


# Music at Trinity Curriculum Overview 2024 to 2025

	<b>Michaelmas 1</b>	<b>Michaelmas 2</b>	<b>Lent 1</b>	<b>Lent 2</b>	<b>Trinity 1</b>	<b>Trinity 2</b>
<b>Year 7</b>	<p><b>Rhythm and Pulse</b> Work with layers of percussion instruments and music notation to develop performances and short compositions.</p> <p><b>Singing</b> Sing simple partner songs to build upon primary skills, develop their confidence, control and begin thinking about singing in harmony.</p>	<p><b>Introduction to keyboard and ukulele.</b> Develop performing skills and appropriate instrumental techniques on keyboard and ukulele.</p> <p>Continue to develop ensemble skills in performance.</p> <p><b>Singing</b> Prepare for year 5- 7 Christmas Carol concert by learning appropriate repertoire and performance skills such as projection, confidence and participation.</p>	<p><b>Rhythms of the World: <i>Creating and Performing Music with Loops and Layers</i></b> All pupils will perform and improvise music which uses loops. Understand that arranging loops vertically can produce a variety of different textures.</p> <p>Inspiration will be taken from Javanese Gamelan, Brazilian Samba, and African song.</p> <p>Develop notation skills focusing on rhythmic grids. Use software to layer loops.</p>	<p><b>Sonority City</b> Pupils will look at composers' use of sonority in various works across different genres: Film Music, Rock/Pop Music, and Classical music. Pupils will perform, compose and exploit technology to deepen their understanding of sonority e.g. instruments of the orchestra.</p> <p>Pupils will compose and perform fanfare compositions when looking at brass instruments.</p>	<p><b>World of Scales: Chromatic Music</b> Pupils will sing and perform songs which use semitones</p> <p>Pupils will develop creativity in a composition exploiting semitones based around a scenario such as <i>The Haunted House</i>, or <i>The Aliens Have Landed</i>.</p>	<p><b>World of scales: Major/minor scale.</b> Pupils will sing and play various songs which exploit different scales, moods and genres.</p> <p>Pupils will improvise and compose within the major scale.</p> <p>Pupils will sit an end of year written exam which assesses listening and theory skills acquired throughout the year.</p>
<b>Year 8</b>	<p><b>World Music: Samba</b> Playing and singing music from Brazil Performing on percussion instruments exploring whole-class samba. Using call and response, various loops and breaks. Continuing to learn primary triads. Developing ensemble skills.</p>	<p><b>World Music: Blues</b> Performing chords (primary triads). Performing a Bass line (riff) Improvising with the Blues scale. Learning about the history of the Blues.</p> <p><b>Assessment</b> Pupils will perform a 12-bar Blues in pairs or groups, all pupils will practice improvisation skills</p>	<p><b>Hooks 'n' Riffs</b> Working with repetition and basic variation pupils will perform short riffs, and look at layers in music. Pupils will use cubase to sequence a piece of music using layers and loops considering texture and structure. They will perform a more complex piece of music which is derived from a chord sequence.</p> <p><b>Assessment</b> Pupils will compose a layered piece of music, and perform individually and in groups.</p>	<p><b>Band Skills</b> The focus of this unit is learning skills on various instruments e.g. keyboards, ukulele, bass guitar and guitar. Pupils will work as a whole-class to learn skills, and then in groups to sing and perform rock/pop songs.</p> <p><b>Assessment</b> Pupils will perform a small section of the song they choose.</p>	<p><b>Variations</b> Using a simple tune such as <i>Frere Jacques</i> or <i>Twinkle</i> pupils will compose a piece which develops rhythms, varies texture, pitch, dynamics, speed, and tonality. Pupils may use notation software e.g Musescore during this unit of work</p> <p><b>Assessment</b> Pupils will produce an individual piece of notated work (either handwritten or using software such as Musescore or Song Maker).</p>	<p><b>Rock 'n' Roll</b> Developing from the Blues and band skills pupils will perform various Rock 'n' Roll standards, including <i>Rock Around The Clock</i>, <i>Can't Buy Me Love</i>, and <i>Johnny Be Good</i>.</p> <p><b>Assessment</b> Ensemble performance</p>
<b>Year 9</b>	<p><b>Jazz</b> Developing work from the Blues/Rock 'n' Roll units in year 8 pupils will work with the pentatonic scale and various modes within a study of jazz music. Stimulus material will include "cool jazz" (<i>Ship Without A Rudder</i>). Pupils will be introduced to sequencer software.</p> <p><b>Assessment</b> Can pupils improvise/compose using a given scale and structure?</p>	<p><b>Britpop</b> Building on the Rock 'n' Roll project from year 8 pupils will perform an extended song (exploiting verse-chorus-middle), and perform more difficult chords. Pupils will listen to a variety of 90s Britpop and (looking back at earlier rock music) they will study the impact of the development of the electric guitar.</p> <p><b>Assessment</b> Pupils will work in small groups to develop performances of a Britpop classic.</p>	<p><b>Music and modes</b> Pupils will further develop improvisation skills in this unit. Pupils will study Russian 20<sup>th</sup> century Classical music (Prokofiev). Through wider listening this work will build on the Britpop project.</p> <p><b>Assessment</b> Develop an arrangement of Prokofiev's <i>Romance</i> from <i>Lieutenant Kije</i>.</p>	<p><b>Minimalism</b> Pupils will focus on texture in music e.g. layering with a study of 20<sup>th</sup> century minimalist techniques. Pupils will perform and compose music which uses minimalist techniques.</p> <p><b>Assessment</b> Ensemble performance and composition techniques.</p>	<p><b>Music for Stage and Screen</b> Pupils will develop understanding of various ensembles within Music Theatre and Film Music. Pupils will gain a deeper understanding of leitmotifs, development, expressive modes, melody, intervals, chromatic chords, and different scales. Pupils will be set various composition studies e.g. leitmotifs (themes which represent characters).</p> <p><b>Assessment</b> Short compositions exploring techniques.</p>	<p><b>Transition to year 10</b> Pupils select a genre studied and relate a performing and composing activity to it.</p> <p><b>Assessment</b> End of year listening test.</p>

