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):

OCR GCSE (9-11_ Music J536/05

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. Music can bring our diverse community together through whole-school singing, ensemble playing, experimenting with the creative process, and performing. The joy of music making feeds the soul of our school community, enriching each student while strengthening the shared bonds of support and trust which build a good 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 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 an inclusive provision of music education, for all pupils at Key Stage 3. Students learn about music using 3 key principle – performing, analysing and composing. The genres in each unit are linked GCSE themes to get our students the tools to take music into their future. Singing is important to the curriculum, with regular opportunities to perform vocally and participate in singing workshops. Students also learn to play 2 instruments, keyboard and Ukulele. Students have the opportunity to take part in instrumental lessons outside of their music lessons, as well as extra-curricular music. The KS3 curriculum is designed to introduce and develop the foundations for any student to progress to KS4 music, regardless of their musical experience at KS2.

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.

MUSIC Curriculum INTENT Y10-11

The intent of the GCSE Music syllabus is to provide students with a broad and engaging musical education that develops their skills as performers, composers, and critical listeners. It aims to nurture creativity, confidence, and personal expression through practical music-making and analytical study of a wide range of styles, traditions, and contexts. By combining performing, composing, and appraising, the course encourages students to understand how music communicates meaning, reflect on its cultural and historical significance, and build a lasting appreciation of the art form while preparing them for further study or lifelong enjoyment of music.

MUSIC YEAR 7

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical elements	**Introduction to Keyboard and notation**	**Song writing**	**Music history: past to present**	**Instruments of the orchestra (Carnival of the animals)**	**Introduction to Ukulele**
This unit explores the musical elements and introduces them to analysis	**An introduction to keyboard playing and notation**	**An introduction to basic song writing including how to write a melody and lyrics**	**This unit introduces students to the history of western classical music and instruments of the orchestra**	**An exploration of the Carnival of the Animals by Saint-Sans and**	**Introduction to playing the Ukulele**
Students will learn…					
Students can describe music using the musical elements *Students can explain how changes in the musical elements impact mood when listening to music.* *Students take part in singing workshops demonstrating their understanding of the musical elements.*	*Students can find the notes on a keyboard* *Students apply knowledge of notation by learning to play melodies using 5 fingers in their right hand.* *Some students can play with both hands* *Students can identify rhythm notes and pitch in treble clef*	*Students learn to play and sing a song.* *Students demonstrate they understand the relationship between beats and syllables by writing their own lyrics to an existing melody.* *Students compose their own melody using notes C-G using the same rhythmic structure to fit with their lyrics.* *Students can use key musical language to describe a song and its structure*	*Students can Identify key musical periods and describe basic characteristic features linked to the musical elements.* *Students can explain how social, cultural, and technological changes influenced music across time and begin to make links between how historical music connects to today's genres.* *Students can perform short songs or motifs inspired by the different historical styles and periods.*	*Students can name the 4 musical instrument families and identify the correct instruments when listening.* *Students can use musical keywords to describe the music they listen to.* *Students can identify changes in musical elements and suggest how this impacts the mood of music.* *Students learn to play melodies from the Carnival of the Animals on the keyboard applying their existing keyboard skills.*	*Students demonstrate the correct technique when performing including holding the instrument, fingers, and strumming.* *Students can play chords C, F and G with increasing accuracy.* *Students can perform as part of a class ensemble demonstrating their ability to play in time with other.* *Students can use key musical language to write about their progress*

<table>
<tr><td colspan="6" align="center">Literacy links & Keywords</td></tr>
<tr>
<td align="center">Dynamics
Tempo
Pitch
Melody
Harmony
Timbre</td>
<td align="center">Quaver
Crotchet
Minim
Semibreve
Beats
Treble clef
Pitch
Tempo
Pitch
Melody</td>
<td align="center">Lyrics
Syllables
Melody
Chords
Tempo
Dynamics
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<td align="center">Composer
Timeline
Genre
Period
Features
Technology
Social
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<td align="center">Strings
Woodwind
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Dynamics
Tempo
Pitch
Melody
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<td align="center">Ukulele
Strings
Chords
Strumming
Melody
Beats
Ensemble</td>
</tr>
<tr><td colspan="6" align="center">Careers:</td></tr>
<tr>
<td align="center">Different types of singers</td>
<td align="center">Music teacher</td>
<td align="center">Song writer</td>
<td align="center">Music Historian</td>
<td align="center">Composers and conductors</td>
<td align="center">Different types of Recording artists</td>
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<tr>
<td>SMSC Links:</td>
<td colspan="5">
1. Enable students to develop their self-knowledge, self-esteem and self-confidence.
2. encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
3. further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures.
4. encourage respect for other people
5. an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. an understanding of the importance of identifying and combatting discrimination.
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MUSIC YEAR 8

