



# Music at Chosen Hill School: Curriculum Overview, 2019 – 2020

## Curriculum Intent.

The study of Music at Chosen Hill School has many benefits for students whether or not they play an instrument. The curriculum is designed to encourage the development of skills that improve students' competence and enjoyment in practical performance as well as enriching their experience of a range of musical genres.

From coordination, pattern recognition, and fine tuned auditory awareness to imagination, creative thinking and emotional intelligence, the theory and practice of music contributes to students' capacity to grow and flourish, requiring resilience and self regulation and building confidence.

Extra curricular engagement is strongly encouraged and students develop teamwork through ensemble groups and through participation in concerts and events. Students also benefit from the opportunity to learn from specialist peripatetic teachers in private instrumental tuition during the school week.

At the Foundation phase all students in Year 7 and 8 have specialist music lessons in mixed ability groups. The curriculum overview covers initial performance with an introduction to reading music and is differentiated for a wide range of prior experience.

Either BTEC or GCSE music is offered at the Pathways phase, beginning in Year 9 with a similar range of fundamental skills followed in Year 10 & 11 by greater emphasis on performance, theory, analysis and composition or more practical applications including knowledge of the music industry and music production.

At A Level, students develop an extremely high standard of performance, along with analytical skills with a firm foundation of musical knowledge. They engage in complex composition and use advanced software to create highly individualised pieces. This is a highly academic course, usually supported by additional practical instrument lessons, usually involving Grade 8 standard in students' main instrument. The curriculum overview shows knowledge building over the two years of the course with the central study of set works accompanying compositional skills and performance.

	1	2	3	4	5	6
<b>Year 7</b>	Reading Music Pitch and rhythm notation	Elements of music Describing music heard using the 8 elements Extended writing	Ukuleles Learning to tune and play a stringed instrument Learning chords Learning strumming patterns	Solo Performance	Gamelan Understanding and experiencing music from around the world Performing and composing music in this style on xylophones and glockenspiels	Drone + Pentatonic Playing melodies and composing a 3 section piece

<b>AOs</b>	Baseline practical assessment	Extended writing Composition on KBd using elements	Class performance Practical assessment	Practical assessment	Class performance Peer assessment Group composition and performance	
<b>Assessment Type</b>	<ul style="list-style-type: none"> <li>Music theory</li> <li>Practical assessment</li> <li>Solo Performing</li> </ul>	<ul style="list-style-type: none"> <li>Describe music using elements</li> <li>Links to GCSE skills</li> <li>Appraising</li> </ul>	<ul style="list-style-type: none"> <li>Metacognitive skills</li> <li>Solo Performing to a backing track</li> </ul>	<ul style="list-style-type: none"> <li>Fluency, accuracy, timing, pitch direction</li> <li>Solo Performing</li> </ul>	<ul style="list-style-type: none"> <li>Group Composing</li> <li>Performing (Ensemble skills)</li> </ul>	<ul style="list-style-type: none"> <li>Solo or Paired Composing</li> </ul>
<b>Year 8</b>	<i>Theme and Variation – Pachelbels canon</i>	Vocal compositions	Blues	Solo Performance – 7 Years	Chords	Film
<b>AOs</b>	Performance and variations of twinkle twinkle Performance of 4 different parts Compose own variations	Class performance of score understanding parts and 3 textures, syllabic and rhythmic properties and notation of words on a common theme	Solo and paired performance of Blues melodies and Bass lines Solo Improvisation Extended writing	Peer assessment “Chunking” practising methods and progression	Solo composition and notation of pitch and rhythm based around chords	Paired keyboard improvisation to film clip Description of music in film clip using elements
<b>Assessment Type</b>	Solo Composition	Group Composition	Group Composition	Solo Performance	Solo Composition and Notation	Solo Performance of 007 leitmotives
In all KS3 assessment there is the opportunity to “fast track” solo performance for those having instrumental lessons and for composition to be done using Sibelius (notation) and Cubase (multitracking) computer programmes						

