

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



	Skills Revisited	playing in time with a pulse / ensemble	5-finger keyboard technique playing music from notation playing in time with a pulse / ensemble	Singing skills Singing in time with a pulse / ensemble Creating ensemble arrangements and performances
Year 8	Knowledge Introduced	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
	Knowledge Revisited	Treble clef notation Chord patterns	Chord inversions Chord progressions and variants	treble and bass clef notation rhythm notation and metre chord patterns
	Skills Introduced	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
	Skills Revisited	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



Year 9	Knowledge Introduced	<p>Extended rhythm notation - dotted rhythms, tied notes, syncopation</p> <p>Metre = time signatures, simple & compound time, anacrusis</p> <p>Other features of music notation - staccato, accents, slurs, dim. / cresc., tempo terms</p> <p>Major scales and their interval patterns</p> <p>Minor scales and their interval patterns</p> <p>Degrees of the scale</p>	<p>Key signatures</p> <p>Transposing keys</p> <p>Major / minor chord patterns</p> <p>Circle of 5ths</p> <p>Primary / secondary chords</p>	<p>BTEC Music UNIT 5: Introducing Music Performance:</p> <p>Audit of music performance skills</p> <p>Setting SMART targets</p> <p>Creating a personal practice regime</p>
	Knowledge Revisited	<p>Staff notation - treble clef, bass clef. Leger lines, accidentals</p> <p>Rhythm notation - note lengths, rests, bar lines</p> <p>C Major scale</p>	<p>Basic chord pattern</p> <p>The 4-chord trick</p> <p>Chord inversions</p> <p>Sharps and flats</p>	<p>Review targets</p> <p>Set new targets</p>
	Skills Introduced	<p>Various instruments, as determined by the make-up of the group - potentially keyboard, drumkit, guitar, bass guitar, ukulele</p> <p>Playing in various metres, dotted rhythms etc</p> <p>Playing minor scales</p> <p>Rehearsing and performing increasingly demanding repertoire, both solo and ensemble</p> <p>Instrument-specific technical exercises and warm-up exercises</p>	<p>Rehearsing and performing in various genres</p> <p>Various instruments, as determined by the make-up of the group - potentially keyboard, drumkit, guitar, bass guitar, ukulele</p> <p>Transposing music into other keys</p> <p>Performing in front of an audience</p>	<p>BTEC Music UNIT 5: Introducing Music Performance:</p> <p>Auditing music performance skills</p> <p>Setting relevant SMART targets</p> <p>Following a personal practice regime</p>
	Skills Revisited	<p>Keyboard skills (other instrumental skills where learned before)</p> <p>Reading and playing from notation</p> <p>Major scale finger pattern</p> <p>Ensemble skills, esp. maintaining pulse and rhythm</p>	<p>Instrument-specific technical exercises and warm-up exercises</p> <p>Rehearsing and performing increasingly demanding repertoire, both solo and ensemble</p>	<p>Instrument-specific technical exercises and warm-up exercises</p> <p>Rehearsing and performing increasingly demanding repertoire, both solo and ensemble</p> <p>Performing in front of an audience (Summer concert)</p>
Year 10	Knowledge Introduced	<p>BTEC Music Unit 3: Introducing Live Sound LA A & B</p> <p>Sound systems and their components</p> <p>Health and Safety issues re live sound</p>	<p>BTEC Music Unit 1: The Music Industry</p> <p>Organisations in the Music Industry</p> <p>Job roles in the Music industry</p>	<p>BTEC Music Unit 7: Introducing Music Sequencing LA B</p> <p>Techniques for using Garageband software effectively</p>



	Risk assessments Planning for live sound	Exam technique	
Knowledge Revisited	BTEC Music Unit 5: Introducing Music Performance LA A Reading music Reviewing and setting targets	Revision of Unit 1 content	BTEC Music Unit 1: The Music Industry Revision of Unit 1 content and exam technique
Skills Introduced	Basic operation of live sound systems Setting up live sound equipment safely Using EQ, reverb and FX	Exam technique: 1, 2 and 8-mark questions	Using MIDI and audio material Using Loops in Garageband Inputting material in Garageband Editing / quantisation / FX Automation Mixing, mastering and bouncing
Skills Revisited	Instrument-specific technical exercises and warm-up exercises Rehearsing and performing increasingly demanding repertoire, both solo and ensemble	Ongoing instrumental lessons: (performing skills, Unit 5)	Ongoing instrumental lessons: (performing skills, Unit 5)
Year 11	Knowledge Introduced	BTEC Music Unit 2: Managing a Music Product Professional working practices of promoters, music directors and others involved in creating music products.	No new knowledge / content
	Knowledge Revisited	Various relevant job roles from Unit 1 content, as required for the purpose of managing a music product, and for individual roles within that.	No new knowledge / content
		BTEC Music Unit 7: Introducing Music Sequencing - completion of practical assignments BTEC Music Unit 5: Introducing Music Performance LA B OR BTEC Music Unit 3: Introducing Live Sound LA A & B - working towards either final performances, or final live sound assignments	Completing coursework assignments as required (Unit 1 content if required for retakes)



Skills Introduced	Relevant management skills - eg. action planning, delegation, meeting agendas and minutes, evaluating success criteria	Self-led skills development, as required by coursework	Self-led skills development, as required by coursework
Skills Revisited	Ongoing instrumental lessons: (performing skills, Unit 5)	<p>BTEC Music Unit 7: Introducing Music Sequencing - completion of practical assignments</p> <p>BTEC Music Unit 5: Introducing Music Performance LA B OR</p> <p>BTEC Music Unit 3: Introducing Live Sound LA A & B - working towards either final performances, or final live sound assignments</p>	Completing coursework assignments as required

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.

