

# CoDA Curriculum

## MUSIC



CITY OF DERBY  
ACADEMY

*Improving the life chances of all students*

Students in Year 10 and 11 study the following specification(s):

### The power of music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

### Why study music?

The CoDA Music department holds at its heart the belief that music plays an integral role in improving the life chances of all students. The music curriculum is based on three core areas; performing; composing; and listening/analysing, with all students learning to play Keyboard and Ukulele from year 7. Students will also develop core skills in the musical elements which will help them to question, explore, give, and succeed in music. In each scheme of learning students will be encouraged to engage with the musical genre through practical musical making. Students will develop a knowledge of music notation which will allow them to develop skills as both a soloist and ensemble musician. Students will develop into reflective learners who are able to reflect on their performance, and the performances of others, and challenge themselves to refine their own performance. Those students who may already play instruments, or have instrumental lessons, will be encouraged to perform pieces using their own instrument with appropriate stretch and challenge for the individual. Students of music will engage with a wide range of different musical genres and styles, exploring different compositional techniques and creating their own music that shows an understanding of style and technique. Students will reflect on their own work and refine it using self and peer assessment. Students are encouraged to engage with a wide range of different musical genres and styles, exploring and analysing music with an understanding of its history and context. Students will develop strong foundations in the musical elements which will help them analyse music. Students will also develop an understanding of the importance of music in culture by exploring a wide range of musical genres and music from around the world, understanding the role music plays in different religions and culture. The music curriculum will encourage independent learners who develop a passion for music. Students will grow into critical thinkers who have the confidence to take risks and reflect and adapt their own work.

- Develop a love and appreciation of music along with an awareness of different styles, genres and compositional techniques
- Develop an understanding of the elements of music and use this when writing about, and analysing, music
- Learn to play at least one instrument at KS3 and develop an understanding of notation
- Perform as a soloist and as an ensemble in a wide range of styles
- Compose music in a wide range of styles with an understanding of compositional technique, style and genres.
- Explore the emotive power of music and understand its role as a tool in in our well-being

**MUSIC Curriculum INTENT Y7-9 (based upon the Model Music Curriculum: Key Stage 3)**

The aim of Music Curriculum is to ensure a universal provision of music education, for all pupils at Key Stage 3. In time and resources, this provision is as follows: • At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week. • In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term. • There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching. • Music should have a minimum of one weekly period the whole way through Key Stage 3. Carousels are not a substitute that fits with the values of comprehensive education.

**MUSIC Curriculum INTENT Y10-11 (name of specification)**

Our GCSE in Music provides an accessible and creative musical education, integrating the three main components : performing, composing and appraising. Students broaden their musical horizons within five areas of study as they explore musical context, language, performance and composition.

MUSIC YEAR 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Musical elements &amp; singing</p> <p>Endpoint:</p> <p><i>All: Students can describe the meaning of Dynamics, Tempo and Pitch and use them in sentences to describe music.</i></p> <p><i>Most: They can describe how an element is used and how it changes.</i></p> <p><i>Some (Challenge): Students explain how changes in the musical elements impact mood.</i></p>	<p>Introduction to keyboard &amp; notation</p> <p>Endpoint:</p> <p><i>All: Students learn to play with 5 fingers on their left hand. Students learn to read rhythm notes and can identify notes in Treble clef</i></p> <p><i>Most: Students progress to play melodies with their right hand</i></p> <p><i>Some (Challenge): Students add a left hand part</i></p>	<p>Introduction to Rhythms of the world</p> <p>End Point:</p> <p><i>All: Students explore different rhythms from around the world by performing them in class.</i></p> <p><i>Most: Students perform different rhythms and perform as a class. They also compose their own rhythms.</i></p> <p><i>Some (Challenge): Students take the role of the Master Drummer and lead the group.</i></p>	<p>Song Writing</p> <p>End point:</p> <p><i>All: Students learn a song on the keyboard and by singing the lyrics. They examine the relationship between beats and syllables and use it to create their own song.</i></p> <p><i>Most: Students will write their own lyrics and melody</i></p> <p><i>Some (Challenge): Students will use chords in the existing song and develop them in their own composition.</i></p>	<p>Instruments of the orchestra (Carnival of the animals)</p> <p>End point:</p> <p><i>All: Students learn about the different instrument families and can identify them. They look at home the musical elements are used to make music sound like different animals in The Carnival of The Animals.</i></p> <p><i>Most: Students can identify the different instrument families when listening to a piece of music and use their knowledge of musical elements to describe the music.</i></p> <p><i>Some (Challenge): Students can identify single instruments by sound and can explain some instrument techniques used when listening to music.</i></p>	<p>Introduction to the Ukulele</p> <p>End point:</p> <p><i>All: Students learn to play 3 basic chords and apply this knowledge to learning a song. They will perform this together as a group</i></p> <p><i>Most: Students will take part in a class performance demonstrating their ability to play the chords and keep in time.</i></p> <p><i>Some (Challenge): Students will learn more chords and be able to apply this knowledge in a solo or small group performance.</i></p>

