



Dallam School

Creative Arts Curriculum Overview

Department: Music
Year Group: 7

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
African Drumming/Polyrhythms	The Elements of Music	Instruments of the Orchestra	Folk Music	Introduction to Music Production DAW	Music for Film and moving images
By the end of this half term pupils will know (<i>key knowledge, including tier 3 vocabulary</i>)					
<ul style="list-style-type: none"> ➤ What a polyrhythm is and how they can be applied to music of different genres from all over the world ➤ How polyrhythms are used in the music of West Africa ➤ How to play a djembe drum ➤ How polyrhythm can be used to create variation in performance <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Polyrhythm</i> ➤ <i>Call and response</i> ➤ <i>Texture and Timbre</i> ➤ <i>Tone and Bass</i> ➤ <i>Unison</i> 	<ul style="list-style-type: none"> ➤ Common note values ➤ Notes of the treble clef stave ➤ The difference between pulse and rhythm ➤ The main elements of music <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Crotchet, Quaver, Semibreve, Minim, Semiquaver (& rests)</i> ➤ <i>Pulse and Rhythm</i> ➤ <i>Time signature</i> ➤ <i>Dynamics, duration, melody, tempo, timbre, texture, articulation</i> 	<ul style="list-style-type: none"> ➤ How the Western Classical Orchestra developed, including how they vary in size ➤ The main families of an orchestra and some of the main instruments ➤ How playing technique can affect the timbre of an instrument ➤ How to perform a piece of given music as part of a whole class orchestra <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Symphony Orchestra, Chamber Orchestra, Concerto</i> ➤ <i>Strings, woodwind, brass, percussion</i> ➤ <i>Instrument specific terms including pizzicato, glissando</i> 	<ul style="list-style-type: none"> ➤ What is folk music and why is it important? ➤ How folk music has been used in the classical music sphere. ➤ The use and importance of the Aural Tradition,. ➤ The use of fourths, fifths, triads and arpeggios ➤ What is a drone? <p>Tier 3 Vocab</p> <ul style="list-style-type: none"> ➤ <i>Accompaniment</i> ➤ <i>Harmony</i> ➤ <i>Counter Melody</i> ➤ <i>Interval</i> ➤ <i>Perfect Fourth</i> ➤ <i>Perfect Fifth</i> 	<ul style="list-style-type: none"> ➤ What is Music production and the role of the producer ➤ How does a Digital Audio Workstation (DAW) work. ➤ The use of Audio samples to make music,. ➤ The use of virtual (MIDI)instruments to record melodies ➤ Creating music to a brief? <p>Tier 3 Vocab</p> <ul style="list-style-type: none"> ➤ <i>DAW</i> ➤ <i>MIDI</i> ➤ <i>Counter Melody</i> ➤ <i>Interval</i> ➤ <i>Perfect Fourth</i> ➤ <i>Perfect Fifth</i> 	<ul style="list-style-type: none"> ➤ How the leitmotif came to be used in film music and why it was so powerful ➤ What mickey mousing is and it's impact on an audience ➤ How to compose a piece of mickey mousing music <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Leitmotif</i> ➤ <i>Mickey-Mousing</i> ➤ <i>Elements of music e.g. harmony, tonality, melody, dynamics and articulation</i> ➤ <i>Specific technique e.g. chromaticism</i>

They will understand (key concepts)					
<ul style="list-style-type: none"> ➤ How contrasting rhythms can be layered to create a polyrhythm ➤ The impact timbre can have on the sound of polyrhythms ➤ How changes in rhythm and technique can create variety in a piece 	<ul style="list-style-type: none"> ➤ The difference between rhythm and pulse ➤ How notes of different durations can create rhythm ➤ How rhythm can create melody ➤ How to analyse and describe key elements of music ➤ How the elements of music can enhance performance 	<ul style="list-style-type: none"> ➤ How orchestras can vary in size and type ➤ Why instruments are categorised into families ➤ How playing technique can affect timbre ➤ How musical parts that are not the melody are equally as important ➤ What role the conductor has to play in performance 	<ul style="list-style-type: none"> ➤ How to perform folk music on a variety of instruments and using voice. ➤ How chords are constructed ➤ How the perfect 4th and 5th are use in music ➤ The development and use of the oral tradition. 	<ul style="list-style-type: none"> ➤ How to set up a DAW ➤ How to access the samples library and arrange them on different tracks ➤ What virtual instruments can do ➤ What different music files do 	<ul style="list-style-type: none"> ➤ How the leitmotif had a huge impact on the film and gaming industry ➤ How mickey mousing can be used to support the actions of a character on screen ➤ How to compose music to fit with a short video
They will know how to (key skills)					
<ul style="list-style-type: none"> ➤ Play a djembe drum and create variation in timbre with the use of tone and bass ➤ Compose and structure a performance of a polyrhythm ➤ Apply call and response to performance ➤ Build on the understanding of musical elements to enhance composition 	<ul style="list-style-type: none"> ➤ Read simple rhythms using note values ➤ Perform in time using a steady pulse ➤ Play a melody on the keyboard reading the treble clef stave ➤ Apply the elements of music to a performance to improve their overall standard 	<ul style="list-style-type: none"> ➤ identify instruments of the orchestra and their families ➤ Describe playing style and technique ➤ Perform as part of a whole class orchestra ➤ Consider performance etiquette such as posture and beginning and ending a performance 	<ul style="list-style-type: none"> ➤ Play a piece of folk music on the keyboard/piano ➤ How to sing a piece of folk music 	<ul style="list-style-type: none"> ➤ Create an original piece of music ➤ Use a variety of instruments to make a piece of music ➤ Master a piece of music ready for export ➤ Create and share an MP3 	<ul style="list-style-type: none"> ➤ Perform a variety of leitmotifs in major and minor keys ➤ Improvise a short piece of mickey-mousing ➤ Compose a piece of mickey mousing music using elements to enhance its effect ➤ Respond to the feedback of others with confidence