<b>Year 9</b> Eduqas GCSE Music	Cubase – Clocks 3 periods of Music	Christmas arrangement and conducting of ensemble	Cubase/Sibelius – 3 little birds	Mozart Horn Concerto	Waltz composition	EXAM Percussion Composition
<b>Year 9</b> BTEC Music						
	Cubase - Clocks	Band/Artist Steel Pans	Jobs Performance – 3 little birds Reggae Composition	Venues Rap Composition	Solo Performance and Log	EXAM Blues composition
<b>Year 10</b> Eduqas GCSE Music	<ul style="list-style-type: none"> <li>GCSE skills</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of skills</li> </ul>	<ul style="list-style-type: none"> <li>AOS 1 appraising</li> <li>AOS 1 periods</li> <li>Composing skills</li> </ul>	<ul style="list-style-type: none"> <li>AO1 appraising</li> <li>Coursework monitoring checks</li> </ul>	<ul style="list-style-type: none"> <li>AOS2 appraising</li> <li>Composing to brief</li> </ul>	<ul style="list-style-type: none"> <li>GCSE coursework</li> </ul>
	<ul style="list-style-type: none"> <li>Composing skills / Sibelius</li> <li>Theory</li> <li>Performing</li> </ul>	<ul style="list-style-type: none"> <li>Theory knowledge + test</li> <li>Assessed Performance</li> <li>Sibelius composing skills</li> <li>AOS 1 – set work learning</li> </ul>	<ul style="list-style-type: none"> <li>Appraising test (EKN)</li> <li>Period characteristics</li> <li>GCSE skills in composition exercises</li> </ul>	<ul style="list-style-type: none"> <li>Appraising - Periods of music test</li> <li>Performance (interventions assessment)</li> <li>Composing skills (melody writing)</li> </ul>	<ul style="list-style-type: none"> <li>AOS 2 listening questions</li> <li>Consolidation of AOS 1 learning in answers</li> <li>Composition drafts / modelling</li> </ul>	<ul style="list-style-type: none"> <li>Composing coursework #1</li> <li>Performing coursework #1</li> <li>AOS2 Appraising skills</li> </ul>

<b>Year 10</b> Btec Music						
<b>Year 11</b> Eduqas GCSE Music						
<b>Year 11</b> BTEC Music						
<b>Year 12</b> <i>Edexcel A level Music</i>	1 set works Essay and test at the end of each set work	2 set works	3 set works Q 5 Intro	3 set works	Mock exam 1 set work – Intro of Wider Listening	2 set works
	Solo performance – 1 piece	Solo performance – 2nd piece	Mock recital – 2 pieces Reacting to feedback			
	Theory for A level and test Theme and Variations composition	Ground Bass composition	Vocal composition	Fusion composition	Happy Birthday Arrangement	Research into arrangement styles Xmas ensemble arrangement
<b>Year 13</b> <i>Edexcel A level Music</i>	<ul style="list-style-type: none"> <li>• <b>3 Set works</b></li> <li>• <b>5 Minute composition</b></li> <li>• <b>2 Minute arrangement</b> “Techniques” paper – styles researched and experimented with</li> <li>• <b>8 Minute solo performance</b> (recital) Recital programme put together and discussed with</li> </ul>	<p>3 Set works</p> <p>Composition started on Sibelius</p> <p>Stimulus for arrangements given every month</p> <p>Assessed 2<sup>nd</sup> and 3<sup>rd</sup> pieces for solo performance</p>	<p>Wider listening and revision of Yr 12 set works</p> <p>20 min discussion of progress of compo and suggested progression every fortnight with JBi Targets set</p> <p>Arrangements to be done in 6 hours</p> <p>Mock Recital – filmed and recorded to audience</p>	<p>Mock exam</p> <p>1<sup>st</sup> draft of composition submitted by end of March</p> <p>Mock 6 Hour arrangement</p> <p><b>March</b> - Recital</p>	<p>Final Listening exam (2 hour) <b>mid June</b></p> <p>Final composition score and recording submitted <b>May 12th</b></p> <p><b>April</b> – Techniques Paper – 6 Hour controlled assessment</p>	

	JBi				
	Fortnightly essays Tests at the end of each set work Assessed solo performances throughout the 1 <sup>st</sup> 3 terms leading upto mock and recital				