

Core Knowledge and Skills

	1. Listening and Appraising	2. Performing	3. Composing
Skills	<ul style="list-style-type: none"> a. Recognising different instruments by ear b. Describing musical elements using musical vocabulary c. Describing the effect of musical elements – how they affect the mood/ atmosphere/ style etc. and how they effect the listener d. Comparing pieces of music e. Recognising stylistic features of a period or genre f. Recognising and respecting the culture around which a piece of music is written g. Recognising the composer themselves and the effect they may have had on the piece 	<ul style="list-style-type: none"> a. Accuracy – playing/singing correct pitches/ rhythms b. Timing and fluency – playing/singing in time with the pulse, without hesitation c. Technique – playing/ singing with great technique d. Style and expression – playing/ singing/ stylistically (in the style of the genre) and with expression, including the use of dynamics. e. Listening – listening to other performers and reacting appropriately (OR in solo performance, listening to teacher feedback and responding effectively) 	<ul style="list-style-type: none"> a. Creativity – composing music that is original and interesting b. Effective use of musical elements – melody, articulation, dynamics, tempo, structure, harmony, instruments, rhythm, texture c. Composing stylistically (in the style of the genre), instruments and technology – instruments have been used appropriately or technology has been well-handled
Know-ledge	<ul style="list-style-type: none"> i. The elements of music ii. The vocabulary associated with each element iii. The effect the way each element is used can have on the mood of the music iv. The stylistic features of a period or genre of music, and the vocabulary associated with these 	<ul style="list-style-type: none"> f. Rhythm and pitch notation g. The conventions of good technique for playing/singing h. The stylistic features of a period or genre of music i. The features of a good performance, and how to describe them 	<ul style="list-style-type: none"> d. The effect that the way each element is used can have on the music How to manipulate the elements of music e. The stylistic features of a period or genre of music f. The range and abilities of instruments g. The functionality of music technology
<p>You will build on these skills and knowledge, all based around the elements of music, throughout your education at Ewell Castle.</p>			

YEAR	TERM 1 (Autumn)	TERM 2 (Spring)	TERM 3 (Summer)
YEAR 7	<p>The Music of West Africa This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. Pupils explore the different African Drum performance techniques and the effect this has on the timbre and sonority of the sounds produced. They then move on to perform and create complex polyrhythmic compositions in groups. Several of these compositions are enjoyed at our October half term Year 7 Showstoppers Concert! Pupils also learn about West African song and the culture of Music, Dance, Song and celebration indicative of this type of music.</p> <p>Year 7 Showstoppers! <i>A mini topic: pupils work towards a celebration concert including singing and African Drumming.</i></p> <p>The Orchestra and the Elements of Music <i>A mini topic: this introduces pupils to the Symphony Orchestra, exploring its genesis, development and ever-evolving state. Alongside pupils are introduced to the Elements of Music and the "Mad T Shirt" mnemonic, as we begin to discuss music in a lexicon that is used throughout the key stages. Pupils also learn in brief about the Classical Period in music.</i></p> <p>The Tools of Music A three year cycle that lasts until the end of KS3, pupils are introduced (in a variety of learning styles) to the fundamental theoretical and aural conventions of Western music. In this term we explore rhythm, dynamics and pitch. Resources are differentiated according to pupil experience.</p> <p>Pop Music Sequencing, structure and melody writing are all explored through this medium. Pupils are introduced to the idea of</p>	<p>Keyboard Skills 1 This unit is all about effective keyboard performance technique including basic treble and bass clef staff notation. Technique is explored all alongside an understanding of the Baroque period. Keyboard "steps" are used to differentiate, with Step 1 offering a chance for complete beginners to play a well known melody, and Step 5 and beyond to perform a full work before exploring more repertoire. The Baroque period and other keyboard instruments are studied here. Finally students explore the idea of harmony via music from the Renaissance.</p> <p>The Tools of Music A three year cycle that lasts until the end of KS3, pupils are introduced (in a variety of learning styles) to the fundamental theoretical and aural conventions of Western music. In this term we explore the concept of scales, consonant and dissonant intervals, articulation, flats and sharps and tones and semitones. Resources are differentiated according to pupil experience.</p> <p>Film Music and Music for Games Pupils compose using loops but also their own work in response to various visual stimuli. They understand the role of music in expressing emotion and explore how different instruments and timbral effects impact the listener. They also explore Harry Potter "steps" on the keyboards.</p>	<p>Reggae Pupils learn about the history of this revolutionary art form, before working in groups to create their own composition. They then develop ideas beyond Reggae and into the world of Hip-Hop, recording their own raps over a backing track using Garageband.</p> <p>The Tools of Music A three year cycle that lasts until the end of KS3, pupils are introduced (in a variety of learning styles) to the fundamental theoretical and aural conventions of Western music. In this term we explore the concept of harmony further, as well as syncopation and compound time and pitch extension. Resources are differentiated according to pupil experience.</p> <p>Musique Concrete Pupils learn about this exciting C20 art form, and create their own Musique Concrete. Alongside this they explore other C20 ideas, including impressionism and expressionism, through games and art as well as music itself.</p> <p>Summer Serenade! Year 7 perform an annual cantata alongside other year groups in this summer spectacular!</p>