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Blues	**Keyboard Skills 2**	**History of Pop Music**	**Ukulele 2**	**Introduction World Music**	**Introduction to Music Tech**
An introduction to The Blues, exploring its origins in African American history, its musical characteristics, and its lasting influence on modern genres.	**Building on prior learning, students continue to work on their keyboard skills.**	**Building on prior learning about the Blues, students will explore how popular music evolved from the 1950s to the present day.**	**Building on prior learning, students continue to work on their Ukulele skills.**	**This unit introduces students to a variety of global musical traditions, including African drumming, Indian classical music, Latin American rhythms, and European folk music.**	**An introduction to the fundamentals of music technology and digital music production.**
Success Criteria					
Students can describe the context of the Blues and the links between the music and slavery *Students can identify key features of blues music* *Students can play the 12 bar blue chords in time with a backing track and some students may improvise using a blues scale*	*Students can play increasingly challenging songs on the keyboard which demonstrates their knowledge of Treble clef, Bass clef, and rhythm notes.* *Students assess their own keyboard skills in a skills audit and set themselves goals for the term.* *Students can apply and respond to key musical terminology when describing their progress*	*Students can Identify and describe key musical features of different pop genres and compare how instrumentation, and technology change over time.* *Students can explain how pop music developed from the Blues and how song lyrics reflect cultural and social change.* *Students Perform a pop song confidently with attention to rhythm, melody, and ensemble skills. They can reflect on their performance and suggest ways to improve.*	*Students can apply existing ukulele skills when learning to play songs of increasing difficulty* *Students can perform in time with others at different tempos* *Students can use musical language to perform in time with increasing accuracy as a class ensemble.*	*Students will be able to identify musical features from a variety of world cultures, describe instruments and rhythms, and explain how music reflects cultural and social contexts.* *Students will be able to perform traditional rhythms or melodies from different world music styles, demonstrate ensemble skills, and adapt their performance based on feedback.* *Students will be able to compose or arrange a short piece inspired by world music, justify their musical choices, and evaluate their own and*	*Students can create, edit, and arrange music using sequencing software and digital audio workstations (DAWs.)*

				others' performances for improvement.	

The Blues Call and response Improvisation 12 bar blues Beats Melody Lyrics Work Songs Spirituals	Quaver Crotchet Minim Semibreve Beats Pitch Tempo Pitch Melody Tempo Beats Syllables	Song Writing Lyrics Chords Verse Chorus Structure	Ukulele Strings Chords Strumming Melody Beats	Samba Percussion Call and response Structure Ostinato Structure Polyrhythm Solo Call and response Leader Unison	Quaver Crotchet Minim Semibreve Beats Pitch Tempo Pitch Melody

Careers links:

Writing music for TV and adverts	*Jazz music careers*	*Lyricist and song writers*	*Production engineering*	*Event organisers and booking agents*	*Types of recording artists*

SMSC Links:	6. Enable students to develop their self-knowledge, self-esteem and self-confidence. 7. encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. 8. further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. 9. encourage respect for other people 10. an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. 11. an understanding of the importance of identifying and combatting discrimination.

MUSIC YEAR 9

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reggae	**Keyboard Skills 3**	**Britpop**	**Intro to Film Music (Includes Music Tech)**	**Ukulele 3**	**My Music**
An introduction the Reggae Music	**This unit builds on prior learning to further improve keyboard skills in preparation for GCSE Music.**	**An introduction to Britpop**	**An introduction to Film music and the use of motifs**	**This unit builds on prior learning, to further improve ukulele skills in preparation for GCSE Music.**	**This unit allows students to explore their own musical tastes and serves as an introduction to GCSE Music.**
Success Criteria:					
Students explore the history and context of reggae and demonstrate this knowledge in their written work. *Students can identify key features and artists of Reggae.* *Students apply existing keyboard skills to perform elements of 3 Little Birds.*	*Students demonstrate their knowledge of treble clef and rhythm notes by learning increasingly complex melodies* *Most students are able to demonstrate their ability to play with both hands*	*Students explore the history and context of Britpop and demonstrate this knowledge in their written work.* *Students can identify key features and artists of Britpop.* *Students apply existing vocal and keyboard skills and work towards a performance of Wonderwall.*	*Students explore different genres of film and describe the music using key musical vocabulary* *Students can identify different compositional techniques when listening to music and suggest their impact* *Students create and develop their own leitmotif using music technology.*	*Students learn to play the chords for Wonderwall on the Ukulele. They work towards a class performance with a growing understanding of timing, tempo, and ensemble.* *Students form bands and choose to play keyboard, ukulele, or sing the lyrics. Some students can play more complex chords in the performance and may take the role of the leader in their ensemble performance.*	*Students research a chosen genre and create a presentation addressing key questions showcasing their oracy skills in a class presentation of their work.* *Their research shows understanding of links between culture, musical influence, and development. They include some musical examples. They present their work to the class.* *Their work shows a good understanding of how a musician develops their style over time.*
Literacy links and keywords:					

