

## Music

### Curriculum Overview

At Dixons Kings we develop students to lead successful and happy lives and make a positive contribution to their community. Our curriculum in each year is designed to provide experiences, opportunities, knowledge and skills that enrich and challenge our students. We understand that the curriculum is key to determining the life chances and choices for our students and therefore we will not compromise on providing the very best. We achieve this in Music through the below:

#### Knowledge, skills and understanding to be gained at each stage:

		Cycle 1	Cycle 2	Cycle 3
<b>Year 7</b>	<b>Knowledge Introduced</b>	The elements of music (tempo, pitch, dynamics, texture, timbre)  pulse and rhythm  canon / round / accompaniment  rhythm notation  gamelan music (Indonesia)	Scale of C Major  Bass / chord / triad  layout of a keyboard  accidentals (sharps and flats)  various forms of musical notation, including treble clef, chord charts and tablature	various vocal techniques and styles, including: a capella, vocalizing, scat, riffs and ostinato, improvisation, harmonization and descant / counter-melody  various rhythmic features, such as syncopation, polyrhythm, tied notes and dotted notes  analysing and comparing musical features of songs  the art of musical arrangement (including 'mash-ups')
	<b>Knowledge Revisited</b>	Pulse and rhythm  Rhythm notation	Treble clef notation  Pulse and rhythm  Rhythm notation	Vocal techniques  Pulse and rhythm
	<b>Skills Introduced</b>	comparing/describing/evaluating music  singing (unison and canon)  solo and ensemble performing  composing and structuring music  playing in time with a pulse / ensemble  refining/improving performance and composition work  playing untuned and tuned percussion instruments and keyboards	5-finger keyboard technique  RH / LH (Right Hand / left Hand)  hand position transitions  playing music from notation  playing ukulele (4 chords)  playing bass guitar (Stand by Me)  singing  playing in time with a pulse / ensemble	Singing skills (solo, unison, harmony, improvised)  Singing in time with a pulse / ensemble  creating ensemble arrangements and performances (including 'Glee'-style mash-ups and remixes)
	<b>Skills Revisited</b>	playing in time with a pulse / ensemble	5-finger keyboard technique  playing music from notation	Singing skills  Singing in time with a pulse / ensemble



			playing in time with a pulse / ensemble	Creating ensemble arrangements and performances
<b>Year 8</b>	<b>Knowledge Introduced</b>	Stress / accent / strong beat Bass clef notation Accidentals (sharps/flats) Blues scale 12-bar Blues chords Triads Chord inversions	Standard pop song structure Lyric writing techniques The 4-chord trick (in various guises) Arpeggios and chord variants Principles of harmony Keyboard functions (style, tempo, voice, ACMP)	Triple time (3/4) Ground Bass Variations (genre / technique) Compositional techniques Passing notes Musical arrangements Garageband functions MIDI / audio material Editing / quantization
	<b>Knowledge Revisited</b>	Treble clef notation Chord patterns	Chord inversions Chord progressions and variants	treble and bass clef notation rhythm notation and metre chord patterns
	<b>Skills Introduced</b>	solo and ensemble performing in larger groups singing and rapping improvisation composing within a structure (Blues) playing chords in root position and inversions to create chord progressions basic guitar / drumkit / bass guitar skills	Analysing song structure Lyric writing Playing chord inversions and chord progressions Composing with chords Keyboard accompaniment functions Collaborative songwriting	Playing in triple time (3/4) Composing chords from a bass line Composing melodies from chords creating ensemble arrangements and performances using Garageband software to * arrange existing music * compose original music
	<b>Skills Revisited</b>	Singing / playing in time with a pulse / ensemble chord patterns	Singing / playing in time with a pulse / ensemble Playing chord inversions / chord progressions	playing in time with a pulse / ensemble playing chord progressions
<b>Year 9</b>	<b>Knowledge Introduced</b>	Extended rhythm notation - dotted rhythms, tied notes, syncopation Metre = time signatures, simple & compound time, anacrusis Tonality - various scales and modes and their applications Compositional features - melody, harmony, tonality, rhythm and structure Sonic features - instrumentation, texture, timbre, production	Triplet rhythms Bhangra - key features and artists of the genre Conjunct melodies	Music for film and media Minimalism - polyrhythms, phasing, layered ostinati and cells, importance of texture and timbre



	<b>Knowledge Revisited</b>	Staff notation - treble clef, bass clef. Leger lines, accidentals  Rhythm notation - note lengths, rests, bar lines  C Major scale	Compositional and sonic features  Staff notation  Metre and rhythm	Blues - melody, harmony, tonality, rhythm, structure  Staff notation  Compositional and sonic features
	<b>Skills Introduced</b>	Various instruments, as determined by the make-up of the group - potentially keyboard, drumkit, guitar, bass guitar, ukulele  Playing in various metres, dotted rhythms etc  Playing minor scales  Rehearsing and performing increasingly demanding repertoire, both solo and ensemble  Instrument-specific technical exercises and warm-up exercises  Garageband functions and techniques	Rehearsing and performing in various genres  Various instruments, as determined by the make-up of the group - potentially keyboard, drumkit, guitar, bass guitar, ukulele  Performing in front of an audience  Garageband - triplet functions	Composing and sequencing skills  Garageband - further editing techniques  Using Microsoft Sway to create multi-media portfolios
	<b>Skills Revisited</b>	Keyboard skills (other instrumental skills where learned before)  Reading and playing from notation  Major scale finger pattern  Ensemble skills, esp. maintaining pulse and rhythm  Garageband basics	Instrument-specific technical exercises and warm-up exercises  Rehearsing and performing increasingly demanding repertoire, both solo and ensemble  Garageband basics	Instrument-specific technical exercises and warm-up exercises  Rehearsing and performing increasingly demanding repertoire, both solo and ensemble  Performing in front of an audience (Summer concert)  Garageband basics
<b>Year 10</b>	<b>Knowledge Introduced</b>	Introduction to BTEC Tech Music Component 1: Exploring Music Products and Styles  Key features and artists of more genres, eg. folk / folk revival, reggae, synth pop	Preparation for controlled assessment  (Exercises, mocks etc)  Component 1 Controlled assessment	Intro to BTEC Tech Music Component 2: Music Skills Development  Skills audit  Target setting and review processes
	<b>Knowledge Revisited</b>	Compositional and sonic features	Compositional and sonic features  As required by component 1 assignment (externally provided)	Compositional and sonic features
	<b>Skills Introduced</b>	Various genre-specific skills in performing, composing and production	No new skills	Extended compositional structures



				Advanced techniques and functions	Garageband and
	<b>Skills Revisited</b>	Instrument-specific exercises and exercises Microsoft Sway applications	technical warm-up	As required by assignment (externally provided)	Various genre-specific skills in performing, composing and production
<b>Year 11</b>	<b>Knowledge Introduced</b>	Preparation for controlled assessment (Exercises, mocks etc) Component 2 Controlled assessment		Component 3 introduced Externally set controlled assessment assignments	Complete Component 3 external assignments
	<b>Knowledge Revisited</b>	As required by assignment (externally provided)		As required by assignment (externally provided)	As required by assignment (externally provided)
	<b>Skills Introduced</b>	No new skills		No new skills	No new skills
	<b>Skills Revisited</b>	As required by assignment (externally provided)		As required by assignment (externally provided)	As required by assignment (externally provided)

**A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies of knowledge to underpin them. In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued e.g. knowledge of the past) and disciplinary knowledge (how the knowledge is accrued e.g. historical reasoning). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.**