

Overall Curriculum Intent – Music

The overall curriculum intent of music is to establish a key understanding of the elements of music through a range of activities incorporating the three main pillars of music (**appraising, performing and composing**). By the end of their five year journey students will have an in-depth understanding of the key elements of music (**DR PITTS and MADTSHIRT**) and will be able to apply this knowledge to a variety of genres and styles of music. They will also develop their performance skills through performing both individually and as part of an ensemble. They will also be able to compose and develop their own piece of music, both individually and as part of an ensemble.

	Half Term 1 DYNAMICS (ITHOTHMK)	Half Term 2 RHYTHM & METRE (Someone You Loved)	Half Term 3 PITCH & TEMPO (He's a Pirate)	Half Term 4 TIMBRE & TEXTURE (Ode to Joy)	Half Term 5 FORM & STRUCTURE (Recurring Rondos)
Knowledge Introduced	<ul style="list-style-type: none"> Introduction to DR PITTS. Understanding of how it is utilised in a musical context. In-depth introduction of dynamics. Understanding definitions of loud and quiet and changes in dynamics. Being able to identify certain dynamics and changes in them through appraising. Performing In the Hall of the Mountain King. Developing performances through changes in dynamics. 	<ul style="list-style-type: none"> Revisit of DR PITTS with focus on rhythm. Understanding of metre and pulse through performance pieces. Introduction to basic note values through listening and performing contexts. Performing a piece of music (Someone You Loved) which focuses on developing pupil understanding of rhythm and metre. 	<ul style="list-style-type: none"> Revisit of DR PITTS with focus on pitch and tempo. Introduction to notes on the treble stave. Identifying notes on the lines and notes in the spaces. Understanding of score-reading. How notes move and reflect pitch. Understanding key Italian terms of tempo and how they are used to describe a piece of music. Identifying pitch and tempo changes through appraising activities. Performing a piece of music (He's a Pirate) to reflect understanding of pitch and tempo. 	<ul style="list-style-type: none"> Revisit of DR PITTS with focus on instruments and texture. Recap of instrumental families and introduction to timbre. Demonstrating understanding of timbre through appraising and performance activities. Development of understanding of texture. Moving from basic terms (thin and thick) to more complex terms (monophonic, homophonic, polyphonic). Rehearsals of Ode to Joy through an ensemble context. Pupils have different roles within the performance (melody/accompaniment). 	<ul style="list-style-type: none"> Revisit of DR PITTS with focus on structure. Introduction to key forms in music (binary, ternary, rondo) and understanding their definitions. Performing pieces of music in binary, ternary and rondo form. Developing pieces of music to reflect binary, ternary and rondo form. Introduction to theme and variation form. Understanding how to vary a piece of music through DR PITTS.
Key vocabulary/concepts/ideas students must master	<p><i>What are the key bits of knowledge that form the building blocks</i></p> <p><i>What are the key vocabulary concepts</i></p> <p>DR PITTS (Dynamics, Rhythm, Pitch, Instruments, Tempo, Texture, Structure)</p> <p>Key dynamic markings (forte, piano) and symbols (<i>f</i> and <i>p</i>)</p> <p>Changes in dynamics (crescendo, diminuendo)</p>	Rhythm: Semibreve Minim Crotchet Quaver Semiquaver Dotted Tie Rest Chord Metre Pulse Riff Bassline	Scales – Major and Minor High and Low Common Italian tempo terms e.g. allegro, andante, largo.	Musical Families – Brass, Percussion, Woodwind, Strings, Voice Standard contemporary instrument types eg electric guitar, synthesisers Timbre Monophonic Homophonic Polyphonic	Binary Ternary Rondo Theme and Variations Melody Ostinato Drone Improvisation
Knowledge revisited	Expanding on basic appraising from KS2. Perform in solo contexts from KS2	DR PITTS from previous topic. Expanding understanding of staff and musical notation/rhythms from KS2.	DR PITTS Expanding understanding of staff and musical notation/rhythms from KS2.	DR PITTS Recognition of instruments and families (BPWS) Score reading. Perform as part of ensemble from KS2	DR PITTS Score reading. Performing in ensemble contexts. Understanding of musical composition.
CEIAG Links/ Opportunities	GB 3 – Addressing the needs of each pupil.	Christmas showcase GB 4 – Linking curriculum teaching to careers. GB 6 – Experiences of workplaces	GB 4 – Linking curriculum learning to careers.	Visit from Chethams Young Musicians to demonstrate Orchestral Instruments in conjunction with Blue Coat. GB 5 – Encounters with employers and employees	GB 3 – Addressing the needs of each pupil.