Reggae Chords Tempo Time signature Off beat Lyrics Walking bass Lyrics Verse chorus structure	Quaver Crotchet Minim Semibreve Beats Treble clef Pitch Tempo Pitch Melody	*Britpop* *Melody* *Anthem* *Upbeat tempo* *Lyrics* *Dynamics* *Tempo* *Pitch* *Melody* *Harmony* *Timbre*	*Britpop* *Melody* *Anthem* *Upbeat tempo* *Lyrics* *Motif* *Atmosphere* *Dietetic sound* *Repetition*	*Ukulele* *Strings* *Chords* *Strumming* *Melody* *Beat* *Off beat*	*Dynamics* *Tempo* *Pitch* *Melody* *Harmony* *Timbre*
Career links:					
Music Critic and publishing	*Concert promotion*	*Band Management*	*Film and video game composer and orchestrator*	*Music production*	*Researcher and copyright*

SMSC Links:	1. Enable students to develop their self-knowledge, self-esteem and self-confidence. 2. encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely. 3. further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures. 4. encourage respect for other people 5. an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour. an understanding of the importance of identifying and combatting discrimination.

MUSIC YEAR 10 – OCR GCSE Music

Autumn 1 & 2		Spring 1 & 2		Summer 1	Summer 2
AOS: Concerto Through Time	AOS: Conventions of Pop	AOS: Rhythms of the world	AOS: Music for film	Revision of AOS Performance	Composition
Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria	Success Criteria

Key Periods
• *Baroque Concerto*
• *Classical Concerto*
• *Romantic Concerto*
Types of Concerto
• **Baroque:** *Concerto Grosso, Solo Concerto*
• **Classical & Romantic:** *Solo Concerto*
 	
Students should understand and recognise…
Musical Features
• **Instrumentation:** *soloist vs orchestra, concertino & ripieno, continuo*
• **Texture:** *polyphonic, homophonic, contrasts between soloist and orchestra*
• **Structure:** *ritornello, sonata form influences, cadenzas*
• **Melody:** *ornamentation, sequences, lyrical Romantic melodies*
	Students should be able to:
	1. Know the genres and artists
	• *Understand music from four key strands:*
	• *Rock 'n' Roll of the 1950s and 1960s*
	• *Rock Anthems of the 1970s and 1980s*
	• *Pop Ballads of the 1970s, 1980s and 1990s*
	• *Solo Artists from 1990 to the present day*
	• *Recognise important artists in each strand (e.g. Elvis Presley, Queen, Beyonce, etc.).*
	
	2. Identify typical musical features
	Students can recognise and describe features such as:
	• **Instruments and timbre** *used in pop music (electric guitar, bass, synths, vocals, drum kit, etc.)*
		Key Regions Studied
		• **India and Punjab** (*including Bhangra and Classical traditions*)
		• **Eastern Mediterranean / Middle East**
		• **Africa**
		• **Central and South America**
		
		Students should understand and recognise…
		
		Musical Features
		• **Rhythm & Metre**
		  ○ *Complex rhythms, cross-rhythms, syncopation, tala, cyclic patterns*
		• **Texture**
		  ○ *Layering, call and response,*
			Types of Film Music
			• **Underscore** (*background music*)
			• **Themes and leitmotifs**
			• **Diegetic music** (*heard by characters*)
			• **Non-diegetic music** (*heard only by the audience*)
			• **Ambient / sound effects integration**
			
			Students should understand and recognise…
			Musical Purposes
			Students should understand how music is used to:
			• *Create* **mood and atmosphere**
			• *Show* **character and emotion**
			• *Build* **tension and drama**
			• *Represent* **place, time and situation**
			• *Support* **action and movement**
				Revision and exam technique for the Areas of Study.
				