# MUSIC YEAR 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Motifs &amp; Reading Treble clef</b></p> <p><i>All: Students can play a motif on the keyboard</i></p> <p><i>Most: They can describe what type of motif it is</i></p> <p><i>Some (Challenge): Students can play more challenging motifs and explain what type of motif it is</i></p>	<p><b>The Blues</b></p> <p><i>All: Students can play most chords in the 12 bar blues as a group. Their work shows an understanding of some context</i></p> <p><i>Most: Students can play all of the chords of 12 bar blues as a group and are able to improvise. Their work shows a good understanding of context</i></p> <p><i>Some (Challenge): Students can play the chords, walking bass, and can confidently improvise in a group performance. Their work shows an excellent understanding of context and they can link it to how the music sounds.</i></p>	<p><b>Poetry Song Writing Project</b></p> <p><i>All: Students can create a melody for an existing poem which shows a basic understand of beats and syllables.</i></p> <p><i>Most: Students can create a melody for an existing poem which shows development</i></p> <p><i>Some (Challenge): Students can create a melody for an existing poem, showing development, and adding Chords to accompany it.</i></p>	<p><b>Ukulele</b></p> <p><i>All: Students can play most chords in a class performance</i></p> <p><i>Most: Students can play All chord in a performance</i></p> <p><i>Some (Challenge): Students can play more complex chords in the performance</i></p>	<p><b>Samba</b></p> <p><i>All: Learn about the different instruments and rhythms of Samba and take part in a samba performance</i></p> <p><i>Most: Students develop their own rhythm and perform this as part of a samba performance. They can also perform improvised solos on their instrument.</i></p> <p><i>Some (Challenge): Students lead the samba performance taking the role of the band leader and create call and response and solo sections</i></p>	<p><b>Class ensemble</b></p> <p><i>All: Students learn a part of a pop song and perform as part of a class ensemble</i></p> <p><i>Most: Students perform chords on the keyboard/ukulele or sing the lyrics as part of the performance in time with others.</i></p> <p><i>Some (Challenge): Students play more challenging parts and play 2 hands together (keyboard). Some students may perform in small ensembles of 3 or 4 players.</i></p>

# MUSIC YEAR 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Keyboard Skills</b></p> <p><i>All: Students recap keyboard skills and can play melodies with 5 fingers on their left hand. Students learn to recap rhythm notes and can identify notes in Treble clef</i></p> <p><i>Most: Students progress to play melodies with their right hand</i></p> <p><i>Some (Challenge): Students add a left hand part</i></p>	<p><b>Reggae</b></p> <p><i>All: Students can play most of the chords for 3 Little birds on the keyboard or Ukulele. Their work shows an understanding of some context</i></p> <p><i>Most: Students can play all of the chords of 3 little birds and the walking bass. Their work shows a good understanding of context</i></p> <p><i>Some (Challenge): Students can play the chords and walking bass together with a partner or 2 hands together. Their work shows an excellent understanding of context and they can link it to how the music sound</i></p>	<p><b>Film Music</b></p> <p><i>All: Students can play a melody from a famous film in the right hand. Their listening assessment shows some understanding of the keywords</i></p> <p><i>Most: Students can play a motif and simple accompaniment from a famous film 2 hands together. Their listening assessment shows a good understanding of the keywords and they can describe how the music makes you feel.</i></p> <p><i>Some (Challenge): Students can play a motif from a famous film 2 hands together. Their listening assessment shows they can make good use of keywords and can make links between the music and how it effects you</i></p>	<p><b>Song writing</b></p> <p><i>All: Students can create lyrics in a style of their choice that fit with existing beats or chords which shows a basic understand of beats and syllables.</i></p> <p><i>Most: Students create lyrics and a chord progression/beat pattern which has a strong sense of style for their chosen genre</i></p> <p><i>Some (Challenge): Students can perform their lyrics/chords/beat pattern and show how they have developed it over time</i></p>	<p><b>Brit Pop</b></p> <p><i>All: Students can play most of the chords for Let it be or Don't look back in anger on the keyboard or Ukulele. Their work shows an understanding of some context</i></p> <p><i>Most: Students can play all of the chords for Let it be or Don't look back in anger. Their work shows a good understanding of context</i></p> <p><i>Some (Challenge): Students can play Let it be or Don't look back in anger 2 hands together as part of a small group. Their work shows an excellent understanding of context and they can link it to how the music sound</i></p>	<p><b>Research Project</b></p> <p><i>All: Students research a chosen genre and create a powerpoint presentation addressing key questions and include one musical example. They can present it to the class</i></p> <p><i>Most: Students research a chosen genre and then choose one artist as their focus, creating a powerpoint presetation. Their research shows some understanding of links between culture, musical influence, and development. They include some musical examples. They present their work to the class.</i></p> <p><i>Some (Challenge): Students include musical examples in their research that show links between cultural and musical influences. Their work shows a good understanding of how a musician develops their style.</i></p>

