

WIXAMS ACADEMY MUSIC 5 YEAR CURRICULUM PLAN 2021-2022

KEY: UNIT TITLE PRIOR LEARNING NEEDED/RE-CAPPED – BUILDING DEPTH HOW ASSESSED?

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE WIDER CURRICULUM LINKS

Academy curriculum intent: *To provide EVERY student the opportunity to acquire academic excellence and those skills, qualities and experiences that develop well-rounded, successful and happy members of modern society.*

- A 5 Year curriculum design approach for most subjects providing a logically sequenced educational journey.
- We follow the full National Curriculum at Key Stage 3 (KS3) to give our students the broadest and best start to their secondary education.
- We believe in personalisation and choice, so we offer one of the broadest ranges of KS4 GCSE option subjects in the Borough.
- Students are encouraged, but not forced to take EBacc subjects, resulting in significantly more students choosing these subjects, compared to National average.
- Knowledge and skill acquisition are key.
- We have a 'Teach to the Top' mantra, where challenge is always present and differentiation ensures all students have the scaffolding and support to 'Access the Top'
- EVERY student has access to the full ambitious curriculum. We do not reduce, narrow or restrict the curriculum for any learners.
- We pride ourselves on an extremely rich 'wider curriculum' including extracurricular; electives; trips and visits; values; oracy to increase our students' 'Cultural Capital'
- We base our curriculum design and implementation on proven educational research methods.

Subject Curriculum Intent:

Wixams Academy will provide experiences, both within curricular and extra-curricular time where students will be encouraged to grow in confidence as musicians, music makers and creators. The curriculum will aim to put performance, creativity and excellence at the heart of the pupils' experiences; it is our aim that the enthusiasm cultivated in our engaging and practical curriculum lessons will lead to students becoming inquisitive about musical styles less familiar to them. They will learn about the great composers and an array of genres, styles and traditions involving music in the Western world and other cultures too. We will ensure that the performance element of the course is fully inclusive towards stretching our most able students as well as providing structure and accessibility to our less able students to raise their self-esteem and ensure enjoyment. Students will specialise in a musical instrument of their choice in KS3. Opportunities provided in the Academy's already strongly established extra-curricular music sessions throughout the year will play a central role in harnessing this overarching aim.

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	Year 7 INTRODUCE	Year 8 DEVELOP	Year 9 EMBED	Year 10 SECURE	Year 11 MASTER
Aim	<p>Year 7 will introduce students to key terminology, concepts and core skills needed to have success in this subject. In music we teach keyboard skills where student learn technique, staff notation and keyboard geography for performing; students learn to sing confidently and with correct posture;</p>	<p>Year 8 will develop the core skills introduced in year 7, placing greater emphasis on developing depth and understanding around key knowledge. In music, we develop the confidence and knowledge of the piano keyboard by introducing students to chords (harmony) and offbeat use of rhythm in reggae music. This knowledge will then be used to improvise and compose.</p>	<p>Year 9 will embed key knowledge so that it is firmly fixed in the long term memory. In music we explore the music of four areas of study, including Rhythms of the World, Film music, Conventions of Pop and the Concerto Through Time. Students also develop further their performance skills, moving closer to the advanced level that is required for GCSE Performance. Learners with limited prior experience playing an instrument are supported to develop their sequencing skill using a digital audio workstation.</p>	<p>Year 10 will secure knowledge so that it can be recalled, explored and built upon with ease. In music, we further explore the music of the four areas of study, with increased opportunity to apply knowledge to exam style questions. During this year, students also develop further their performance skills, moving closer to the advanced level that is required for GCSE Performance. Learners developing their sequencing skills shall learn parts of increasing demand for recording live into a digital audio workstation (DAW).</p>	<p>Year 11 will demonstrate mastery in the subject knowledge, making connections with other topics/subjects and applying it to different contexts. In music, we ensure secure understanding of the music of the four areas of study, with regular opportunity to apply knowledge to exam style questions and review their results. During this year, students also reach the peak of their GCSE performance level to be at the standard level that is required for GCSE Performance. Learners developing their sequencing skills shall finalise their ensemble sequenced performance, where they live record more than one of the parts (DAW).</p>