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Year Group: 8

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Form and Structure	Rap	Blues	Rock and Pop	Jazz	How Can A Whole Piece of Music Be Developed From One Idea

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

<ul style="list-style-type: none"> ➤ <i>What theme and variation is and some example concepts</i> ➤ <i>How composers wrote pieces of music based on one simple idea</i> ➤ <i>How the elements of music can be applied to create variety in melody</i> ➤ <i>How to exploit the piano to create contrast in ideas and/or motifs</i> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Theme</i> ➤ <i>Variation</i> ➤ <i>Structure and Texture Tempo and Rhythm</i> ➤ <i>Tonality</i> 	<ul style="list-style-type: none"> ➤ How, where, when and why rap music developed ➤ What 'freestyling' is and the importance of its role in rap music ➤ How effective rap music became to promote gangs ➤ How to rap to a backing beat <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Scripted rap</i> ➤ <i>Freestyle Rap</i> ➤ <i>Battle</i> ➤ <i>Roasting</i> ➤ <i>Master of Ceremonies</i> ➤ <i>Riff</i> 	<ul style="list-style-type: none"> ➤ That improvisation is not just associated with blues and has been part of music for hundreds of years ➤ How scales and modes form a starting point for improvisation ➤ How to include and incorporate improvisation into performance pieces <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Scales including pentatonic, blues, raga and mode</i> ➤ <i>Blue notes</i> ➤ <i>Call and Response</i> ➤ <i>12 bar blues</i> 	<ul style="list-style-type: none"> ➤ That blues music is the basis of music that we hear today in the western world. ➤ Structure of a pop/rock song ➤ Instrumentation in rock and pop and the ability to aurally identify the instruments ➤ Rock and Pop in Musical theatre and film (A Knights Tale and Bat Out of Hell (Meatloaf)) ➤ Song writing ➤ I, IV, V, Vi chords in song writing <p>Tier 3 Vocab</p> <ul style="list-style-type: none"> ➤ <i>Instrument Names</i> ➤ <i>Strophic Form</i> ➤ <i>32 Bar Song Form</i> ➤ <i>Pop Song Form</i> 	<ul style="list-style-type: none"> ➤ The origins of Jazz Music ➤ Improvisation ➤ Jazz in popular culture ➤ Links between Jazz Music and genres such as rap, hip-hop and house music. ➤ The use of extended chords such as 7th and 9th chords. ➤ Common chord changes such as II, V, I ➤ The Swing Era (Glenn Miller, Tommy Dorsey, Jack Teagarden) <p>Tier 3 Vocab</p> <ul style="list-style-type: none"> ➤ <i>Associated instrument names.</i> ➤ <i>Swing</i> ➤ <i>Dotted Rhythms</i> ➤ <i>Improvisation</i> 	<ul style="list-style-type: none"> ➤ What theme and variation is and some example concepts ➤ How composers wrote pieces of music based on one simple idea ➤ How the elements of music can be applied to create variety in melody ➤ How to exploit the piano to create contrast in ideas and/or motif <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Theme</i> ➤ <i>Variation</i> ➤ <i>Structure and Texture</i> ➤ <i>Tempo and Rhythm</i> ➤ <i>Tonality</i>
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			<ul style="list-style-type: none"> ➤ <i>Harmonic terms relating to pop and rock</i> ➤ <i>Major and Minor Tonality</i> ➤ <i>Verse Chorus</i> ➤ <i>Structure</i> ➤ <i>Melody</i> ➤ <i>Harmony</i> ➤ <i>Lead Sheet</i> 	<ul style="list-style-type: none"> ➤ <i>Modality /Modes</i> 	
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They will understand (key concepts)