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	Melody and Dynamics (Film Music)	Melody and Rhythm (Jazz & Blues)	Melody and Pitch (Musicals)	Melody and Form/Structure (Popular Music)	Melody and Texture (Minimalism)
Knowledge Introduced	<ul style="list-style-type: none"> Understanding how melody and dynamics are used and developed within a film music setting. Critically appraising different genres of film music through the lens of dynamics and melody. Introducing leitmotifs and investigating how they are used to create atmosphere. Performing specific leitmotifs (James Bond, Darth Vader) and manipulating them through dynamics to convey a certain mood. Understanding the difference between diegetic and non-diegetic sound. Contextually understanding the history of film music and certain notable composers. 	<ul style="list-style-type: none"> Revisit of rhythm, applied through a jazz and blues context. Understanding key rhythmic and melodic elements of jazz and identifying them through appraising activities. Learning about the context behind jazz and blues music and how it applies to the music. Performing a famous piece of jazz music (In the Mood), incorporating the key elemental features of jazz. Further opportunities to develop the performance piece through key elemental features (swung rhythm, improvisation). 	<ul style="list-style-type: none"> Understanding how melody and pitch are used and developed within musicals. Critically appraising different genres/styles of musicals with a focus around melody and pitch. Understanding and recognising different voice types during songs in musicals. Performing certain pieces from musicals both as a soloist and part of an ensemble. Contextually understanding the history of musicals and notable composers. 	<ul style="list-style-type: none"> Understanding how melody, form and structure are used and developed through a popular music lens. Recognising different sections within pop music and describing their features. Understanding and recognising different forms in popular music through critical appraisal. Performing a piece of popular music as an ensemble, understanding the different parts that construct a piece of popular music. Contextually understanding the history of popular music. Stormzy – Blinded by Your Grace 	<ul style="list-style-type: none"> Understanding how melody and texture are applied within minimalism. Revisiting of texture through a minimalist context and understanding key textural devices (phase-shift). Critically appraising pieces of minimalist music and identifying key melodic and textural devices. Performing a range of minimalist music both as a soloist and as part of an ensemble. Contextually understanding the history of minimalism and key composers.
Key vocabulary/ concepts/ideas students must master	Pianissimo Piano Mezzo-piano Mezzo-forte Forte Fortissimo Crescendo Diminuendo Sforzando Leitmotif	Improvisation Swung rhythm Syncopation 12-Bar Blues Walking bassline Blues scale Call and response	Conjunct Disjunct Triadic Syllabic Melisma Soprano Alto Tenor Bass Unison Falsetto Belting	Intro Verse Chorus Bridge Outro Verse-chorus form 32-bar form Strophic form Riff Chords	Layering Monophonic Homophonic Polyphonic Phase-shift Augmentation Diminution Ostinato
Knowledge revisited	Basic dynamic terms from Y7 (piano, forte, crescendo, diminuendo).	Note values from Y7 (semibreve, minim, crotchet, quaver)	Tonality – major and minor. Pitch – high low.	Understanding of structure from Y7 WCT structure from Y7 – Binary, Ternary and Rondo and how they are constructed.	Texture from Y7 – Thin and thick. Ostinato
CEIAG Links/ Opportunities	GB 3 – Addressing the needs of each pupil.	GB 3 – Addressing the needs of each pupil.	GB 3 – Addressing the needs of each pupil. GB 4 – Linking curriculum teaching to careers.	GB 3 – Addressing the needs of each pupil. GB 4 – Linking curriculum teaching to careers.	GB 3 – Addressing the needs of each pupil.

