



Our Music Learning Journey

Higher **Education**

Musical **Knowledge**

Research **Provisional research** project and information sift on **Genres of music**

Instrumental study Looking at how you develop your instrumental ability through use of planning, H&S and

RSL Set Brief

practice regimes

Exploring the RSL How to approach the planning and performance requirements

Ensemble Performance

Start working on your performance and rehearsing the material you want to perform with others

Rock School Project

You will work with musicians from Rockschool Music on an original composition over a period of four visits to school. Experience being part of a band, learning a new instrument/developing their skills on their instrument and building confidence to perform in front of others

Soundtracks |

You will experience being "film soundtrack composers" and explore the challenges and music devices used in film soundtrack composition.

Hooks & Riffs

oks and Riffs explores sic based on repeated sical patterns through ne genres of Popular usic (Hooks and Riffs) and Music from the Western Classical radition (Ostinatos).

Jazz/Blues

p an understanding s lines and chords as rmonic foundation which a melody can structed upon and as foundation for improvisation. r blues, developing rd skills, melody and rds, improvisation

Classical Moods

Discover how the great composer used various techniques to convey emotion and use music to paint musical pictures of events.

Musical knowledge

assignment where you explore 2 genres considering social, musical

Stage Setup

Requirements for

setting up your

performance space,

peaker, monitor micro

Instrumental

Study Finalise your instrumental study project, presenting your progress in an appropriate format.

Solo / Ensemble **Performance** Recordings

Solo and ensemble performances will be completed and recorded for coursework

Styles

group 6: western classical

styles of music, e.g.

baroque, classical,

orchestral, leitmotif,

minimalism, serialism

Indie/Punk

This topic introduces to the development and impact of punk music and the ever

evolving indie music genre. This considers the social impact and influence on

composers. This unit also delves into the roles and influence of the independent record labels.

Exploring Music Products and Styles

group 7: jazz and blues, e.g. delta

blues, trad jazz, bebop, swing/big

band,

modal jazz.

given brief

External assessment 10-15 min performance based on the

Products and Styles group 3: 90s to present, e.g. grunge, Britpop, rave, techno,

house/techno,

drum and bass,

nu-metal, pop punk,

dubstep, reggaeton,

grime, trap.

Exploring Music Products and Styles group 4: world music bhangra, African drumming, gamelan

Exploring Music Products and Styles group 5: music for media (film, TV or computer games), e.g. jingles, theme tunes

motifs and leitmotifs, thematic development

revival, Motown and soul, psychedelic

Exploring Music

Products and Styles

group 1: 50s and 60s,

e.g. rock 'n' roll,

Pupils explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical arrangements.

Form & Structure

This unit begins by

establishing what is

"Form and Structure" in

music and why Form and

Structure is important.

Through performing,

composing, improvising

and listening and

appraising, pupils then

explore four different musical structures

What makes a good song?

Song Writing

Using the skills and knowledge you have acquired so far, put them to use in composing and performing your own songs or instrumental music.



between KS3 and KS4 linking in the relevant music theory with the required performances skills at KS4

Transition unit

This bridges the gap

Exploring Music

Products and Styles

group 2: 70s and 80s,

e.g. heavy metal,

prog, punk, disco,

reggae, synth pop, hip-hop, post punk,

hardcore

Saharan Music

This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa.

Song Arranging **All about that Bass**

Bass Clef Reading and Notation forms the foundation of this unit which explores a range of commonly used Bass Line Patterns within a variety of different types, styles, and genres of music from different times and places.

The 2nd band and ensemble project in KS3. Expand your group and individual skills arranging music choosing from various genres.

Reggae & Ska

This unit 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.



Develop your knowledge of the Keyboard. Music Technology/Video Games

Develop your knowledge of the use of music technology in society. How to create EDM through a variety of platforms both in Live contexts and fixed compositions.

Performing Skills

Learning how to navigate their way around the keyboard and understanding the functions.

Knowledge of keyboard playing, solo/paired performance skills

Building Bricks

You will begin to develop your own feeling for and awareness of a regular pulse. You will be able to make a clear distinction between pulse and rhythm. You will develop awareness of Timbre, Dynamics and Tempo.

I've Got Rhythm

This unit introduces or reintroduces the concept of pulse through a variety of experiences which include pulse games and other rhythmic activities, the creation of patterns, including ostinati, and repetitive rhythmic textures – cyclic and polyrhythms, listening activities and the composition and performance of class and group rhythm pieces

Using your elements knowledge and skills you will explore how composers use them in existing music and how you can use them to make your own. Explore basic chords on the ukulele