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Unit 1	<p>C is to the left of the two black keys.</p> <p>Some students have had some experience of keyboards through piano lessons and whole class teaching.</p> <p>Teacher assessment of the performance of a right hand part of music.</p> <p>Learn to sing and use their voices to create and compose music on their own and with others. Have the opportunity to learn a musical instrument. Use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Notes values connect to numeracy</p>	<p>Offbeat: A study of reggae music</p> <p>Knowledge of the keyboard, including middle C and appropriate fingering.</p> <p>Teacher assessed.</p> <p>Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p>Geography/History – links to the Caribbean and cultural heritage and historical people.</p>	<p>Conventions of Pop</p> <p>Some knowledge of pop and other music of the last half century and beyond; understanding of the instrument in which they have chosen to specialise (unless non-instrumentalist in which case they may develop their singing or sequencing skills (Music Tech)).</p> <p>Teacher assessed</p> <p>AO1</p> <p>Perform with technical control, expression and interpretation; Compose and develop musical ideas with technical control and coherence; AO3</p> <p>Demonstrate and apply knowledge; AO4</p> <p>Use appraising skills to make evaluative and critical judgements about music;</p> <p>History – link to African slave trade; how this brought around blues music, which led to rock and roll.</p>	<p>Concerto Through Time</p> <p>Some understanding of basic instruments of the orchestra such as violin, trumpet etc. Previous link: Sonority City. Y8</p> <p>Teacher Assessed</p> <p>Perform with technical control, expression and interpretation; Compose and develop musical ideas with technical control and coherence; AO3</p> <p>Demonstrate and apply knowledge; AO4</p> <p>Use appraising skills to make evaluative and critical judgements about music;</p> <p>History/Art – how the baroque period of history compares to the subsequent centuries, with regard to art too.</p>	<p>Conventions of Pop</p> <p>Broad understanding of the features of each era of popular music since the 50s.</p> <p>Teacher assessed</p> <p>AO1</p> <p>Perform with technical control, expression and interpretation; Compose and develop musical ideas with technical control and coherence; AO3</p> <p>Demonstrate and apply knowledge; AO4</p> <p>Use appraising skills to make evaluative and critical judgements about music;</p> <p>History – link to African slave trade; how this brought around blues music, which led to rock and roll.</p>
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<p style="text-align: center;">Unit 1 knowledge and skills end points</p> <p style="text-align: center;">September to December</p>	<ul style="list-style-type: none"> • Navigate basic keyboard functions • Know correct posture, sitting and hand position • Identify middle C and other notes on the keyboard • Know correct fingering (1-5) • Know appropriate warm-ups for the fingers • Be able to read basic staff notation • Be able to evaluate the success of their performance 	<ul style="list-style-type: none"> • Know the origins of Reggae Music • Know famous artists from the genre of reggae • Know the different textural layers of reggae • Know that chords come from scales • Know the notes of the primary chords and what they are • Know what syncopation is • Know key themes of reggae lyrics 	<p>Listening and appraising</p> <ul style="list-style-type: none"> • Know the subgenres of Rick ‘n’ Roll (50s/60s), Rock Anthems (70s/80s), Pop Ballads (70s/80s/90s) and music of solo artists (90s-present day). • Become aware of the use of voices in popular music and begin to be able to identify these aurally in audio extracts. • Know how voices and instruments interact within popular music • know and understand the development of styles within popular music over time • Begin to understand the variety and development of styles within popular music over time. • Begin to be aware of the origins and the cultural context of the name genres of popular music • Know the typical music characteristics, conventions and 	<p>Listening and appraising</p> <ul style="list-style-type: none"> • Know the dates of the Baroque, Classical and Romantic Periods. • Know suitable composers of these periods of history. • Know and understand the markup of the orchestra in the Baroque period and how it developed through the Classical and Romantic period. • Know and understand how the continuo ripieno, concertino (in concerto grosso) all work together as the soloists and orchestra. • Know and understand the role that ornamentation plays in decorating melody lines. • Know how the elements of music are used in all three periods of concerto; how do these elements change in the their use over time. 	<p>Listening paper:</p> <ul style="list-style-type: none"> • Know and understand and identify the use of voices aurally in audio extracts. • Know and understand the use of instruments in popular music and changes and developments in instrumentation over the decades. • Know typical musical characteristics, conversions and features of pop music through the decades, including rock and roll, rock anthems, pop ballads and music of solo artists. • Know and understand how composers of pop music and compositional devices such as instruments and timbre. • Know names of artisits and groups who composers and/or performed each genre. • How song structure changed