				Exploration of performance techniques looking at their own performances and performances by others (professional and peers):
				
				Accuracy
				Technique and Tone
				Expression and Musicality
				Ensemble Skills (Group Performance)
				Solo Skills (Individual Performance)
				Reflection and Improvement
				Musical Vocabulary
					Working on their composition portfolio, students work on the following areas:
					
					Accuracy and Technique
					
					Musical Ideas and Structure
					
					Harmony and Tonality
					
					Melody and Rhythm
					
					Texture and Instrumentation
					
					Expression and Musicality
					
					Creativity and Originality
					
					Reflection and Improvement
					
					Musical Vocabulary

• **Harmony & Tonality:** functional harmony, modulation, cadences
• **Rhythm & Metre:** driving Baroque rhythms, Classical regularity, Romantic flexibility
• **Dynamics & Expression:** increasing contrast over time
	• **Pitch and melody**, including riffs and memorable hooks
	• **Rhythm and metre** (strong beat, backbeat, groove)
	• **Tempo**, dynamics, texture and structure (verse–chorus form)
	• **Harmony and tonality**, ornamentation, repetition, ostinato and sequence
	• These features help define the sound of pop music across decades.
		ostinato patterns
		• **Instrumentation & Timbre**
		  ○ Dhol, tabla, surdo, agogo, steel pans, ud, kora, taiko drums, etc.
		• **Melody & Pitch**
		  ○ Use of modes, ragas, limited pitch range in some traditions
		• **Tempo & Dynamics**
		  ○ Often driven by rhythmic energy
		• **Structure**
		  ○ Repetition, cycles, build-up layers
		• **Cultural Context**
		  ○ Purpose of music (dance, celebration, storytelling, ceremony)
			• Help storytelling
			
			Key Musical Features
			Students should recognise and describe:
			• **Instrumentation & timbre**
			  ○ Full orchestra, synths, hybrid scores, special effects
			• **Melody**
			  ○ Themes, leitmotifs, memorable hooks, character themes
			• **Harmony & Tonality**
			  ○ Dissonance, minor keys, pedal notes, chromaticism
			• **Rhythm & Metre**
			  ○ Ostinatos, driving rhythms, rhythmic motifs
			• **Texture**
			  ○ Thick orchestral textures vs thin suspense textures
			• **Tempo & Dynamics**
			  ○ Changes to match action and emotion
			• **Technology**
			  ○ Sampling, electronic		

Students should be able to… • Identify the **period** of a concerto by listening • Describe **how musical elements are used** • Explain **how concertos changed over time** • Use **accurate musical vocabulary** • Recognise the changing **role of the soloist** • Understand **context** (audience, venue, style development)	**3. Understand context and development** • Know how pop music has changed over time and how technology (amplification, recording, synthesizers) has influenced it. • Understand the cultural and social origins of different styles within pop music, and how the pop industry has grown. **4. Explain how composers/artists use musical elements** Students should be able to use musical vocabulary to explain how specific musical elements are used in conventions of pop—for	**Students should be able to…** • Identify the **region** of an extract by listening • Recognise **traditional instruments** • Describe **characteristic rhythmic features** • Explain **how musical elements are used**			

	example, how a guitar riff or vocal hook contributes to the style of a rock anthem or a pop ballad.	• *Understand **cultural significance** of the music* • *Use **accurate musical vocabulary** confidently*	*effects, sound design elements* ***Students should be able to…*** • *Identify **film music techniques** by listening* • *Explain **how music enhances the scene*** • *Describe **how musical elements create meaning*** • *Recognise use of **leitmotif and recurring themes*** • *Use **accurate musical vocabulary*** • *Understand **context** (composer intention, style influences)*		

MUSIC YEAR 11 – OCR GCSE Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
M R S T E V E N S O N	*Key focus – AOS 1 Ensemble Performance* *Students this term prepare for their ensemble performance:* • *perform a variety of pieces that demonstrate their ensemble skills* • *perform one or more pieces of music under supervised conditions* • *demonstrate an understanding of performing with accuracy and fluency* • *demonstrate an understanding of performing with technical control* • *demonstrate an understanding of performing musically and with appropriate expression and interpretation* • *demonstrate an understanding of interacting with other musicians and/or parts.* • *understand and be able to perform confidently and stylishly with awareness of other performers in the ensemble.*			*Revision*	*Exam*
M R S P O W E L L	*Key focus – composition:* *Composition to a set brief (Non-exam assessment)* *Develop their understanding of rhythm, melody, harmony, structure and compositional devices through a variety of individual composition exercises they have explored throughout the course* • *demonstrate an understanding of how to compose appropriately to a defined brief* • *understand how to extend and manipulate musical ideas and devices in order to develop a composition* • *be able to combine and develop various musical elements successfully within the composition using an appropriate structure to create a coherent piece* • *compose a composition that shows an understanding of the style, audience and/or occasion dictated by the OCR set brief.*			*Revision*	*Exam*