



The curriculum for this stage of students' education has been designed to build on the musical skills and enthusiasm developed in KS3 and to allow students to experiment with different instruments and equipment. Foundations for GCSE learning in the key areas of Performing, Composing and Listening and Appraising will be instilled. Students will have lessons on their main instrument and will practice regularly. They will be taught techniques and devices for composition and will experiment with ideas individually, in pairs and in small groups. Tasks in listening and appraising will develop musical vocabulary required to be able to explain and analyse pieces of music as required for the GCSE listening exam.

<p>HALF TERM 1: INTRODUCING KS4 SKILLS STUDENTS MUST KNOW: Scales and technical exercises on their chosen instrument. How to practice effectively. Notes on the Treble Clef. How to recognise orchestral instruments by sight and sound. C major scale and intervals. Dorian Mode/Pentatonic Scale. Time signatures: 3/4; 4/4. Note values and rests from semibreve to semiquaver. How to write down rhythms from dictation. Composition devices used in minimalism (looping; layering etc). How to notate (write down) an ostinato pattern. How to use ICT in the Music Department (Sequencing keyboard; Reason; Garage Band; MuseScore; Logic Pro-X). Specific musical terms and vocabulary.</p> <p>HOW THIS WILL BE ASSESSED: Group minimalist composition. Written tests. Solo performance assessment.</p>	<p>HALF TERM 2: WORKING AS AN ENSEMBLE STUDENTS MUST KNOW:</p> <p>The names and instrumentation of a variety of musical ensembles. · How to communicate effectively within a musical ensemble. · How to construct major and minor chords on their instrument. · How to interpret major and minor chord symbols. · How to recognise major and minor chords by ear. · G major scale and degrees of the scale. · Notes on the Bass Clef · Dotted notes. · Perfect Cadence. · How to improvise changes on a given chord sequence. · How to improvise a melody over a chord sequence. · Specific musical terms and vocabulary.</p> <p>HOW THIS WILL BE ASSESSED: Recording of individually composed melody. Written tests. Ensemble performance assessment.</p>	<p>HALF TERM 3: PLAYING THE BLUES</p> <p>STUDENTS MUST KNOW: · How to play a blues scale. · How to construct and play 7th chords. · The chord structure of the 12-bar blues. · How to improvise using a blues scale. · The positions of treble and bass notes on their instruments. · How to notate simple riffs and melodies in standard notation and/or tab as appropriate. · How to play more pieces on their chosen instrument developing an understanding of performance techniques. · How to recognise blues instruments and techniques by sound. · Specific musical terms and vocabulary.</p> <p>HOW THIS WILL BE ASSESSED: Blues composition notation. Ensemble performance of blues composition. Written tests.</p>
<p>HALF TERM 4: FILM MUSIC STUDENTS MUST KNOW: · How musical elements are used to create moods. · How to select appropriate sounds and elements to compose music for a variety of moods. · A minor scale; Chromatic scale; Arabic scale. · Names of film composers and their music. · How to analyse film music using appropriate vocabulary. · Specific musical terms and vocabulary.</p> <p>HOW THIS WILL BE ASSESSED: Key words test. Individual Composition. Film music listening assessment.</p>	<p>HALF TERM 5: FORM and STRUCTURE STUDENTS MUST KNOW: · The structure of a Round/Canon. · Variation form. · How to recognise Binary, Ternary and Rondo form. · How to structure a well-balanced melody. · Time signatures: 2/4; 6/8. · How to compose and notate a short piece in rondo form. · Articulation: Legato/staccato/accents. · Specific musical terms and vocabulary. · What makes a successful live performance. · How to refine a solo for live performance to an audience.</p> <p>HOW THIS WILL BE ASSESSED: Key words test. Group Rondo composition. Own Choice Solo Performance.</p>	<p>HALF TERM 6: PERFORMANCE and POPULAR SONG STUDENTS MUST KNOW: · How to analyse popular song structure using correct terms. · How to set words to music (syllabic and melismatic). · How to describe song melodies using musical terms (conjunct/disjunct). · How to construct power chords and riffs. · How to prepare successfully for a live performance. · How to communicate with an audience.</p> <p>HOW THIS WILL BE ASSESSED: Word setting exercises. Solo/Ensemble performances recorded in recital conditions. Popular Song listening assessment.</p>

Embedding this knowledge can be supported at home by: Provision of an instrument (if not voice) and a quiet place to practise, access to a device to enable students to listen to a wide variety of music, encouragement to attend extra-curricular groups to support music reading and performance development, access to software/sequencing keyboard to enable experimentation with composition ideas.