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			<p style="color: red;">features of the specified genres.</p> <p style="color: red;">Performing:</p> <ul style="list-style-type: none"> ▪ Know the importance of developing confidence on your instrument ▪ Know and understand how to play with good articulation and expression <p style="color: red;">Composition:</p> <ul style="list-style-type: none"> ▪ Develop confidence in using primary chords in any given key ▪ Understand the use of harmonic rhythm. ▪ Have an awareness of the structure of a pop song ▪ Develop a simple melody using stepwise (conjunct) movement and leaps (disjunct) ▪ Understand the use of and create their own riff ▪ Learn to use the basic features of a Digital Audio Workstation program ▪ Experiment with recording an alberti bass into a DAW 	<p style="color: red;">Performing:</p> <ul style="list-style-type: none"> ▪ Know and understand the meaning of good technical control of your instrument. ▪ Know and understand how to play with good or better articulation and expression. ▪ Knowing and recognising the importance of showing an awareness of others when performing as an ensemble. <p style="color: red;">Composition:</p> <ul style="list-style-type: none"> ▪ Through an analysis of a variety of styles, look at how composers use simple chord sequences. ▪ Know how a chord sequence might develop through a piece of music; or indeed remain largely unchanged throughout a pop song. ▪ Using a given chord structure, learn methods in developing a melody. 	<ul style="list-style-type: none"> • The historical and social context of the named genres of music. • The growth of the popular music industry. <p style="color: red;">Performing:</p> <ul style="list-style-type: none"> ▪ Know and understand the meaning of good technical control of your instrument. ▪ Continue to focus on accuracy of solo performance. ▪ Know and understand how to play with good or better articulation and expression; develop instrument specific skills ▪ Nurture ensemble skills: listening; timing; communication; developing a sense of ensemble. <p style="color: red;">Composition:</p> <ul style="list-style-type: none"> ▪ Use the brief provided by OCR to improvise and explore ideas
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				<ul style="list-style-type: none"> ▪ Know how to use a DAW to make use of multi-tracking ▪ Know how to build texture e.g. using strings/ bass notes/ counter-melody 	<ul style="list-style-type: none"> ▪ Know how to use melodic idea and adapt/evolve and/amend throughout a composition ▪ Understand how to formulate musical ideas in response to a story or photograph ▪ Choose brief and begin second composition.
<p style="text-align: center;">Unit 2 knowledge and skills end points</p>	<p style="text-align: center;">Singing</p> <p style="text-align: center;">Students will have engaged in singing ensembles in primary school however it should be noted that during the pandemic this may have been hampered.</p> <p style="text-align: center;">Teacher assessment of a vocal performance; teacher assessment of short vocal composition.</p> <p style="text-align: center;">Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p>	<p style="text-align: center;">‘I guess that’s why they call it the blues’</p> <p style="text-align: center;">Knowledge of the keyboard, including middle C; how to construct chords. Contextual understanding of the slave trade and how subsequent styles linked with African rhythms.</p> <p style="text-align: center;">Teacher assessed</p> <p style="text-align: center;">Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p style="text-align: center;">Learn to sing and to use their voices, to create and compose music on their own</p>	<p style="text-align: center;">Film Music</p> <p style="text-align: center;">A general experience of music used in films and video games.</p> <p style="text-align: center;">Teacher assessed.</p> <p style="text-align: center;">Perform with technical control, expression and interpretation; Compose and develop musical ideas with technical control and coherence; Demonstrate and apply knowledge; Use appraising skills to make evaluative and critical judgements about music</p> <p style="text-align: center;">History – links to slave trade and how blues music originated from the plantations</p>	<p style="text-align: center;">Film Music</p> <p style="text-align: center;">A general experience of music used in films and video games.</p> <p style="text-align: center;">Teacher assessed.</p> <p style="text-align: center;">Perform with technical control, expression and interpretation; Compose and develop musical ideas with technical control and coherence; Demonstrate and apply knowledge; Use appraising skills to make evaluative and critical judgements about music</p> <p style="text-align: center;">Media studies – how much is used in film and video game music to shape and enhance the experience for the intended audience.</p>	<p style="text-align: center;">Concerto Through Time</p> <p style="text-align: center;">Students will be familiar with orchestral instruments from the work they in in KS3 and Film Music</p> <p style="text-align: center;">Teacher Assessed.</p> <p style="text-align: center;">Perform with technical control, expression and interpretation; Compose and develop musical ideas with technical control and coherence; Demonstrate and apply knowledge; Use appraising skills to make evaluative and critical judgements about music</p> <p style="text-align: center;">Links to history – art during the Baroque period; Geography – countries where we Western-art music was created</p>

