

Curriculum Aims and Purpose

The music curriculum at OIEA aims to nurture in all students a life-long love of the subject. It aims to embed and develop the necessary knowledge, skills and understanding for all students to engage positively with both practical and essential theoretical aspects of music. Students are working towards being able to think and act like musicians, this includes being able to analyse music that they are listening to and form an opinion on musical knowledge and understanding. As composers' students will be able to express themselves creatively. As performers students will be able to contribute to a performance as an instrumentalist and or singer.

Students will have an appreciation from a diverse range of musical styles and historical contexts.

The curriculum at KS3 is designed to include a richer knowledge base. Upon entry students have a diverse range of previous musical experiences, including those that have limited music lessons as part of their primary curriculum, therefore the KS3 curriculum is designed to develop their musical skills and knowledge with a particular focus on performing as this is the area we have identified as the weakest on entry.

In Year 7 the core knowledge is the elements of music, including notation and through a range of topics the skills of composing and performing are explored. This is then further developed in Year 8 and Year 9 through revisiting the core knowledge and skills in increasing depth.

The KS3 curriculum allows students to access the keyboard, ukulele, singing and djembe as well as music technology, students experience music from different periods of history as well as different cultures. Students have the opportunity to perform individually as well as in groups.

At the end of Year 9 students have explored the key skills and knowledge to enable them to access music as a KS4 option should they wish to. If they decide not to take music as a KS4 option, they have enough understanding of the subject to study as a hobby or pick up later in life.

At KS4 students study GCSE Music using the EDUQAS syllabus.

At OIEA we strive to ensure all students can access and receive an ambitious music education through the study of music in a range of contexts and exposing students to a diverse repertoire. With regular opportunities for performance and peer collaboration, students are well equipped for wider education and preparation for life outside of education.

Units designed to increase students' transferable skills through different means such as group work and self-reflections. Specific careers links made within topics with opportunities to explore this in more depth. Students have access to career links with external agencies such as the Derbyshire Music Partnership.

How our Curriculum inducts students into the discipline of the subject:

At OIEA we strive to ensure students have the secure foundations to excel in music. We teach using a holistic approach that exposes students to a wide range of cultural and historical contexts. Music theory is taught throughout each unit in a step-by-step process to provide students with this disciplinary knowledge in their practical work. Students are given many opportunities for performance and creative thinking that will prepare them for further study or employment in a variety of fields.

Year 7 Overview

Students initially develop their knowledge and understanding of the elements of music, this is vital to their success in this subject as these elements are the building block of every style and genre of music and this knowledge will be used throughout the rest of their time studying music. In this unit pupils learn about Pitch, Dynamics, Duration, Tempo and Texture, and are introduced to Graphic Notation and Graphic Scores. Students are also introduced to treble clef notation through keyboard performance. It is hoped that this unit will develop pupils' understanding of the Elements of Music and provide pupils with a foundation of musical vocabulary for use at Key Stage 3.

They apply this knowledge initially to a topic on building bricks in music and explore the use of the elements of music and notation through the use of boom whackers, vocals and the keyboard.

After their first topic they are introduced to the keyboard skills topic. Students will be studying how to read and perform from the treble and bass clef notation whilst performing on the keyboard. Through this unit students will learn to perform basic keyboard functions and establish good playing routines. Students will learn how to read the treble and bass clef notations which will provide an understanding of how music is put together (composed) Students explore the layout of the keyboard in terms of white and black keys, their note names and explore how to "read music". Students develop their knowledge and understanding of pitch, notation and develop their keyboard skills through a range of solo and group pieces. With the knowledge of note values students can then perform basic melodies from popular songs, applying their knowledge of treble clef notation, then move on to add a second part of basic chords with the left hand for a fuller sound and more complete performance.

Students then learn about rhythm notation through exploring African drumming. This unit explores the main rhythmic musical features and devices used in African Music, particularly the African Drumming tradition of West Africa.

Pupils explore African Musical Instruments and the different timbres and sonorities that these produce before combining their learning of Cyclic Rhythms, Polyrhythms, Syncopation and Call and Response into an African-inspired piece. They use djembes to develop their ability to read, write and perform rhythmic parts, students explore composition during this topic.

In the final topic students explore film music. Students will explore film music through listening and performing and look at how leitmotifs are an important aspect of film music. Students explore how composers have used leitmotifs to represent certain characters and situations within films and how, through the manipulation of the elements of music, these can be changed to suit different on-screen situations. Students will explore how to create an effective musical narrative for a film scene, using appropriate techniques and structures to create an intended effect.

