

Music + Performing Arts Curriculum

Music and Performing arts are an essential part of a student's education as all the skills learnt are transferable to other subjects, professions and skills needed in life.

As part of the music curriculum students will develop their curiosity for different genres of music, along with experiencing music from different times and places. Students will be exploring listening and appraising skills, performance skills on different instruments and composition skills, including notation and using musical software. An essential part of working in a music classroom is developing team work and leadership skills.

All of these skills will help students rise to their full potential not only in music, but across the school wide curriculum.

Curriculum overview:

| Y7 | Autumn term: | Spring: | Summer: |
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| Half term 1 | Building Bricks: This unit is where students are introduced to all the key components needed to make a piece of music. | I've Got Rhythm: This unit is where students explore how music can be built without a melody. Students will explore rhythms through use of instruments, body percussion and everyday objects. | Sonority City: Students will be exploring how sound is generated and how musical instruments can alter their sound to create different effects. Students will also be exploring music software. |
| | Important vocabulary: Dynamics, Melody, Instrumentation, Texture, Harmony, Pitch, Articulation, Sonority, Tempo, Structure | Important vocabulary: Semibreve, Minim, Crotchet, Quaver, Semi-quaver, Rest, Pulse, Beat, Dotted Rhythms, Ostinato, Polyrhythms | Important vocabulary: Orchestra, Woodwind, Brass, Percussion, Strings, Conductor, Plucked, Strummed, Muted, Synthesized, Sung, Spoken, Sonority |
| Half term 2 | Keyboard Skills: This unit introduces students to standard music notation and key performance techniques. Students will learn to play different styles of keyboard music. | Form and Structure: This unit will see students exploring the importance of form and structure. Students will investigate music from different countries and points in history. | Folk Music: In the final unit of Year 7 students will take all their skills from across the year and use them to create a Folk Music inspired piece to be performed in a concert. |
| | Important vocabulary: Treble Clef, Bass Clef, Stave, Sharp, Flat, Ledger Lines, Dynamics, Genre | Important vocabulary: Binary Form, Ternary Form, Rondo Form, 12 Bar Blues, Verse and Chorus Structure | Important vocabulary: Pedal, Drone, Ostinato, Chord Patterns, Accompaniment, Arrangement, Lead Sheet |

| Y8 | Autumn term: | Spring: | Summer: |
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| Half term 1 | Hooks and Riffs This unit will allow students to explore repeating patterns in popular and classical music. This topic will allow students to explore ensemble performances and develop their keyboard skills. | Variations: This unit allows students to develop their composition skills, through exploring the concept of themes and creating variations of these themes. | All about the Bass: This unit is all about students exploring Bass Clef notation and exploring instruments that use this notation. This unit will focus on creating a composition that can be performed in class. |
| | Important vocabulary: | Important vocabulary: | Important vocabulary: |
| | Hooks, Riffs, Ostinatos, Loops, Fills, Synthesized sounds, Variation | Theme and Variations, Ground Bass, Melody, Accompaniment, Drone, Decoration | Bass Clef, Ostinatos, Riffs, Walking Bass patterns, Pedal notes. |
| Half term 2 | Offbeat: This unit will see students introduced to Reggae music. Students will further develop their chord understanding and explore writing lyrics for a song. | All that Jazz: All that Jazz explores the traditions of Blues and Jazz music. Students will develop their ensemble performance skills along with furthering their understanding of notation. | Saharan Sounds: The final unit of year 8 will be an exploration of music from Saharan Africa. Students will develop their ensemble performance skills and their leadership skills. |
| | Important vocabulary: | Important vocabulary: | Important vocabulary: |
| | Melody, Improvisation, Call and Response, Primary Triads, Tonic, Dominant, Subdominant, Riff, Bass Line, Texture. | Improvisation, Blues scales, Blue notes, chords, walking bass, 12 bar blues, Big Band. | Call and Response, Master Drummer, Polyrythm, Cross Rhythms, Improvisation |