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	<p style="text-align: center;">Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p style="text-align: center;">Demonstrating respect for others (when performing).</p>	<p style="text-align: center;">and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.</p> <p style="text-align: center;">Geography/History – links to the Caribbean and cultural heritage and historical people.</p>			
<p style="text-align: center;">Unit 2 knowledge and skills end points</p> <p style="text-align: center;">Jan – April</p>	<ul style="list-style-type: none"> • Know correct posture for singing • Be able to breath effectively • Use of good diction • Know vocal warm-ups • Know the role of the conductor • Know how to follow a conductor’s direction • Be able to effectively take on the role of the conductor • To use dynamics effectively • Know about correct pitch • Develop confidence potentially to sing solo • To use vibrato to add expression to a vocal performance 	<ul style="list-style-type: none"> • Know what chords are used in blues • Know what a walking bassline is • Be able to play a walking bassline fluently • To know the blues scale • Improvise using notes of the blues scale. • Knowing what makes an effective Jazz improvisation • Duet with one person playing 12 bar blues seventh chords and one improvising with a blues scale in C • recognise the instruments used in blues 	<p>Listening paper:</p> <ul style="list-style-type: none"> • Know the purpose of Film music in movies and video games • Know prominent film composers and their works • Know and understand how film music is created • Know how the musical elements can be manipulated to create different moods and enhance the scene of a film • Know how orchestral scores can create a breadth of emotions and how orchestral timbres can be employed to do this. 	<p>Listening paper:</p> <ul style="list-style-type: none"> • Know the purpose of film music • Know the function and use of leitmotif in films • Know and understand how composers create music to support, enhance and compliment a mood, emotion, character or action on screen. • Know how composers use music dramatically and expressively through a variety of musical elements and compositional devices for example through pitch and melody. • Know and understand the use of diegetic and non-diegetic music. 	<p>Listening and appraising</p> <ul style="list-style-type: none"> • Be confident in the knowledge of a Baroque Solo Concerto’ Solo Concerto; Classical Concerto; Romantic Concerto. • Know how instruments of the orchestra and th e orchestra itself developed over the Baroque, Classcal and Romantic time periods. • Be able to identify the key instruments of the orchestra when hearing an extract. • Know the role of the soloist(s).