<ul style="list-style-type: none"> ➤ The difference between rhythm and pulse ➤ How notes of different durations can create rhythm ➤ How rhythm can create melody ➤ How to analyse and describe key elements of music ➤ How the elements of music can enhance performance 	<ul style="list-style-type: none"> ➤ How rap became used as a vehicle in gang culture to promote self-worth and possession ➤ How the style and theme of rap songs evolved in response to gang warfare ➤ How improvisation can be applied in rap to win duels known as 'rap battles' 	<ul style="list-style-type: none"> ➤ How music from a variety of genres and time periods use improvisation ➤ Starting points for improvisation including contexts, scales, call and response and the use of the 12 bar blues ➤ How to incorporate improvisation into performance 	<ul style="list-style-type: none"> ➤ The development of Rock and Pop Music from the 1940's to today ➤ That 'Pop' music is not a term which is confined to modern music ➤ Differences between different types of song from and their varying uses. ➤ How rock and pop music is used in Musical Theatre ➤ How to write, construct and perform a pop song. 	<ul style="list-style-type: none"> ➤ How Jazz Music developed out of Blues Music ➤ The swing and Be-Bop eras and the key performers/bands within each genre ➤ How II, V, I chord progressions are constructed ➤ How to build a 7th and a 9th chord and apply this to a piece of Music. 	<ul style="list-style-type: none"> ➤ How a whole piece of music can be composed from one simple concept or idea ➤ How the elements of music can be applied to create variation ➤ How accompaniment can also be used to create variety in the performance of a melody
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They will know how to (key skills)

<ul style="list-style-type: none"> ➤ Read simple rhythms using note values ➤ Perform in time using a steady pulse ➤ Play a melody on the keyboard reading the treble clef stave ➤ Apply the elements of music to a performance to improve their overall standard 	<ul style="list-style-type: none"> ➤ Compose a piece of rap music in response to a stimulus ➤ Perform their rap songs with confidence ➤ 'Freestyle' a short rap in response to the rap of another member of the class ➤ Critique, review and evaluate the success of performance and apply suggested improvements quickly 	<ul style="list-style-type: none"> ➤ Improvise music in a variety of genres and from a variety of starting points ➤ Use stimuli as a basis of improvisation e.g. scales ➤ Interact with other musicians to improvise with the use of call and response ➤ Refine improvisations through self-reflection 	<ul style="list-style-type: none"> ➤ Create and write a lead sheet for a pop song ➤ Performance using voice, keyboard, guitar and/or ukulele ➤ Team working and collaboration ➤ Apply key terms to an analysis of a piece of rock/pop music 	<ul style="list-style-type: none"> ➤ 7th and 9th Chords ➤ Rudimentary Jazz Harmony ➤ How to use a mode to build an improvisation. ➤ Swing rhythms – what they are and how to use them. ➤ History and development of Jazz Music 	<ul style="list-style-type: none"> ➤ Develop a musical idea or theme by changing simple elements ➤ Apply more complex elements to create more variations with greater sophistication ➤ Critique and evaluate the work of others and provide constructive feedback
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Dallam School

Creative Arts Curriculum Overview

Department: Music
Year Group: 9

AUTUMN		SPRING		SUMMER	
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Brit Pop	Reggae	Soul Music (Motown)	DJ and music production	House Music/DAW	House Music/DAW advanced music production

By the end of this half term pupils will know (*key knowledge, including tier 3 vocabulary*)