| Y9 | Autumn term: | Spring: | Summer: |
|-------------|--|---|--|
| Half term 1 | Dance Music: This unit explores rhythm, chords and metre in a variety of different times and places. Students will be able to make the connection between steps, movement and formation and how this relates to the music. | Computer and Video Game Music: This unit will allow students to use their knowledge from Film Music to develop their own music for video games. The topics are strongly linked, and this is a further development on the performance and composition skills learnt last term. | Samba: This unit allows students to explore the music from Latin-America and to take part in a large ensemble performance, focusing on rhythmic accuracy and improvisation skills. |
| | Important vocabulary: | Important vocabulary: | Important vocabulary: |
| | Marches, The Baroque Dance Suite, Waltz, Tango, Irish Jog & Reel, American Line Dance, Club Dance, Primary Chords Simple and Compound Time Signatures | Sound effect, 8-bit music, Synthesiser, Sampling, Music Technology, Chromatic Movement, Staccato, Syncopation | Improvisation, Latin-American Rhythms, Ostinato, Call and Response, Samba Band |

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|-------------|--|---|---|
| Half term 2 | Soundtracks: This unit introduces students the challenges presented to composers of film music. Students will be introduced to Leitmotifs and the idea of composing for a given moving image. Students will explore performance and composition tasks. | New Directions: This unit allows students to explore the development of music using small ideas. The styles they will focus on are Minimalism and Serialism. The links between art and music shall be explored in this topic. | What Makes a Good Song? The final unit in key stage 3 music is combining all skills learnt over the last three years. Students are going to be to be writing a successful pop song, to be performed in the final lessons of the year. |
| | Important vocabulary: | Important vocabulary: | Important vocabulary: |
| | Leitmotif, Orchestration, Soundtrack, Mickey-mousing, Sequencing, Storyboard, Concord, Discord | Inversion, Retrograde, Retrograde Inversion, Tone-row, cells, repetition, | Hooks, Riffs, Lyrics, Verse Chorus Structure, Musical arrangements, |

Key staff contacts:

Mrs I Baxter: Faculty Leader of Music and Performing Arts – i.baxter@fi.coastandvale.academy

Ms Saint-Pierre: Head of Year 7

Mrs Palmer: Head of Year 8

Mrs Bestington: Head of Year 9

How will you assess my child's progress at Key Stage 3?

Assessment of learning takes many forms. Much of this will be informal assessment in lessons through verbal and written responses to questions. Students will have regular opportunity to assess their own progress through regular reviews and quizzes in lesson.

In Music, we understand that to make progress students need to know and practice the next steps to improve their work. For this reason, in each topic, staff assess a particular skill-based assessment task. Students will receive feedback that includes some improvement or next steps to complete. This will take a number of forms from redrafting written work, adapting their performance/composition piece to make sure all key points are included.

Assessment for each unit will always be split between a listening and appraising task and a practical element. These assessments combined provide an important opportunity for students to reflect on their learning.

All units across the year and the whole of key stage three are showing the development of the three key musical skills, Performance, Composition and Listening.

Key Stage 4: Music and Performing Arts

EDUQAS Vocational Award Level 1/2: Performing Arts

Important vocabulary: Can be found on Microsoft Teams.

| Y10 | Autumn term: | Spring: | Summer: |
|-------------|---|--|--|
| Half term 1 | Unit 1: Mock Performance & write up. Unit 2: Start of Creation Unit/ Sharing of the brief | Unit 1: Performance preparation Unit 2: Creation unit – piece for performance | Unit 2: Final write up of creation paperwork. Key area for focus feedback and evaluation. |
| Half term 2 | Unit 1: Performance preparation Unit 2: Creation Unit – piece for performance. | Unit 2: Creation unit – write ups and preparation for Performance. | Unit 1: |
| Y11 | Autumn term: | Spring: | Summer: |
| Half term 1 | Unit 1: Performance preparation Unit 3: Roles within the Performing Arts Industry | Unit 1: Performance write up and presentation of the work. Unit 3: Creation of work for Performing Arts Pitch | Final write ups of Presentation paperwork and evaluation. Submission of Unit 1 + Unit 3 |
| Half term 2 | Unit 1: Performance preparation Unit 3: Initial ideas and planning for Performing Arts Pitch | Unit 3: Research, presentation plan and rehearsal for pitch. | |

How will you assess my child's progress in Performing Arts?

Students taking EDUQAS Vocational Award in Performing Arts may chose to specialise in Music, Drama or Musical Theatre.