<p><b>Year 10 Music GCSE</b></p>	<ul style="list-style-type: none"> <li>• Introduction to music history, elements of music, vocabulary, course structure</li> <li>• Performing (set expectations and liaise with instrumental teachers)</li> <li>• Theory revision and knowledge development</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal Music and instrumental music areas of study</li> <li>• Vocal Music ; Purcell and wider listening</li> <li>• Music for stage and screen; star wars and related works</li> <li>• Short listening exercises, performances, homeworks.</li> </ul>	<ul style="list-style-type: none"> <li>• music history, elements of music, vocabulary</li> <li>• Performing</li> <li>• Theory revision and knowledge development</li> <li>• Introduction to composition</li> <li>• Instrumental music: Bach and wider listening</li> </ul>	<ul style="list-style-type: none"> <li>• Free composition exercises and activities</li> <li>• Performance; ensemble for a performance opportunity e.g. Spring Concert.</li> <li>• Music for stage and screen; Defying Gravity related works</li> </ul>	<ul style="list-style-type: none"> <li>• Instrumental music; Beethoven and related works</li> <li>• Full GCSE appraising paper completed.</li> </ul>	
<p><b>Year 11 Music GCSE</b></p>	<ul style="list-style-type: none"> <li>• Study of Fusions including the set work Afro Celt Sound System</li> <li>• Free Composition to be completed</li> </ul> <p>Full GCSE appraising paper to be completed.</p>	<ul style="list-style-type: none"> <li>• Study of Fusions including the set work: Samba Em Preludio</li> <li>• Full GCSE appraising paper to be completed.</li> <li>• Composition to a brief completed.</li> <li>• Solo performance recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• Refinements to both compositions</li> <li>• Ensemble performance recorded.</li> <li>• Revision of all set works.</li> <li>• Aural dictation (melody and rhythm), intervals practice.</li> <li>• Essay coaching</li> <li>• Unfamiliar listening</li> </ul> <p>Full GCSE appraising paper</p>	<ul style="list-style-type: none"> <li>• Compositions submitted for moderation</li> <li>• Performances submitted for moderation</li> <li>• Revision of all set works.</li> <li>• Aural dictation (melody and rhythm), intervals practice.</li> <li>• Essay coaching</li> <li>• Unfamiliar listening</li> </ul> <p>Full GCSE appraising paper</p>	<p>External Listening public exam.</p>	
<p><b>Year 10 NCFE Music Tech</b></p>	<p><b>Developing Skills on Digital Audio Workstation</b> Cubase software. Elements of music Various projects linked to different genres Introduction to multi-track recording</p>	<p><b>Introduction to multi-track recording</b> – capturing recordings of voices, the drumkit and guitars, using microphones. Adding and editing audio to DAW projects</p> <p>Developing instrumental skills. Understanding supporting harmony.</p>	<p><b>Sound Creation</b></p> <ul style="list-style-type: none"> <li>• editing techniques</li> <li>• understanding and utilising sound libraries (eg BBC sound effects)</li> <li>• Music for adverts, including voice overs</li> <li>• Use of audio interface when making audio recordings.</li> </ul>	<p><b>Pop/Rock Music – understanding history of music from 1950s – 2010s.</b></p> <ul style="list-style-type: none"> <li>-Developing work on the DAW using history of music as inspiration e.g. 12-bar Blues, guitar solo, adding appropriate effects.</li> <li>-Relevant theory from this unit including syncopation, time signatures, relevant timbres for each period.</li> </ul>	<p><b>Theory with complementary activities set on Cubase:</b> Song structure (composing with a chord sequence) Chromatic scales, Tones and semitones, Notation interpretation</p>	<p><b>Theory with complementary activities set on Cubase:</b> Chords (Major/minor), Extended chords Major/minor scales Composing a drum part</p> <p>Full exam paper.</p>
<p><b>Year 11 NCFE Music Tech</b></p>	<ul style="list-style-type: none"> <li>• Preparation for synoptic assessment including a practice project based around creating a piece of Electronic Dance Music for a podcast.</li> <li>• Research techniques and supporting written work</li> </ul>	<p>SYNOPTIC ASSESSMENT</p> <ul style="list-style-type: none"> <li>• All lessons will centre around completion of the 19-hour synoptic assessment.</li> <li>• Pupils will demonstrate understanding of the Music industry, how to plan, create and evaluate a project which has been set by the NCFE board.</li> </ul>	<p>SYNOPTIC ASSESSMENT</p> <ul style="list-style-type: none"> <li>• All lessons will centre around completion of the 19-hour synoptic assessment.</li> <li>• Pupils will demonstrate understanding of the Music industry, how to plan, create and evaluate a project which has been set by the NCFE board.</li> </ul>	<p>SYNOPTIC ASSESSMENT</p> <ul style="list-style-type: none"> <li>• All lessons will centre around completion of the 19-hour synoptic assessment.</li> <li>• Pupils will demonstrate understanding of the Music industry, how to plan, create and evaluate a project which has been set by the NCFE board.</li> <li>• The Music Industry</li> </ul>	<p>Revision: the DAW, Sound Creation, Musical elements/theory, the studio and the Music Industry</p>	<p>Public exam paper.</p>