



Music Curriculum Plan – Nuneaton Academy

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KEY STAGE 3

YEAR	1st Half of the year (Sept – January)	2nd Half of the year (Jan –July)
7	<ul style="list-style-type: none"> • Rhythm In this unit students learn how to keep a steady pulse, improvise rhythms, compose rhythms using non-standard and standard notation and play drum rhythms for a range of popular songs. • Musical Elements and Ukulele Skills In this unit students learn 1, 2 and 3 finger chords on the ukulele, how to finger pick, to use different strum patterns and about the basic elements of music (rhythm, tonality, dynamics, melody, harmony, texture, structure and form). • Keyboard Skills and Notation In this unit students learn how play to riffs and simple melodies, play triad chords, create texture by playing basslines and chords together and to read pitch in treble clef standard notation. 	<ul style="list-style-type: none"> • Take Five In this unit students learn to; compose ostinati and create texture by adding a drumbeat, create variations in their composition by copying repetitions and making changes, use binary, ternary and rondo form in compositions; using simple DAW software. • Riffs and Hooks In this unit students learn to sing and play the Smoke on the Water riff in A minor on ukulele, apply their skills to an acoustic guitar, recognise and begin to use some features of blues music, rehearse independently and self-assess. • Carmina Burana In this unit students learn to identify musical elements in Carmina Burana, follow and play rhythms in 3/4 time from notation, rehearse and perform a melody from a standard 5-line stave and identify common orchestral instruments when listening to a performance.
	<p>Ongoing assessment of practical skills, performance and composition.</p> <p>Mid-Year Assessment: Retention and application of musical elements, instrumental skills development, note duration, chord recognition.</p>	<p>Ongoing assessment of practical skills, performance and composition.</p> <p>End of Year Assessment: Understanding form and key vocabulary, genre features, instrumental skills development, instrumentation, reading notation.</p>
	<ul style="list-style-type: none"> • Band Skills: 4 Chord Song 	<ul style="list-style-type: none"> • Samba



8	<p>In this unit students learn to recognise pop band instruments and equipment, understand the roles of instruments and vocals in a pop band, hold their own part in the ensemble and play with awareness of others, perform a four-chord song and recognise pop song structure and make creative decisions about rhythm, texture and structure when covering a song.</p> <ul style="list-style-type: none"> Blues <p>In this unit students learn to understand the origins and cultural context of blues music, recognise key features of blues music, perform a 12-bar blues and blues riff, take part in call and response and improvise different rhythms and “jam” a chord sequence in time with a backing track.</p>	<p>In this unit students learn to recognise samba music in its cultural context, perform Brazilian rhythms as part of a samba band, recognise common samba instruments, recognise musical features of samba music, understand different musical textures, including call and response, homophonic texture and polyphonic texture and hold their own part in an ensemble using syncopated rhythms.</p> <ul style="list-style-type: none"> Keyboard Skills <p>In this unit students learn to further develop keyboard skills such as: riffs, bass lines, chords, more complex melodies, combining two hands at the keyboard, use of 5 finger technique and expression and tone.</p> <ul style="list-style-type: none"> Electronic Dance Music <p>In this unit students learn to identify Electronic Dance Music and recognise its key features, sequence effective EDM drumbeats and compose syncopated rhythms to create a groove, create an effective four-chord sequence in the key of C major or A minor, recognise the difference between major and minor chords, sequence a chord sequence, develop a chord sequence by adding syncopated rhythms, harmonic rhythm and / or arpeggios, structure an EDM build-up which increases tension in 4-bar blocks and create a piece in response to a composition brief.</p>
	<p>Ongoing assessment of practical skills, performance and composition. Mid-Year Assessment: Ensemble discipline and musicianship, instrumental skills development, genre features, cultural and historical importance of blues.</p>	<p>Ongoing assessment of practical skills, performance and composition. End of Year Assessment: genre features, popular chord sequences, ensemble discipline and musicianship, instrumental skills development, reading notation.</p>
9	<ul style="list-style-type: none"> Cover Bands <p>In this unit students learn to develop the self-discipline and team work to rehearse effectively as a band to create a cover version of a song, rehearse and improve instrument playing / vocal skills on your chosen part, structure a cover song performance effective, make creative choices about style in their own part and as an ensemble and look after equipment safely and show increased independence.</p>	<ul style="list-style-type: none"> Music in the Media <p>In this unit students learn to recognise purposes of music in films, TV and / or computer games, identify film music techniques such as diegetic and non-diegetic music, leitmotif and mickey-mousing, compose music to fit a film sequence, compose music which fulfils a composition brief and perform live music following a film scene.</p> <ul style="list-style-type: none"> Song Writing