Assessment of learning takes many forms. Much of this will be informal assessment in lessons through verbal and written responses to questions. Students will have regular opportunity to assess their own progress through regular reviews in lesson.

In Performing Arts, we understand that to make progress students need to know and practice the next steps to improve their work.

Students will receive feedback that is in-line with the guidance supplied by EDUQAS. This will take a number of forms from redrafting written work, adapting their performance/composition piece to make sure all key points are included.

Unit 1: Performance: Students are to perform a piece for an audience. This will be an existing piece and students will complete a written log and set of tasks to accompany their final performance. (December of Year 11)

Unit 2: Creation: Students are to create a piece for a given brief by EDUQAS. This piece will be performed/presented to an audience and will complete a written log and set of tasks to accompany the final piece. (April – Year 10)

Unit 3: The Performing Arts Industry: Students will take part in an assessed presentation for a Performing Arts Festival. (March – Year 11)

GCSE Music: EDUQAS (Year 11 Only)

| Y11 | Autumn term: | Spring: | Summer: |
|-------------|---|--|--|
| Half term 1 | Unit 1: Preparation of Solo Performance for recording. Unit 2: Introduction of the brief set composition. Draft 1 due October. Unit 3: Area of Study 1: Western Music 1650-1800. Focus: Bach Badinere Set work. | Unit 1: Recording of Ensemble Performance. Unit 2: Submission of Free Composition & Draft 2 of Brief set Composition. Unit 3: Area of Study 4: Pop, Rock & Fusion Focus: Toto's Africa | Unit 1: Completed Unit 2: Completed Unit 3: Revision of both set works and all Areas of Study. |
| | Important vocabulary: | Important vocabulary: | Important vocabulary: |
| | Please see Keywords Rainbow Sheet, that can be found on Microsoft Teams and Google Classroom. | Please see Keywords Rainbow Sheet, that can be found on Microsoft Teams and Google Classroom. | Please see Keywords Rainbow Sheet, that can be found on Microsoft Teams and Google Classroom. |
| Half term 2 | Unit 1: Solo Performance Recording. Preparation of Ensemble Performance. Unit 2: Submission of Draft 2 Free Composition – Start of December. Unit 3: Area of Study 2 + 3: Revision of Music for Ensembles and Film Music. | Unit 1: Completed Unit 2: Submission of Brief set Composition Unit 3: Revision of both set works and all Areas of Study. | Unit 3 Exam |
| | Important vocabulary: | Important vocabulary: | Important vocabulary: |
| | Please see Keywords Rainbow Sheet, that can be found on Microsoft Teams and Google Classroom. | Please see Keywords Rainbow Sheet, that can be found on Microsoft Teams and Google Classroom. | Please see Keywords Rainbow Sheet, that can be found on Microsoft Teams and Google Classroom. |

How will you assess my child's progress in GCSE Music?

Assessment of learning takes many forms. Much of this will be informal assessment in lessons through verbal and written responses to questions. Students will have regular opportunity to assess their own progress through regular reviews and quizzes in lesson.

In Music, we understand that to make progress students need to know and practice the next steps to improve their work. For this reason, all three topics are assessed throughout the GCSE course.






Students will receive feedback that includes some improvement or next steps to complete. This will take a number of forms from redrafting written work, adapting their performance/composition piece to make sure all key points are included.

Unit 1: Performance: Two performances 4-6minutes in length. One solo performance and one ensemble performance. Both internally marked and externally moderated.

Unit 2: Composition: Two compositions, one Free composition and one brief set composition. Both internally marked and externally moderated.

Unit 3: Listening and Appraising Paper: Assessed June of Year 11. Preparation for this takes place in lessons across the course.

How can I help my child be successful in Music & Performing Arts?

-  Review key vocabulary with your child to help them transfer it to their long-term memory.
-  Ask students to explain what they have learnt that week, this also helps build long-term memory.
-  Try watching performances/music documentaries together and talking about them to encourage your child to explore the musical world around them.
-  Help them explore music YouTube channels/podcasts on BBC Sounds/Spotify, to give them a broader knowledge of music in the real world.
-  Explore your musical tastes and the tastes of others at home. This will introduce your child to other forms of music and different styles.