

Music Curriculum Plan – Nuneaton Academy

Curriculum Leader	Gillian Dunphy	gillian.dunphy@nuneatonacademy.org.uk
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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"> • Singing and the Elements This unit of work is a foundation unit for KS3 Music, where students review the elements (interrelated dimensions) both through aural analysis and singing in context. Students develop their singing skills through a series of warm-ups and vocal exploration designed to target fluency and accuracy. • Rhythm and Pulse It is important that students develop a secure sense of pulse both as individuals and as a class – musicianship flows from this (playing and singing in an ensemble, working on a DAW, responding to music stimuli). The sequence of lessons gradually build security with rhythm and pulse, through basic drum kit patterns, more complex rhythmic work in an ensemble (Samba), understanding metre (conducting) and working with syncopations. 	<ul style="list-style-type: none"> • Melody, pitch and patterns This unit of work builds on prior skill development, encouraging students to develop individual performance skills on a melody instrument. Students will also create short composition ideas that can contribute to a wider performance, refining their ideas. • Keyboard Skills This unit focusses on keyboard instruments and the development of technique. Students play melodies using effective fingering patterns and progress to playing triad chords and bass lines in the left hand. • Hooks and Riffs This unit explores how repeated patterns (hooks, riffs and ostinati) are used in a variety of genres. There are also opportunities to review content from the entire year, revisiting instrumental technique, focused listening – particularly to timbre - and use of notation to record musical ideas. This unit of work builds on prior skill development, including ensemble music making in all lessons.
	<p>Ongoing assessment of practical skills, performance and composition.</p> <p>Mid-Year Assessment: Retention and application of musical elements, singing skills development, note duration, rhythm patterns.</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"> • Tonality and Structure 	<ul style="list-style-type: none"> • The Creative Musician

8	<p>This unit of work builds on prior instrumental skill development, encouraging students to refine and improve individual performances and compositions. Content is presented through the study of two ‘set work’ performance pieces: ‘In the Hall of the Mountain King’ by Grieg and ‘New World Symphony’ by Dvorak. Students learn and identify major, minor, chromatic and pentatonic scales, binary, ternary and variation form and performance directions.</p> <ul style="list-style-type: none"> • The Ensemble Musician <p>This unit of work builds on prior instrumental skill development, encouraging students to refine and improve ensemble performances. Content is presented through the study of a variety of popular song styles, starting with music from Jamaica and then moving into contemporary songs. Students learn about major, minor chords and their construction, the primary chords, root position and inversion and harmonic rhythm. They build their security with rhythm, by ear and on the page with notation. They also work with tab and treble clef pitched notation.</p>	<p>This unit of work provides contextual setting for much of the development of contemporary popular music, tracing the development of black music in America through listening, appraising and performance. Students are able to utilise their own instrument in order to stretch and challenge them in performance.</p> <ul style="list-style-type: none"> • DAW (Digital Audio Workstation) Project – Four Chord Song <p>This unit of work encourages students to apply the theory knowledge they have built through the year to the convention of the four-chord song. Students will investigate music production by creating their own versions of popular four-chord songs and then compose their own song using the same techniques.</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, notation and chord progressions.</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, production skills.</p>
9	<ul style="list-style-type: none"> • What makes a good song? <p>This unit uses a wide range of musical stimuli – popular songs from 1960s to 2020 – to introduce more complex musical content. It builds on prior learning, where students will have learnt about typical ensembles through playing and singing together. They will also be familiar with chords and melody.</p> <p>Over the scheme of learning, students will be introduced to and become familiar with typical song structures, chords and cadences, a variety of textures and intervals. They will also analyse song lyrics and rhythm, and review how hooks, riffs and motifs are used in songs. All of this helps them to prepare their own song analysis and plan their own cover version of an existing song.</p> <ul style="list-style-type: none"> • Music for Film 	<ul style="list-style-type: none"> • Terminal Task <p>This unit is the culmination of the last three years of musical education. Students will apply all of their practical the theoretical knowledge to a final project which they are able to choose. This results in a final portfolio submission providing a successful end point for those not continuing with their musical education and a transition into GCSE for those who are intending to develop their musical skills.</p>

	<p>This unit uses a wide range of musical stimuli to explore the impact of musical devices and the inter-related dimensions of music. The lessons build on prior learning, where students will have learnt about instrumentation in years 7 and 8, tonality and melody in year 8, and intervals and harmony earlier in year 9.</p> <p>Over the lessons, students will be introduced to and become familiar with key concepts of this genre, including leitmotif and soundscape. Students embed musical understanding throughout the lessons by completing tasks that draw together the three pillars of musical understanding: constructive, technical and expressive.</p>	
	<p>Ongoing assessment of practical skills, performance and composition.</p> <p>Mid-Year Assessment: knowledge and application of the elements of music. Key terms.</p>	<p>Ongoing assessment of practical skills, performance and composition.</p> <p>End of Year Assessment: Final submission.</p>

KEY STAGE 4 (2004-5: Year 10 Eduqas GCSE Music, Year 11 Pearson Tech Award Music Practise BTEC)

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