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		<ul style="list-style-type: none"> • Know what swing rhythms are • Knowing and understanding seventh chords 	<ul style="list-style-type: none"> • Know some prominent composers of video game music. <p>Performing:</p> <ul style="list-style-type: none"> ▪ Know and understand the meaning of good technical control of your instrument. ▪ Know and understand an onward looking rehearsal schedule in order to promote good or better articulation and expression <p>Composition:</p> <ul style="list-style-type: none"> • Develop a simple composition (instrumental) with an ABA structure ▪ Include the following: <ul style="list-style-type: none"> ▪ Different instruments to create texture ▪ Sequences ▪ Stepwise movement and leaps ▪ Primary chords ▪ Some secondary chords ▪ Keeping the ideas simple ensuring 	<ul style="list-style-type: none"> • Know how much has developed through both film and video game music.know the names of composers for music for film and video games. <p>Performing:</p> <ul style="list-style-type: none"> ▪ Demonstrate continued development of good technical control of your instrument. ▪ Demonstrate continued development of how to play with good or better articulation and expression. ▪ Knowing and recognising the importance of showing an awareness of others when performing as an ensemble. <p>Composition:</p> <ul style="list-style-type: none"> ▪ Develop confidence in using the primary chords ▪ Understand how a pop song is structured and 	<ul style="list-style-type: none"> • Know the relationship between the soloist and the orchestral accompaniment. • Be able to describe the music of the accompaniment or the soloist. • Be able to identify the missing notes of part of a melody aurally. • Know and be able to identify signs and symbols within a musical score. • Compare and contract sections of music accurately. <p>Performing:</p> <ul style="list-style-type: none"> ▪ Continued developed of understanding the meaning of good technical control of your instrument. ▪ Continued developed of understand how to play with good or better articulation and expression ▪ Continued developed of recognising the importance of
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			the elements of music are used.	create their own structure plan <ul style="list-style-type: none"> ▪ Develop a simple melody ▪ Record the parts using a DAW ▪ Review and appraise the result 	showing an awareness of others when performing as an ensemble. Composition: <ul style="list-style-type: none"> ▪ Use knowledge and understanding of listening examples to refine compositional ideas ▪ Be able to listen to and evaluate the sound of a composition/section using key terminology. ▪ Recap and develop further the use of chords, melody, harmony, bass parts etc.
Unit 3	Sonority City No prior experience of the orchestra needed, however students may have heard of an orchestra and the instruments within it. Teacher assessed. Understand and explore how music is created, produced and communicated, including through the inter-related	African Drumming Knowledge and understanding of Africa as a continent and the countries within it. Teacher assessed. Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the	Concerto Through Time Some understanding of basic instruments of the orchestra such as violin, trumpet etc. Teacher Assessed Perform with technical control, expression and interpretation; Compose and develop musical ideas with technical control and coherence; AO3	Rhythms of the World Students will need to recap on the knowledge of world regions, features of the different styles, names of artists and names and uses of the different instrumentation used throughout the different areas of study. Teacher Assessed	Exam revision in preparation for Listening Exam in June