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	MADTSHIRT and Classical	MADTSHIRT and Pop/Rock (Musical Futures)	Composition Project – Brief	Building on genres and styles (World Music)
Knowledge Introduced	<ul style="list-style-type: none"> The use of MADTSHIRT as an acronym (elevated from DR PITTS) to understand the elements of music and how these can be applied to Western Classical Tradition. Gain a contextual understanding of the three key areas of classical music (Baroque, Classical and Romantic) and their key musical features. Apply their understanding to performance and appraising contexts. 	<ul style="list-style-type: none"> Applying MADTSHIRT within a Pop/Rock context. Gain a contextual understanding of the history of popular music and the key musical features. Apply their understanding to performance and appraising contexts. Battle of the Bands performance assessments using Musical Futures. 	<ul style="list-style-type: none"> Understanding of composition using technology. Pupils will apply MADTSHIRT knowledge to a set composition brief around a style of music they have studied before. Introduction to two types of musical software (notation and DAW). Pupils are assessed on a composition using one of the pieces of software. <p>Briefs Minimalism Jazz Classical Film Music</p>	<ul style="list-style-type: none"> Understanding of different aspects of world music through world music genres and styles. Applying MADTSHIRT analysis to different styles of world music. Performance activities centred around Latin American, Caribbean and African genres and styles. A detailed look into fusion music, combining popular music with traditional styles of world music (Santana and Paul Simon) through performance and appraisal activities.
Key vocabulary/ concepts/ideas students must master	Melody Articulation Dynamics Tempo Structure Harmony Instrumentation Rhythm & Metre Texture Baroque Classical Romantic	Ensemble Performance Riff Chords Bass line Melody Click track Rhythm grid Melody Accompaniment	MADTSHIRT (key elements) Various key terms associated with which brief students choose (e.g., minimalism – layering, ostinato. Jazz – 12-bar blues, walking bassline. Classical – Baroque, Classical, Romantic. Film music – leitmotif, diegetic).	MADTSHIRT Fusion Polyrhythms Diatonic Pentatonic Polyphonic Homophonic Monophonic A Capella Traditional instruments of certain styles (djembe, maracas, table etc)
Knowledge revisited	DR PITTS from Y7 and Y8 Score reading	Popular Music from Y8 MADTSHIRT	MADTSHIRT Various knowledge/skills developed across minimalism, jazz, classical and film music SOWs	MADTSHIRT
CEIAG Links/ Opportunities	GB 3 – Addressing the needs of each pupil.	GB 3 – Addressing the needs of each pupil. GB 4 – Linking curriculum teaching to careers.	GB 3 – Addressing the needs of each pupil. GB 4 – Linking curriculum teaching to careers.	GB 3 – Addressing the needs of each pupil.

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	Half Term 1 DYNAMICS (ITHOTHMK)	Half Term 2 RHYTHM & METRE (Shape of You)	Half Term 3 PITCH & TEMPO (He's a Pirate)	Half Term 4 TIMBRE (Ode to Joy)	Half Term 5 FORM & STRUCTURE (Recurring Rondos)	Half Term 6 TEXTURE (The Wellerman)
Knowledge Introduced	1. Introduction to DR PITTS (key elements of music) and definitions. 2. Introduction to critical appraising, establishing knowledge of DR PITTS and identifying elements. Composing pieces using DR PITTS 3. Appraising In the Hall of the Mountain King using DR PITTS. Introduction to basic keyboard skills and reading notation. 4&5. Establishment of keyboard skills through learning ITHOTHMK. Establishing knowledge of DR PITTS through listening tasks. 6. Performance and assessment of ITHOTHMK. Assessment of DR PITTS understanding.	1. Revisit of DR PITTS with focus on rhythm. Pupils write pulse piece using claps. 2. Intro to basic note values (minim, crotchet, quaver). Performance of talking drums using percussion. 3. Revisit note values, introduction to/appraisal of Shape of You, learn and perform bassline. 4. Intro to semibreves, rehearsal of chords, add to bassline. 5. Revisit of note values. Introduction to riff. Pupils rehearse bassline, chords and riff in groups. 6. Final rehearsal and performance of parts, extension is to add melody line to the part.	1. Revisit of DR PITTS with focus on pitch and tempo. Listening and composing activities to establish understanding. 2. Establish understanding of major/minor and conjunct/disjunct through listening and composing activities. 3. Intro to performance piece He's a Pirate, complete listening activity using new found knowledge. Begin performance rehearsals. 4-6. Performance practice and assessment.	1. Recap of instruments and families. Introduction to timbre. Demonstrating understanding of timbre through performance activities. 2. Introduction to Ode to Joy. Appraising and performing melody line of OTJ. 3-5. Ensemble rehearsals of OTJ. Each pupil has a different role within the group (melody/accompaniment). 6. Assessment of performances.	1. Introduction to binary form. Understanding binary form and performing a piece of music in binary form. 2. Introduction to ternary form. Understanding ternary form and performing a piece of music in ternary form. 3. Introduction to theme & variations. Understanding T&V and varying a piece of music using DR PITTS. 4&5. Introduction to rondo form. Understanding rondo form. Performing an A section from a rondo form piece and improvising other sections (B & C) in small ensembles. 6. Assessment of rondo form performances.	1. Introducing textures. Focus on monophonic, homophonic and polyphonic. Be able to recognise and compose in different textures. 2. Focus on homophonic (melody and accompaniment). How a piece of music can be accompanied. Performance of drunken sailor. 3. Building of parts for DS (melody, chords, bassline). 4. Introduction to The Wellerman. Build parts similar to DS. 5-6. Group performances of The Wellerman and assessment.
Key vocabulary/ concepts/ideas students must master	<i>What are the key bits of knowledge that form the building blocks</i> <i>What are the key vocabulary concepts</i> DR PITTS (Dynamics, Rhythm, Pitch, Instruments, Tempo, Texture, Structure) Key dynamic markings (forte, piano) and symbols (<i>f</i> and <i>p</i>) Changes in dynamics (crescendo, diminuendo)	Rhythm: Semibreve Minim Crotchet Quaver Semiquaver Dotted Rest Metre: Simple time Compound time Pulse	Scales – Major and Minor High and Low Common Italian tempo terms e.g. allegro, andante, largo.	Musical Families – Brass, Percussion, Woodwind, Strings, Voice Standard contemporary instrument types eg electric guitar, synthesisers Timbre	Binary Ternary Rondo Theme and Variations Melody Ostinato Drone Improvisation	Homophonic, Polyphonic, Monophonic Antiphonal Unison Octaves Melody and Accompaniment Chords Bass line
Knowledge revisited	Expanding on basic appraising from KS2. Perform in solo contexts from KS2	DR PITTS from previous topic. Expanding understanding of staff and musical notation/rhythms from KS2.	DR PITTS Expanding understanding of staff and musical notation/rhythms from KS2.	DR PITTS Recognition of instruments and families (BPWS) Score reading. Perform as part of ensemble from KS2	DR PITTS Score reading. Performing in ensemble contexts. Understanding of musical composition.	DR PITTS Score reading Performing in solo and ensemble contexts.
CEIAG Links/ Opportunities	GB 3 – Addressing the needs of each pupil.	Christmas showcase GB 4 – Linking curriculum teaching to careers.	GB 4 – Linking curriculum learning to careers.	Visit from Chethams Young Musicians to demonstrate	GB 3 – Addressing the needs of each pupil.	Summer showcase GB 6 – Experiences of workplaces

