



# King Harold Academy

## Music Curriculum Overview



YEAR 7  
YEAR 8  
YEAR 9

	Autumn Term	Spring Term	Summer Term	Rationale
<b>Composites</b>	The Junk Orchestra Project The Romantic Orchestra	Rock n Roll Your Voice	Pop Songs Samba	<p>Students are initially challenged to compete in a year-group competition inspired by their study of orchestral musical instruments. The recognition of musical instruments underpins musical knowledge from years 7 to 11 and is therefore revisited with regular low-stakes homework and testing throughout the spring term.</p> <p>Students begin their instrumental studies (on keyboard) by practising chords in the rock 'n' roll and popular genres. They also learn about vocal techniques which are of similar importance to the study of instruments. Finally, world music is introduced so that all GCSE areas of study have been introduced by end of the year 7.</p>
<b>Key Components</b>	Orchestra formation, instrument design, time signatures, score reading, musical notation	Improvising, blues scale, 12 bar blues, walking bass, beatboxing, singing, sampling and vocal technique	Band performance, samba ensemble performance	
<b>Tier 3 language</b>	Orchestra, strings, woodwind, brass, percussion, conductor, time signature, notation	Chords, syncopation, walking bass, 4/4, beatbox, vibrato, diction, slide, range, a cappella, scat	Triad, call & response, surdo, agogo, caixa, syncopation, ostinato, break, groove, solo.	
<b>Assessment</b>	Performance and Listening Assessment	Performance and Listening Assessment Low Stakes Instrument and Notation Tests	Performance and Listening Assessment Low Stakes General Listening Tests	
<b>The best that has been thought and said</b>	John Cage, Stockhausen, Tchaikovsky	Elvis Presley, Bill Haley	Emeli Sande	
<b>Composites</b>	Rap: Let Him Have It Atmospheric Music: Darkwood Manor	Blues Reggae	Indian Classical Music Reggae Pop	<p>Moving into year 8, students are inspired by their drama set work to compose meaningful rap lyrics while also being challenged to perform a highly complex rap. Inspiration continues to come from drama in term 1 as they compose atmospheric music to accompany their devised drama pieces.</p> <p>In spring term a new instrumental challenge is introduced through the ukulele. Rhythmically, this is a challenging year for students as they then go on to study music that is played off the beat, with a swing feel, and then without any sense of metre at all. Listening skills, notation and instruments of the orchestra continue to be visited and tested throughout the year.</p>
<b>Key Components</b>	Rap technique, rap composition, film and descriptive music composition, musical elements.	Performing chords on ukulele and keyboard, primary chords, verse-chorus structure, vocal slides, improvisation	Improvisation using Indian scales, band performance skills, reggae	
<b>Tier 3 language</b>	Diction, a cappella, scat, syllabic, drone, crescendo, diminuendo, forte, piano, major, minor, chromatic	Chords, 12 bar blues, swing rhythm, improvisation, AAB lyric structure, vocal slides, ukulele, off-beats	Raga, drone, sitar, tanpura, tala, swung chords, off-beat strumming, slide, melisma, accompaniment.	
<b>Assessment</b>	Performance and Listening Assessment	Performance and Listening Assessment Low Stakes Instrument and Notation Tests	Performance and Listening Assessment Low Stakes General Listening Tests	
<b>The best that has been thought and said</b>	Mark Grist, Danny Elfman, John Williams	Bob Marley, BB King, Billie Holiday	Ravi Shankar, The Beatles, Jason Mraz	
<b>Composites</b>	Film Music (Batman) Hooks and Riffs	Club Dance Bhangra	Rock Anthems Battle of the Bands	<p>Significant GCSE vocabulary is introduced and utilised from the start of year 9, which is a challenge but also a support for students as they can tackle more complex theoretical music listening in a low-pressure environment. For many option students, recognising that they are capable of describing music in words at this pre-GCSE stage can inspire the confidence needed to take the GCSE.</p> <p>The lighter GCSE topics are introduced in year 9, culminating in a Battle of the Bands competition. This is intended to inspire and challenge those who will opt for music in year 10 but also to maintain accessibility and enjoyment for those who will not.</p>
<b>Key Components</b>	Film music composition technique, musical elements, hooks and riffs, keyboard skills	Dance track composition: texture and structure, riffs, chaal rhythm, drum fills	'The Final Countdown' riff performance, rock anthems, solo artists, rock n roll, cover songs, band production.	
<b>Tier 3 language</b>	Leitmotif, staccato, legato, pizzicato, tremolo, major, minor, chromatic, dissonance	Riffs, sequencer, sampling, looping, panning, reverb, quantise, remix, drum machine, chaal, dhol	Rock Anthems, electric guitar (overdrive, FX, amplifier), reverb, drum kit, riffs and hooks	
<b>Assessment</b>	Performance and Listening Assessment Cumulative Testing of GCSE terminology	Performance and Listening Assessment Low Stakes Instrument and Notation Tests	Performance and Listening Assessment Low Stakes General Listening Tests	
<b>The best that has been thought and said</b>	John Williams, Danny Elfman, White Stripes, Coldplay, Deep Purple	Fatboy Slim, Alaap	Europe, Bon Jovi, Iron Maiden, Adele	