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	<p>dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Identification of instrument timbres; use of descriptive words for describing these sounds.</p>	<p>great composers and musicians.</p>	<p>Demonstrate and apply knowledge; AO4</p> <p>Use appraising skills to make evaluative and critical judgements about music;</p> <p>History/Art – how the baroque period of history compares to the subsequent centuries, with regard to art too.</p>	<p>Perform with technical control, expression and interpretation; Compose and develop musical ideas with technical control and coherence; AO3</p> <p>Demonstrate and apply knowledge; AO4</p> <p>Use appraising skills to make evaluative and critical judgements about music</p> <p>Links to Geography – learning about cultures around the world, including Africa and the Caribbean.</p>	
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<p>Unit 3 knowledge and skills end points</p>	<ul style="list-style-type: none"> • Know what an orchestra is. • Know what sonority/timbre mean (same meaning), along with other relevant elements. • Know the groups of orchestral instruments. • Know the different instruments within each group. • Know the role of the conductor. • Know how instruments produce sound. • Know how to use the keyboard to make sounds. 	<ul style="list-style-type: none"> • Perform two sounds correctly on an African drum • Perform as part of a group a cyclic rhythm as part of a polyrhythmic texture • Understand that syncopation is an offbeat rhythm, performed on the weaker beats of the bar and describe the effect which this has on the music • Sing and perform syncopated parts within smaller groups as part of a group arrangement towards a complete song arrangement showing good awareness of syncopation • Improvise and compose two “call” patterns, using words and recording using rhythm grid notation with a good awareness of question and answer rhythms 	<p>Listening paper:</p> <ul style="list-style-type: none"> • Know the dates of the Baroque, Classical and Romantic Periods. • Know the composers of these periods of history. • Know and understand the makeup of the orchestra in the Baroque period, and how it developed through the classical period and Romantic • Know and understand how the continuo, ripieno, concertino (in concerto grosso) all work together as the soloists and orchestra. • Know and understand the role that ornamentation plays in decorating melody lines • Know how the elements of music are used in all three periods of concerto; how do these elements change in their use over time <p>Performing:</p> <ul style="list-style-type: none"> ▪ Know and understand the meaning of good 	<p>Listening paper:</p> <ul style="list-style-type: none"> • Know the geographical world regions of the styles of world music studied • Know and understand characteristic rhythms and metres. • Know the origins and context of the traditional music. • Know the musical characteristics of the folk music • Know the impact of modern technology on traditional music • Know the names of performers and groups • Now ways in which performers work together. <p>Performing:</p> <ul style="list-style-type: none"> ▪ Know and understand the meaning of good technical control of your instrument. ▪ Know and understand how to play with good or better articulation and expression 	
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		<ul style="list-style-type: none"> ● Make connections between African musical instruments and those available within the classroom ● Compose and accurately record own rhythm, with some syncopation, performing it individually and as part of a group polyrhythmic texture ● Recognise and identify more complex features of African music such as syncopation and polyrhythm when listening and use these features as part of a larger African-inspired group composition. 	<p>technical control of your instrument.</p> <ul style="list-style-type: none"> ▪ Know and understand how to play with good or better articulation and expression ▪ Knowing and recognising the importance of showing an awareness of others when performing as an ensemble. <p>Composition:</p> <ul style="list-style-type: none"> ▪ Create a simple 2 minute pop song using: <ul style="list-style-type: none"> ▪ Intro, verse, chorus, verse, outro ▪ Use word painting over some lyrics ▪ Learn how to fit a melody with lyrics ▪ Use instruments rhythmically to enhance energy and drive ▪ Develop an understanding of how to form an appropriate melodic shape for the voice e.g. careful use of leaps etc. 	<ul style="list-style-type: none"> ▪ Knowing and recognising the importance of showing an awareness of others when performing as an ensemble. <p>Composition:</p> <ul style="list-style-type: none"> ▪ Know how to create polyrhythms in order to build texture ▪ Refine ability to construct a melody over top of chords ▪ Use inversions of chords ▪ Use cadences to bring phrases to a close ▪ Understand how to repeat a section of music e.g. ABA with slight variations to add interest. ▪ Understand how to use quantise to refine accuracy of music 	
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Complete all boxes

This document will expand as you type.

Red text gives you guidance →

Add more/remove units if required

Do not change the colours of the text used.

UNIT TITLE- State the title of the unit

PRIOR LEARNING NEEDED/RE-CAPPED FROM KS2 – Identify what you need to re-cap from the previous KS or topic(s) in order to achieve success & depth

HOW ASSESSED? – What is the final outcome (e.g. essay/test) and how will it be marked e.g. Peer assessment

KS 3 NATIONAL CURRICULUM DESCRIPTOR/KS4 ASSESSMENT OBJECTIVE Copy & paste the NC