# MUSIC YEAR 10

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Rhythms of the world (Autumn 1 and 2)</b></p> <p>This Area of Study explores the traditional rhythmic roots from four geographical regions of the world:</p> <ul style="list-style-type: none"> <li>India and Punjab</li> <li>Eastern Mediterranean and Middle East</li> <li>Africa</li> <li>Central and South America.</li> </ul> <p>To consider the characteristic rhythms and features of the music from the geographical regions listed above, involving:</p>	<p>Listening and class discussion Starter activities.</p> <p>To develop creativity through composition and performance exercises: Short taster exercises. Group activities. Extended composition activities.</p> <p>To learn how to develop and extend composition ideas: Learning from good examples of rhythmic and melodic development. To develop an awareness of musical structure, including: Introduction.</p> <p>Rhythmic ideas and motifs. Melodic ideas and themes. Phrases and Sections. Modulation. Development. Ending.</p>	<p><b>Concerto Through Time</b></p> <p>Learners should study The Concerto and its development from 1650 to 1910 through:</p> <ul style="list-style-type: none"> <li>the Baroque Solo Concerto</li> <li>the Baroque Concerto Grosso</li> <li>the Classical Concerto</li> <li>the Romantic Concerto.</li> </ul> <p>Learners should study and develop an understanding of: • what a concerto is and the way it has developed through time • the instruments that have been used for the solo part in the concerto and how they have developed through time • the growth and development of the orchestra through time • the role of the soloist(s) • the relationship between the soloist(s) and the orchestral accompaniment • how the concerto has developed through time in terms of length, complexity and virtuosity • the characteristics of Baroque, Classical and Romantic music as reflected in The Concerto.</p>	<p><b>Concerto Through Time</b></p> <p>Learners should study and understand how composers of concertos use musical elements and compositional devices in their concertos including: • instruments and timbre • pitch and melody • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure, phrasing and cadences • harmony and tonality • repetition, sequence and imitation • ornamentation. Learners should have some knowledge of: • the names and intentions of composers who wrote concertos in each period • the historical and social context of the concerto in each period • the need for a larger venue over time as the genre expanded and developed • the changing nature of commissioner and audience over time.</p>	<p><b>Film Music</b></p> <p>Learners should study a range of music used for films including:</p> <ul style="list-style-type: none"> <li>music that has been composed specifically for a film</li> <li>music from the Western Classical tradition that has been used within a film</li> <li>music that has been composed as a soundtrack for a video game.</li> </ul> <p>Learners should study how composers create music to support, express, complement and enhance: • a mood or emotion being conveyed on the screen • a significant character(s) or place • specific actions or dramatic effects. Learners should study and understand how composers use music dramatically and expressively through a variety of musical elements and compositional devices, including: • instruments and timbre • pitch and melody • rhythm and metre • tempo • dynamics, expression and articulation • texture • structure and phrasing • harmony and tonality • repetition, ostinato, sequence and imitation • ornamentation • motif, leitmotif. Learners should have some knowledge of: • how music can develop and/or evolve during the course of a film or video game • the resources that are used to create and perform film and video soundtracks, including the use of technology • the names of composers of music for film and/or video games.</p>	<p><b>Revision for year 10 mock</b></p>

# MUSIC YEAR 11

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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M R  S T E V E N S O N	Revision of AOS	Revision of AOS	Revision of AOS	Revision of AOS	Exam	Exam
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M R S  P O W E L L	<p><b>Composition to a set brief</b></p> <p>Develop their understanding of rhythm, melody, harmony, structure and compositional devices through a variety of individual composition exercises they have explored throughout the course</p> <ul style="list-style-type: none"><li>• demonstrate an understanding of how to compose appropriately to a defined brief</li><li>• understand how to extend and manipulate musical ideas and devices in order to develop a composition<ul style="list-style-type: none"><li>• be able to combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece</li></ul></li><li>• compose a composition that shows an understanding of the style, audience and/or occasion dictated by the OCR set brief.</li></ul>	<p><b>Composition to a set brief</b></p> <p>Complete a composition under controlled conditions to a set brief</p>	<p><b>Solo Performance / Ensemble</b></p> <p>Learners should be able to:</p> <ul style="list-style-type: none"><li>• practice and a variety of pieces that develop their ensemble skills</li><li>• perform one or more pieces of music under supervised conditions</li><li>• demonstrate an understanding of performing with accuracy and fluency</li><li>• demonstrate an understanding of performing with technical control</li><li>• demonstrate an understanding of performing musically and with appropriate expression and interpretation</li><li>• demonstrate an understanding of interacting with other musicians and/or parts.<ul style="list-style-type: none"><li>• understand and be able to perform confidently and stylishly with awareness of other performers in the ensemble.</li></ul></li></ul>	Revision	Exam	Exam
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