Throughout each topic students are taught how to speak like a musician by using academic language confidently.

Half Term	Focus
1	Building Bricks Students will look at the elements of music. Pupils learn about Pitch, Dynamics, Duration, Tempo, Texture, and are introduced to Graphic Notation, Graphic Scores and treble clef notation. Students explore these elements through listening and performance opportunities.
2	Keyboard Course Students will explore: Functions of the keyboard, note values, reading and performing from treble clef notation.
3	Keyboard Course Continued Students continue with the keyboard course and apply knowledge acquired.
4	Rhythm- African Music Pupils explore African Musical Instruments and the different timbres and sonorities that these produce before combining their learning of Cyclic Rhythms, Polyrhythms, Syncopation and Call and Response into an African-inspired piece.
5	Film Music Students will explore key musical features of film music such as leitmotifs. Students will compose using music software (Bandlab)
6	Film Music Continued

Homework

Carousel learning questions weekly.

Useful resources:

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

<https://edu.bandlab.com/>

<https://www.onlinepianist.com/virtual-piano>

Assessment

1. How are the elements of music used in Beethoven's 9th Symphony?
2. What keyboard skills will you demonstrate for the end of unit assessment?
3. What features of African drumming will you demonstrate in your performance?
4. What features of Film music will you demonstrate in your composition?

Year 8 Overview

Students in year 9 build on the skills and knowledge learned in year 7.

The first topic of Year 8 focuses on Blues music. This unit aims to develop pupils' knowledge of how blues music originated and how it is structured. Pupils will explore the relevant details of slave trade and the musical by products. They will understand the structure of the chord sequence and of the lyrics. In order to re-create the blues, pupils will develop skills on keyboard. They will explore the 12-bar blues chord sequence, the blues scale and improvisation. They will then compose their own blues song. Students have the opportunity to perform by themselves and as an ensemble.

Throughout this next unit students will explore where the ukulele came from and how to play the instrument, they will learn how to perform four chords using the correct posture and playing technique. Students will then learn the names of each string and how to tune the ukulele. Students will demonstrate playing chord progressions accurately and rhythmically (C, G, F and Am). Ensemble awareness will improve as students will learn to perform individually and in groups on the ukulele. Students will develop the skill of being able to read ukulele notation (both chord diagrams and tab)

During the next topic students develop their knowledge of computer and video game music. Students will explore the characteristic musical features of computer game music: jumping bass lines, staccato articulation, chromatic movement and syncopation are included as musical knowledge through composing and performing tasks.

Students will be given the opportunity to explore the use of music technology throughout this unit, sequencing their own music for a computer game.

The next topic explores rap and hip-hop music, students will identify key features of the Rap/Hip Hop style. Students will have the opportunity to compose and perform their own rap during the unit.

The final unit of Year 8 begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. Pupils learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.

Throughout each topic students are taught how to speak like a musician by using academic language confidently.

Half Term	Focus
1	<p>The Blues Students will explore where Blues music originated from, students will perform and then compose using the 12-bar blues chord sequence and scale. Students will use the blues scale to improvise.</p>
2	<p>Ukulele Students will know and recognise the different parts of the ukulele and be taught a range of strumming patterns and chords, students will be able to read from tab notation to perform the riff.</p>
3	<p>Video Games Students will use skills learnt in film music during Year 7 and explore how these transfer into video games. Students will compose using Bandlab a ground theme and a range of sound effects. Students will explore roles within the industry,</p>
4	<p>Video Games Continued</p>
5	<p>Rap/Hip Hop Students look at the development of Rap and Hip Hop in it's social and political context. This unit builds on compositional skills and lyric writing. This unit gives students the opportunity to sing or use vocal techniques.</p>
6	<p>Reggae Students will look at how reggae music developed from a blend of other styles of Caribbean music. Students will know and understand the importance of "offbeats" and syncopation in reggae music and will explore this through performance.</p>

Homework

Carousel learning questions weekly.

Useful resources:

<https://www.bbc.co.uk/bitesize/subjects/zmsvr82>

<https://edu.bandlab.com/>

<https://www.onlinepianist.com/virtual-piano>

Assessment

1. What makes a good ensemble performance?
2. What ukulele techniques can I demonstrate in my performance?
3. How successful is my video game composition?
4. What rap and hip-hop key features can I demonstrate in the song I have written?
5. What Reggae features can you use in your music assessment?