# King Harold Academy

## Music Curriculum Overview



**YEAR 10**

	Autumn Term	Spring Term	Summer Term	Rationale
<b>Composites</b>	Exploring the Musical Elements Composition skills	Conventions of Pop. Film Music. Composition skills.	Concerto through Time. Rhythms of the World. Composition NEA 1.	<p>Students were introduced to some KS4 content during KS3. Musical elements which are critical to all aspects of the course are covered first (and then continuously) in order to make sure all students have a firm foundation upon which to build more complex understanding in both practical and theoretical work.</p> <p>Spring and Summer terms introduce all genres which may appear in the listening paper so that all content will have been covered at least once by the end of the Year. Greater depth and more complicated content will be covered in Year 11.</p> <p>As it is worth 60% of the GCSE grade, significant time is given in year 10 for students to practise composing in a variety of styles. This supports them when they reach the NEA at the end of the year.</p>
<b>Key Components</b>	Applying MADTSHIRT (the elements of music). Composition skills: finding your own style.	Rock Anthems, Pop Ballads, Rock 'n' Roll, Solo Artists, Film Music, Video Game Music.	Baroque, Classical & Romantic Concerto, samba, Calypso, Eastern Mediterranean, African Drumming, Indian Classical and Bhangra	
<b>Tier 3 language</b>	Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation/Timbre, Rhythm, Tempo and Time Signature	Bass line, riff, acoustic, electric, expression, phrasing, melisma, drone, ostinato, MADTSHIRT	Orchestra, cadenza, virtuoso, MADTSHIRT, cyclic, repetition, raga, tala, chaal, sitar	
<b>Assessment</b>	Timeline analysis and extended answer exam Qs	Timeline analysis and low stakes testing Composition assessment	Listening mock exam Composition assessment	
<b>The best that has been thought and said</b>	Selected musicians from 1650 onwards	Elvis, Queen, Bob Dylan, Adele John Williams, Hans Zimmer	Bach, Mozart, Brahms, Beethoven, trad. World music	

**YEAR 11**

<b>Composites</b>	Most challenging analysis from year 10 mocks. Performance NEA 1 & Composition NEA 2	Concerto through Time. Rhythms of the World. Performance NEA 2 and catch-up for incomplete coursework.	Listening Paper Revision and Practice	<p>As music is such a skill-based course (both practically and analytically) students are supported to practise and master the required skills through walking-talking mocks, low stakes testing, and the re-working of past mock questions throughout year 11.</p> <p>Students find particular inspiration in the Autumn Term as they have opportunities to record and compose in their own style of choice, at an advanced level alongside classroom and peripatetic teachers.</p> <p>Spring term is dedicated to revisiting all of the GCSE listening genres, for which there is significant content to memorise. Then by summer term students are applying this knowledge as well as their practised listening skills to past exam questions.</p>
<b>Key Components</b>	Applying MADTSHIRT (the elements of music) and understanding the question. Composition and performance skills.	Baroque, Classical & Romantic Concerto, samba, Calypso, Eastern Mediterranean, African Drumming, Indian Classical and Bhangra	Preparation for GCSE examinations. Deliberate Practice & Retrieval Practice of key knowledge.	
<b>Tier 3 language</b>	Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation/Timbre, Rhythm, Tempo and Time Signature	Orchestra, cadenza, tutti, concertino, ripieno, MADTSHIRT, chaal, sitar, tumbi, tabla	MADTSHIRT and all GCSE vocabulary	
<b>Assessment</b>	Listening mock exam Performance and composition assessment	Listening mock exam, performance assessment. Walking Talking Mocks	GCSE Exams	
<b>The best that has been thought and said</b>	Selected musicians from 1650 onwards	Bach, Mozart, Brahms, Beethoven, trad. World music	Selected musicians from 1650 onwards	