	<ul style="list-style-type: none"> • Birth of Pop <p>In this unit students learn to recognise rock'n'roll music in its cultural context, related to the evolution of pop music and the concept of teenage rebellion, recognise musical features of rock'n'roll music, understand the influence of blues music on rock'n'roll and identify changing attitudes to race in rock'n'roll music, perform a rock'n'roll song with 12 bar blues, riffs and walking bass line and add rhythmic interest to the 12-bar blues and jam on a chord sequence.</p>	<p>In this unit students learn to compose a song based on the I – V – vi – IV chord sequence, recognise the popularity of the I – V – vi – IV chord sequence, linking this to use of the primary chords and relative minor, perform the chord sequence making creative decisions about tempo, rhythm and sonority, explore features of the keyboard including voice and style, compose an effective riff that fits well over the chord sequence, develop a riff into a melody by using repetition and contrast, structure an original song using ideas such as intro, verse and chorus and write an effective commentary on a composition.</p> <ul style="list-style-type: none"> • Cover Versions <p>In this unit students learn to research using different resources in order to create a cover version of a song, perform a song of own choice on keyboard, ukulele or guitar, read a lead sheet and research chords effectively, understand chord symbols such as C, Am or C/B, audit their own progress, set targets and keep a practice diary, rehearse independently as solo or ensemble, developing awareness of self-discipline and time management.</p>
	<p>Ongoing assessment of practical skills, performance and composition.</p> <p>Mid-Year Assessment: Ensemble discipline and musicianship, instrumental skills development, genre features, cultural and historical importance of rock'n'roll.</p>	<p>Ongoing assessment of practical skills, performance and composition.</p> <p>End of Year Assessment: key terms, chord sequences, musical elements, instrumental skills development.</p>



KEY STAGE 4

YEAR	1 st Half of the year (Sept – Jan)		2 nd Half of the year (Jan – July)	
10	<ul style="list-style-type: none"> Component 1 Exploring Music Products and Styles <p>Learning Outcome A: Demonstrate an understanding of styles of music Through focused listening and music-making activities, learners will explore a variety of musical styles and understand the key features of different styles of music and their use of musical elements. They should apply stylistic features to performance, composition and music production activities.</p> <p>Learning Outcome B: Apply understanding of the use of techniques to create music This learning outcome is designed to be taught through a combination of practical and taught sessions that will allow learners to investigate and experiment with how music from a variety of styles is performed, created and produced in order to produce their own products.</p>		<ul style="list-style-type: none"> Component 1 Assessment <ul style="list-style-type: none"> Component 2 Music Skills Development <p>Learning Outcome A: Demonstrate professional and commercial skills for the music industry Learners will explore professional techniques for musicians and look at how musicians share their music with others. They will learn to use a variety of methods of evidencing processes and outcomes and communicating skills development.</p> <p>Learning Outcome B: Apply development processes for music skills and techniques Learners will participate in workshops and sessions to identify and develop musical skills and techniques in the following three disciplines: 1. Music performance 2. Creating original music 3. Music production. They will then select and develop their individual musical and professional techniques appropriate to context and style and demonstrate the application of these skills and techniques in the creation of musical outcomes across two of the three disciplines.</p>	
	Component 1 Assessment begins in January.		Component 1 Assessment completed by May	
YEAR	September – November	December – March	March - June	
11	Component 2: Assessments	<ul style="list-style-type: none"> Component 3: Responding to a Music Brief <p>Learners will be given the opportunity to develop and present music in response to a given music brief.</p> <p>Objectives:</p>	Component 3: Assessments	



		<ul style="list-style-type: none">1 Understand how to respond to a music brief2 Select and apply musical skills in response to a music brief3 Present a final musical product in response to a music brief4 Comment on the creative process and outcome in response to a music brief	
	Component 2 Assessment from September to December	Component 3 Assessment from February to May. Optional Resits of Component 1 or 2 in January.	Component 3 Assessment completed in May