the music elements in their compositions.	Engagement with listening and appraising homework. Encourage regular practice for performance elements. Engage students to use the music elements in their compositions.	Engagement with listening and appraising homework. Encourage regular practice for performance elements. Engage students to use the music elements in their compositions.	Engagement with listening and appraising homework. Encourage regular practice for performance elements. Engage students to use the music elements in their compositions.	Engagement with listening and appraising homework. Encourage regular practice for performance elements. Engage students to use the music elements in their compositions.

Year 11 Curriculum Plan					
	Autumn 1	Autumn 2	Spring 1	Spring 2/First Half Summer 1	Second Half Summer 1/Summer 2
Theme	AO 1 – Form and Devices	AO 4 – Popular Music	AO 2 – Music For Ensemble	A0 3 – Film Music	Final Revision
Key Concepts	<ul style="list-style-type: none">• Variation form and strophic form in classical music• Recognition of features of baroque, classical and romantic periods• Revisit: imitation, pedal, canon, alberti bass and all harmonic features• Revisit and revision: <i>Badinerie</i>• Exam techniques: hints and tips• Building a vocabulary revision list• Clarifying theoretical points	<ul style="list-style-type: none">• Bhangra and fusion• Loops, samples, panning, phasing, melismatic/syllabic• Revisit <i>Since You've Been Gone</i>• Exam techniques: hints and tips• Building a vocabulary revision list• Clarifying all relevant theoretical points	<ul style="list-style-type: none">• Polyphonic, layered, round, canon and countermelody• Cover all styles not completed in year 10	<ul style="list-style-type: none">• Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures• Complete all coursework	<ul style="list-style-type: none">• Exam practice questions, both at home and in class• Discussion of revision techniques and learner answers – (and how to improve answers and achieve higher marks!)• Consolidation of examination techniques and expectations• Top tips and revision booklets etc.
SMSC and British Values	<ul style="list-style-type: none">• Music examples from the Western Classical Tradition and Pop Music <p>Careers – discussion with instrumental teachers about their career</p>	<ul style="list-style-type: none">• Music examples from the Western Classical the Tradition and Pop Music <p>Careers – explore opportunities within the music industry</p>	<ul style="list-style-type: none">• Music examples from the Western Classical the Tradition and Pop Music <p>Careers – explore opportunities within the music industry</p>	<ul style="list-style-type: none">• Music examples from the Western Classical the Tradition and Pop Music <p>Careers – explore opportunities within the music industry</p>	<ul style="list-style-type: none">• Music examples from the Western Classical the Tradition and Pop Music <p>Careers – explore opportunities within the music industry</p>
Parental Support	Engagement with listening and appraising homework. Encourage regular practice to meet the mark scheme for performances. Check that the composition log is being completed.	Engagement with listening and appraising homework. Encourage regular practice to meet the mark scheme for performances. Check that the composition log is being completed.	Engagement with listening and appraising homework. Encourage regular practice to meet the mark scheme for performances. Check that the composition log is being completed.	Engagement with listening and appraising homework. Focus on the musical elements and long answer questions.	Engagement with listening and appraising homework. Focus on the musical elements and long answer questions.

Assessment Overview						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 7	Initial composing assessment	Performance of a 5 note piece of music	Composing using a DAW	Composing and performing complex rhythms	Performing in an ensemble	Composing a simple bass line
Year 8	Composing using an ostinato	Performing in an ensemble	Composing using a DAW	Composing using improvisation	Composing a melody and bass line	
Year 9	Composing a stylistic piece of dance music	Composing music for a section of film	Composing for a video game sequence using a DAW	Composing using 20 th Century techniques	Composing a song	
Year 10	<ul style="list-style-type: none"> Ensemble (and possibly solo) performance Assessment of melody Short listening test to include basic rhythmic and pitch dictation and basic musical elements identification 	<ul style="list-style-type: none"> Ensemble performance and peer assessment of group work Assessment of chordal work and ideas in composing sketch book Short listening tests, interspersed throughout the project 	<ul style="list-style-type: none"> Assessment of compositional ideas Short listening tests and activities, interspersed throughout SoW 	<ul style="list-style-type: none"> Ensemble / Solo performance: show back in front of class, or invited audience Assessment of film music composition, with clear targets set for further development and refinement Short listening tests 	<ul style="list-style-type: none"> Assessment of composition to WJEC Eduqas criteria. Discussion should follow with learners re. targets, refinement etc. 	<ul style="list-style-type: none"> Mock Performance Assessment – two pieces, with at least one ensemble (times should be noted, and feedback given) Mock listening exam based on all areas of study
Year 11	<ul style="list-style-type: none"> Initial recordings and assessment of solo and ensemble performances using the Eduqas criteria. 	<ul style="list-style-type: none"> Monitor composition, processes, progress and composition log Mock listening exam based on all areas of study 	<ul style="list-style-type: none"> Assess composition to brief using WJEC Eduqas criteria. Ensure that all authentication procedures have been included Final assessment of performances using the Eduqas criteria. 	<ul style="list-style-type: none"> Complete all course work and assess using WJEC Eduqas criteria Complete all necessary documentation ready for submission 	<ul style="list-style-type: none"> Complete all necessary documentation ready for submission Submission of final performing and composing marks 	<ul style="list-style-type: none"> Final Appraisal Exam