	<p>music tech and sequencing, understand structure in music fully, create their own melodies and develop their performance skills. Pupils develop their theoretical understanding via triads and chords.</p>		
<p>YEAR 8</p>	<p>The Development of the Musical/Opera This unit explores songs and music from the stage, beginning with an exploration into “what makes up a musical?”. Pupils explore the history and developments of elements of a musical (including its origins in opera and vaudeville), develop their performance skills by singing various songs from musicals and work in groups to perform their own number from a musical, before performing to each other at a concert in the last week before the Autumn half term. Alongside their understanding of the Musical, pupils develop an extensive knowledge of Opera through the musical ages, from Baroque to C20.</p> <p>The Tools of Music A three year cycle that lasts until the end of KS3, pupils are introduced (in a variety of learning styles) to the fundamental theoretical and aural conventions of Western music. In this term we explore single-dotted notes and their equivalent rests, tied notes, recap time signatures and include minim and quaver time signatures. Resources are differentiated according to pupil experience.</p> <p>Dance Music Pupils learn about the different styles of EDM and their musical features, before sequencing their own piece of EDM. Having completed sequencing they then begin to compose their own piece. This is completed on Logic, Garageband or Bandlab depending on resources. Pupils also learn about ostinato, riffs and how to play chords with confidence on the keyboards.</p>	<p>Feel the Blues / Jazz Improvisation This unit develops pupils’ understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed upon and as a foundation for improvisation. Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Pupils also explore the effect of adding a melodic improvisation using the Blues scale and the effect which “swung” rhythms have as used in jazz and blues music. Pupils are introduced to seventh chords and how these are formed and their characteristic sound used in jazz and blues music. Finally pupils join in groups to create their own blues or jazz performances.</p> <p>Programme Music and Romantic Music Pupils learn about character pieces and music for piano (and the development of the piano), before performing their own “steps” character pieces. Pupils also learn about Programme Music, before composing their own composition in response to a poem.</p> <p>The Tools of Music A three year cycle that lasts until the end of KS3, pupils are introduced (in a variety of learning styles) to the fundamental theoretical and aural conventions of Western music. In this term we recap time signatures, to include minim and quaver time signatures, and explore pitch and extension of the stave to two leger lines. Resources are differentiated according to pupil experience.</p>	<p>Folk Music and Indian Classical Music Both topics incorporate modes, learning orally and aurally and being a crucial part of their country’s /counties’ culture. Pupils are introduced to the types of music before a variety of compositional exercises and challenges.</p> <p>The Tools of Music A three year cycle that lasts until the end of KS3, pupils are introduced (in a variety of learning styles) to the fundamental theoretical and aural conventions of Western music. In this term we recap harmony: recap scales, and extend to cover modes, tempo words and articulation. Pitch: recap sharps and flats, and add naturals. Resources are differentiated according to pupil experience.</p> <p>Samba This double-unit introduces the polyrhythmic style of Latin American Samba and identifies its roots in African and Spanish/Portuguese music. Concepts revised and visited include the importance of a steady beat/pulse as a foundation of rhythmic music, looping rhythms, polyrhythms, call and response and improvisation.</p>

<p>YEAR 9</p>	<p>Learning to Listen This SoW explores all the elements of music via discrete one-off listening lessons, consolidating everything pupils have learned to this point and challenging them to think beyond KS3 and towards GCSE level. A huge variety and depth of repertoire is explored, alongside developing and extending aural skills.</p> <p>Film Music A significant development from Year 7, pupils now explore film music and review programme music in more depth, before writing their longest composition yet on Logic.</p> <p>The Tools of Music A three year cycle that lasts until the end of KS3, pupils are introduced (in a variety of learning styles) to the fundamental theoretical and aural conventions of Western music. In this term we explore beyond the Grade 1 and 2 Theory ABRSM curriculum, as well as developing aural skills and dictation skills. More able pupils will explore Grade 5 and beyond.</p> <p>The Tools of Music: Practical Extension <i>Mini topic: Pupils begin to explore more challenging concepts through composition and harmony exercises, such as four-part harmony for famous classical melodies.</i></p>	<p>Theme and Variations This unit develops pupils' ability to recognise, explore and make creative use of the elements of music found in variation form. Pupils begin this unit by working with a famous theme and exploring different musical ways in which this can be varied and developed, using the elements of music and exploring changes in tonality and rhythm. Pupils explore how composers have used variation form in a selection of music from different times and places. Finally, pupils learn about the concept of Ground Bass, as a type of Variation Form, performing Pachelbel's "Canon" and composing their own Ground Bass Variations before looking at how Ground Bass has been used in popular songs.</p> <p>The Tools of Music A three year cycle that lasts until the end of KS3, pupils are introduced (in a variety of learning styles) to the fundamental theoretical and aural conventions of Western music. In this term we explore beyond the Grade 1 and 2 Theory ABRSM curriculum, as well as developing aural skills and dictation skills. More able pupils will explore Grade 5 and beyond.</p> <p>The Beginning of it all...to now Pupils use a variety of set works to track the history and development of Western Music, developing listening, performing and appraising and composing skills.</p>	<p>Gamelan Pupils explore gamelan music and have a visit from a workshop from an external expert with a complete Gamelan.</p> <p>C20 and beyond An exciting, practical project exploring Minimalism, Serialism, and other C20 -isms!</p> <p>Independent Project Pupils demonstrate their learning throughout KS3 via an independent project of their choice. This can be the gateway to Silver Arts Award.</p>