Year 9 Overview

Students in year 9 build on the skills and knowledge learned in year 7 and 8.

During the first term, students will explore the use of music in horror films. They develop an understanding of how the musical elements are combined to create both theme and incidental music, performing themes from the genre, building on their keyboard skills from Year 8. Students will explore theme tunes and leitmotifs. Students will look at how the elements of music are used to create suspense. Students will have the opportunity to perform theme tunes on the keyboard.

In this unit Hooks and Riffs explores music based on repeated musical patterns through the genres of Popular Music Hooks and Riffs is explored through the playing of ukulele, popular music is explored, students build on previous ukulele skills. They develop their understanding of how these are used in a variety of styles and genres and then perform on the ukulele, building on their ukulele skills from Year 8.

Students then look at Rock and Roll music, they build on their knowledge from blues in Year 8 and develop their keyboard skills further. This unit develops pupil's understanding of the key musical features of Rock and Roll exploring chords and chord patterns. The history, origins and development of Rock and Roll. Instruments, timbres, and sonorities used in Rock and Roll are also explored. This unit provides a practical and engaging opportunity for Year 9 students to apply and expand their keyboard skills while gaining insights into the composition of memorable musical elements.

The next topic is covering songs where students apply all the skills from Year 7 and Year 8 of composing and performing to create their own cover version, students have the opportunity to play percussion, keyboard, ukulele and sing.

The final topic of Year 9 is Music Technology- Electronic Dance Music. Students will apply knowledge of popular songs to compose a piece of music using music technology in response to a composition brief. Students will use Bandlab to create their compositions.

Throughout each topic students are taught how to speak like a musician by using academic language confidently.

Half Term	Focus
1	Horror Film Music Students will explore theme tunes and leitmotifs. Students will look at how the elements of music are used to create suspense.
2	Hooks and Riffs Hooks and Riffs explored through the playing of ukulele, popular music is explored, students build on previous ukulele skills.
3	Rock n Roll Hooks and Riffs explored through the playing of ukulele, popular music is explored, students build on previous ukulele skills.
4	Cover Songs Students will apply knowledge of popular songs and styles to create and perform their own cover version.
5	Cover Songs Continued
6	Popular Song- Music Technology Electronic Dance Music Students explore EDM and use their knowledge of song structure, composition devices to create a piece of EDM.

Homework Carousel learning questions weekly.
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Useful resources: https://www.bbc.co.uk/bitesize/subjects/zmsvr82 https://edu.bandlab.com/ https://www.onlinepianist.com/virtual-piano

Assessment <ol style="list-style-type: none"> 1. What key features of horror music can you demonstrate in your performance? 2. What ukulele skills can you demonstrate in your performance? 3. What rock and roll key features can I demonstrate in my performance? 4. What skills can I demonstrate in my ensemble performance? 5. What is the structure of electronic dance music?
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Year 10 Overview

The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing, and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

Year 10 focuses on building students' skills and knowledge in the 3 areas mentioned above to ensure that they are prepared for the GCSE exam in year11.

Half Term	Focus
1	<p>Composing: An introductory composition topic, students will understand how they are assessed and explore compositional devices and structural techniques.</p> <p>Theory: During the introductory theory topic students build upon their knowledge of music theory covered during Key Stage 3. Students will also learn how to use their knowledge of the elements of music to apply their understanding to exam style questions.</p> <p>Performing: Introduction to GCSE performance skills, students work on developing solo and ensemble pieces.</p>
2	<p>Composing: Students explore melody, harmony and texture and look at further compositional devices.</p> <p>Theory- AOS4 Popular Music: AOS4 for the Eduqas exam is Popular music. This unit aims to give an overview of what the students need to know for AOS4. They will learn about how popular music has changed through time and how to answer exam questions for this Area of Study.</p> <p>Performing: Students work on developing solo and ensemble pieces.</p>
3	<p>Composition: This unit covers the knowledge and skills required to compose horror film music, focusing on elements like melody, rhythm, structure, and the use of composition software (MuseScore). It delves into the specifics of creating a mood and atmosphere appropriate for the horror genre.</p> <p>Theory: This unit is looking at one of the Set Works. Students will look at the elements of music within Africa, they will also explore time signatures, key signatures, cadences and intervals and the structure.</p> <p>Performing: Students work on developing solo and ensemble pieces.</p>
4	<p>Composition: This unit continues with composing horror film music, focusing on elements like melody, rhythm, structure, and the use of composition software (MuseScore).</p> <p>Theory: This unit looks at AOS1, Forms and Devices. Forms and devices are of fundamental importance in musical composition. The music of the Baroque, Classical and Romantic eras provide the context for a study of binary, ternary, minuet and trio rondo, variation, and strophic forms.</p> <p>Performing: Students work on developing solo and ensemble pieces.</p>
5	<p>Composing: Students will explore musical devices and will start work on their free composition.</p> <p>Theory: This unit is looking at one of the Set Works, Badinerie. Students will look at the elements of music within Badinerie, they will also explore time signatures, key signatures, cadences and intervals and the structure.</p> <p>Performing: Students work on developing solo and ensemble pieces.</p>
6	<p>Composing: Students will explore musical devices and will start work on their free composition.</p> <p>Performing: Students work on developing solo and ensemble pieces.</p>