<ul style="list-style-type: none"> ➤ How rock 'n' roll developed ➤ How this then went on to develop different genres of rock music ➤ How Britpop music developed and the success it had ➤ What the Battle of Britpop was ➤ How 'Wonderwall' came to be composed <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Rock n Roll and sub-genres e.g. glam, punk, hard rock</i> ➤ <i>Britpop</i> ➤ <i>Technology features e.g., overdubbing, panning</i> ➤ <i>Instrument specific technique e.g., strumming patterns, chords</i> 	<ul style="list-style-type: none"> ➤ How, where, when and why Reggae Music developed ➤ Key artists associated with the genres ➤ The characteristics of Reggae Music ➤ How to compose a piece of music that uses typical features of a Reggae song <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Off-beat rhythm</i> ➤ <i>Syncopation</i> ➤ <i>Riff</i> ➤ <i>Walking bass</i> ➤ <i>Words associated with lyric content e.g., peace, freedom</i> 	<ul style="list-style-type: none"> ➤ <i>What Motown is and how it developed</i> ➤ <i>The links between Motown and R&B and race and ethnic diversity</i> ➤ <i>Who key artists in the Motown genre are</i> ➤ <i>Key features of Motown music including playing styles and instrumentation</i> ➤ <i>What makes a great piece of soul Music</i> <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Walking bass</i> ➤ <i>Chord structure</i> ➤ <i>The Motown sound</i> ➤ <i>Key descriptive words inked with the elements of music</i> 	<ul style="list-style-type: none"> ➤ How the DJ began ➤ How the club scene made stars of DJ's ➤ How to make a mix ➤ How to fade between tracks ➤ How to produce a mixdown <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Disc Jockey</i> ➤ <i>Cross fade</i> ➤ <i>Mixdown</i> ➤ <i>Filters</i> ➤ <i>Effects</i> ➤ <i>Drop</i> ➤ <i>Scratching</i> 	<ul style="list-style-type: none"> ➤ How dance music has developed over time ➤ What 'EDM' is and key features of modern day dance music ➤ How modern day dance music is created ➤ How to compose using a chord sequence and a riff <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Riff</i> ➤ <i>Ostinato</i> ➤ <i>Layer</i> ➤ <i>Texture</i> ➤ <i>Loop</i> ➤ <i>EDM</i> 	<ul style="list-style-type: none"> ➤ How different genres are sampled ➤ What a dance remix is ➤ How to add effects in music production ➤ How to create a dance music track using virtual instruments ➤ Mastering a track ➤ Mixdown and exporting songs in different formats <p>Tier 3 vocab</p> <ul style="list-style-type: none"> ➤ <i>Master track</i> ➤ <i>WAV</i> ➤ <i>MP3</i> ➤ <i>Virtual instrument</i> ➤ <i>Plug in</i>
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They will understand (*key concepts*)

<ul style="list-style-type: none"> ➤ How rock music developed in the 1950s-1970s ➤ Why Britpop Music developed in response to it's social context ➤ How artists used Britpop to showcase 'the best of British' ➤ How to perform a piece of Britpop Music ➤ How to multitask when performing (play and sing) 	<ul style="list-style-type: none"> ➤ The context surrounding the development of Reggae Music ➤ How Reggae music was influenced by a mixture of genres ➤ How Reggae became a political vehicle to communicate wishes of peace and love 	<ul style="list-style-type: none"> ➤ The context surrounding the development of Soul Music, including race and ethnicity ➤ Key features of Motown music including walking bass, chord patterns, singing styles, typical instrumentation ➤ How to perform a piece of Soul Music ➤ How to compare performances of Motown songs with their originals 	<ul style="list-style-type: none"> ➤ How a DJ performs ➤ Why Djing has become an art form ➤ How to use decks to perform ➤ How to make a mix ➤ How to perform with others live 	<ul style="list-style-type: none"> ➤ How the role of dance music evolved over time ➤ How the dance styles themselves evolved to reflect a social context ➤ How modern day dance artists use loops and layers to create variations in dance tracks ➤ How dance artists use these variations to create suspense and tension 	<ul style="list-style-type: none"> ➤ How different formats are used ➤ How mastering a song improves it ➤ How music is exported ➤ How effects and plugins improve a piece of music ➤ Critique, review and evaluate the success of a piece of original music and apply suggested improvements quickly
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They will know how to (*key skills*)

<ul style="list-style-type: none"> ➤ Identify the key features of Britpop Music ➤ Make comparisons between Britpop music and the music that inspired it ➤ Perform a piece of music as a whole class ensemble ➤ Use recordings to critique and make improvements to performance 	<ul style="list-style-type: none"> ➤ Play an off-beat or syncopated rhythm ➤ Compose music that uses characteristics of the Reggae style ➤ Write lyrics to express political views or wishes for peace and love ➤ Use musical elements to enhance performance ➤ Self-evaluate progress and suggest improvement ➤ 	<ul style="list-style-type: none"> ➤ Identify the key features of Motown Music ➤ Analyse and evaluate music in a Soul style ➤ Perform a piece of music in a Motown style ➤ Listen to, evaluate and critique a performance and use your time to improve 	<ul style="list-style-type: none"> ➤ Use decks and mixers ➤ Make comparisons between different DJ styles ➤ Create their own mix ➤ Use recordings to critique and make improvements to performance 	<ul style="list-style-type: none"> ➤ Explain the impact a riff can have on a listener ➤ Perform a series of riffs with increasing complexity of rhythms and key signatures ➤ Perform one or multiple layers of a famous dance track ➤ Compose several layers, riffs or loops that could be used as the basis of a dance track 	<ul style="list-style-type: none"> ➤ Explain how to create a new piece of music using samples and virtual instruments ➤ Produce a finished song or piece of music ➤ Create a mixdown of a piece of music that can be distributed ➤ Compose an original piece of music using many different tracks ➤ Use recordings to critique and make improvements to a piece of music
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