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Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Melody and Dynamics (Film Music) <ul style="list-style-type: none"> Use of Dynamics within the setting of Melody amongst Musical settings The development of Melody and Dynamics within the piece, Star Wars Theme through Performance, Composition and Critical Appraisal activities 	Melody and Rhythm (Jazz) <ul style="list-style-type: none"> Use of Rhythm within the setting of Melody amongst Musical settings The development of Melody and Rhythm within the piece, Bolero through Performance, Composition and Critical Appraisal activities 	Melody and Pitch (West Side Story) <ul style="list-style-type: none"> Use of Pitch within the setting of Melody amongst Musical settings The development of Melody and Pitch within music from West Side Story through Performance, Composition and Critical Appraisal activities 	Melody and Timbre (Graceland) <ul style="list-style-type: none"> Use of Timbre within the setting of Melody amongst Musical settings The development of Melody and Timbre within music from the Album, Graceland through Performance, Composition and Critical Appraisal activities 	Melody and Form/Structure (Pop Music) <ul style="list-style-type: none"> Use of Form/Structure within the setting of Melody amongst Musical settings The development of Melody and Form and Structure within music from various Video Games through Performance, Composition and Critical Appraisal activities 	Melody and Texture (Minimalism) <ul style="list-style-type: none"> Use of Texture within the setting of Melody amongst Musical settings The development of Melody and Texture within music from the piece, Seven Nation Army through Performance, Composition and Critical Appraisal activities
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
conjunct, disjunct, triadic, broken chords, scalar, arpeggio Gradation of dynamics as follows: <ul style="list-style-type: none"> pp, p, mp, mf, f, ff including the Italian terms cresc, crescendo, dim, diminuendo including hairpins sfz, sforzando common signs, terms and symbols. Leitmotif	Augmentation, diminution Dotted rhythms, triplets anacrusis hemiola Polyrhythm Syncopation Ostinato Riff Simple and Compound Time Pulse Swung rhythm Straight rhythm Syncopation Walking bassline	Motifs Melisma Improvisation slide/glissando/portamento Scales – Major/Minor/Modal High and Low Conjunct and Disjunct	Generic families of instruments as found in traditional/world music e.g. steel drums The use of technology, synthesised and computer-generated sounds, sampling and the use of techniques such as reverb, distortion and chorus Standard contemporary instrument types e.g. electric guitar, synthesisers	intro/outro verse chorus break Incidental Music Motif Programmatic Music Theme and Variations	a cappella imitative layered/layering Melody and Accompaniment Homophonic, Monophonic, Polyphonic
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
Opportunity to discuss the role of a film composer and opportunities in Television via links with Media City	Christmas Song for whole Year group in Oldham Parish Church Role of performers at a large event i.e.:- Christmas Concert		Planning a performance Team Work and co-operation Analysis of genres with a view to entering the industry as a performer	Role of performers at a large event i.e.:- Easter Concert Discussion and first-hand experience of how music is used to enhance Video Games and what it takes to write successful music for a top selling game.	Planning a performance Team Work and co-operation Analysis of genres with a view to entering the industry as a performer