Homework

Students will be set carousel learning questions weekly.
Students in KS4 are expected to practice their solo and ensemble pieces at home in order to keep up with the demands of the course.

Useful resources:

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>
https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments
<https://resources.eduqas.co.uk/Pages/ResourceByArgs?subId=21>

An instrument to practice on at home.

Assessment

Students in KS4 are marked 60% of their grade based on coursework and 40% on their exam. Coursework runs until Easter of year 11. Course work includes 1 free choice composition (15%) 1 set brief composition (15%) a solo performance (15%) and an ensemble performance (15%)

At the end Scheme of Learning students will be assessed on the three areas.

Composing- Students are given a mark out of 36. Students are marked on Creativity and development of musical ideas, technical control of musical elements and resources and Structure and stylistic coherence.

Performing-Students are given a mark out of 36. Students are marked on accuracy, technical control and fluency, each area worth a maximum of 12 marks.

Theory- Students will complete exam style questions from the area of study that they have been working on during that half term, this will include a range of style of questions, melodic dictation, multiple choice, extended writing and compare and contrast questions. Students will have the opportunity to complete past papers throughout the year.

Year 11 Overview

The Eduqas music GCSE course encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

In year 11, students complete the required internal assessments and revisit core knowledge required for the listening paper.

Half Term	Focus
1	<p>Composing: Students will explore musical devices and will complete their free composition.</p> <p>Theory: Students will cover music theory in this unit, this will help students prepare for the listening paper but also give them knowledge for the composing unit. Students will look at:</p> <ul style="list-style-type: none"> • Key signatures, major/ minor keys, related keys • Primary and secondary chords • Chord sequences and cadences • Scales and intervals • Dictation <p>Performing: Students work on developing solo and ensemble pieces.</p>
2	<p>Composing: Students will explore musical devices and will finalise their free composition for submission (15% of grade coursework)</p> <p>Theory: Students will look at the set work Badinerie, they will explore key signatures, cadences, time signatures, structure, and intervals. They are revisiting the set work to look at it in more depth detail but also to revisit knowledge from Year 10.</p> <p>Performing: Students work on developing solo and ensemble pieces.</p>
3	<p>Composition: Students will apply knowledge of music theory and composing devices to compose to a set brief provided by the exam board.</p> <p>Theory- This unit is looking at one of the Set Works, Africa. Students will look at the elements of music within Africa, they will also explore time signatures, key signatures, cadences and intervals and the structure. They will also explore music linked to AOS4.</p> <p>Performing: Students work on developing solo and ensemble pieces. Students will record for submission to the exam board their solo and ensemble piece. (30% of GCSE)</p>
4	<p>Composition: Students continue to compose music for the set brief provided by the exam board. Students will use MuseScore to produce the finished piece.</p> <p>Theory- Listening & Appraising Music - Revisiting theory and set works in preparation for your exam. Students will also explore and revisit AOS1, AOS2, AOS3 and AOS4.</p>
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Homework

Students will be set carousel learning questions weekly.

Students in KS4 are expected to practice their solo and ensemble pieces at home in order to keep up with the demands of the course.

Useful resources:

<https://www.bbc.co.uk/bitesize/examspecs/zbmct39>

https://www.eduqas.co.uk/qualifications/music-gcse/#tab_keydocuments

<https://resources.eduqas.co.uk/Pages/ResourceByArgs?subId=21>

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Assessment

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Performing-Students are given a mark out of 36. Students are marked on accuracy, technical control and fluency, each area worth a maximum of 12 marks.

Theory- Students will complete exam style questions from the area of study that they have been working on during that half term, this will include a range of style of questions, melodic dictation, multiple choice, extended writing and compare and contrast questions. Students will have the opportunity to complete past papers throughout the year.

