

Music Curriculum Learning Journey 2023-24

Brownhills Ormiston Academy

	Theme 1	Theme 2	Theme 3
Year 7	<p style="text-align: center;"><u>The Brownhills Songbook</u></p> <p style="text-align: center;">Technical, Constructive & Expressive Progression:</p> <p>Singing: Learning popular and traditional songs as an ensemble, learning to create an accurate, well projected sound with others.</p> <p>Keyboard: Learning 5 finger position and the geography of the keyboard to play simple melodies and chords.</p> <p>Composing: Creating chord progressions with root note bass lines to accompany a simple pop melody.</p> <p>Listening: Aurally identify musical features in a variety of musical examples focusing on dynamics, tempo, pitch and texture.</p> <p>Reading Staff Notation: Reading notes in the treble and bass clef and using semibreves, minims, crotchets, quavers and rests to accurately read music on the stave.</p> <p style="text-align: center;">Knowledge Focus:</p> <ul style="list-style-type: none"> - Dynamics - Tempo - Pitch - Texture - Major & Minor Chords - Voice Types 	<p style="text-align: center;"><u>Story of the Orchestra: Instruments of the Orchestra</u></p> <p style="text-align: center;">Technical, Constructive & Expressive Progression:</p> <p>Singing: Developing performance technique and phrasing to create more expressive performances whilst singing in parts in an ensemble or as a soloist.</p> <p>Keyboard: Playing music with more flats and sharps and a greater range of melodies and chords.</p> <p>Composing: Writing melodies and selecting instruments in response to a brief and selecting chords to accompany the melody.</p> <p>Listening: Aurally identify the instruments of the orchestra, techniques used by string players and the way instruments are playing together.</p> <p>Reading Staff Notation: Reading music with more accidentals including naturals as well as using key signatures with one flat or sharp.</p> <p style="text-align: center;">Knowledge Focus:</p> <ul style="list-style-type: none"> - String Family (inc. Techniques) - Woodwind Family - Brass Family - Percussion Family - Texture 	<p style="text-align: center;"><u>World Music: Sub-Saharan & Samba Music</u></p> <p style="text-align: center;">Technical, Constructive & Expressive Progression:</p> <p>Singing: Learn a cappella music from other cultures by call and responses from a musical leader, singing accurately in different languages.</p> <p>Keyboard: Working as an ensemble to play melodic/rhythmic ostinati, syncopated rhythms, polyrhythms and some basic improvisation.</p> <p>Composing: Composing idiomatic, stylistic rhythms to be used as part of a larger ensemble piece within a given structure.</p> <p>Listening: Aurally identify stylistic features of music from other cultures including features such as syncopation and polyrhythms in other genres of music.</p> <p>Reading Staff Notation: Using staff notation and graphic score to notate more complex rhythms and read rhythms for multiple parts.</p> <p style="text-align: center;">Knowledge Focus:</p> <ul style="list-style-type: none"> - Ostinato - Rhythmic Devices - A Cappella - Djembe Drums - Samba Drums

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Year 8	<p><u>The Brownhills Songbook</u></p> <p>Technical, Constructive & Expressive Progression:</p> <p>Singing: Learning popular and choral music singing with accurate phrasing, appropriate style and using dynamic contrast.</p> <p>Keyboard: Playing more complex riffs from popular songs along with a wider range of chords that includes primary and secondary chords in different keys.</p> <p>Composing: Developing rhythmic interest in chord progressions composing using block chords, broken chords and dotted rhythms to develop accompaniments.</p> <p>Listening: Identify the tempo of music (using Italian terms), musical structures and melodic devices aurally in popular and traditional vocal music.</p> <p>Reading Staff Notation: Reading music following tempo markings, using dotted rhythms and in new simple time signatures.</p> <p>Knowledge Focus:</p> <ul style="list-style-type: none"> - Melodic Devices/Shape - Tempo (Italian Terms) - Accompaniment (Broken/Block Chords) - Popular & Traditional Structures - Primary & Secondary Chords 	<p><u>Story of the Orchestra: Eras of Music</u></p> <p>Technical, Constructive & Expressive Progression:</p> <p>Singing: Develop breathing technique to achieve accurate phrasing in more difficult music with longer phrases, in songs by, or inspired by, the music of Great Composers</p> <p>Keyboard: Playing more complex melodies, using a greater melodic range and accompaniment from the Baroque/Classical/Romantic era.</p> <p>Composing: Recognising stylistic features of Baroque/Classical/Romantic music and manipulate elements of music to compose a piece of theme & variations.</p> <p>Listening: Recognise musical features and typical instrumentation to identify the era of music an extract was composed in.</p> <p>Reading Staff Notation: Recognising and notating ornaments, music in 6/8 and using the tonic minor with key signatures to modulate theme & variations compositions.</p> <p>Knowledge Focus:</p> <ul style="list-style-type: none"> - Features of Baroque Music - Features of Classical Music - Features of Romantic Music - Instruments of the Orchestra - Musical Devices for Variation 	<p><u>Music for Stage & Screen</u></p> <p>Technical, Constructive & Expressive Progression:</p> <p>Singing: Learning ensemble and solo musical theatre songs, led by a musical director, learn to act through song to communicate meaning and intention.</p> <p>Keyboard: Playing more disjunct melodies with more accidentals accompanied by chords that include some dissonance.</p> <p>Composing: Composing leitmotifs, underscores and ostinati for film music and musical theatre that respond to a brief.</p> <p>Listening: Aurally identifying vocal techniques and textural devices in musical theatre. Identify specific devices in film music and link these to compositional intention.</p> <p>Reading Staff Notation: Read more complex chords and musical directions such as markings for sforzando, accents and staccato.</p> <p>Knowledge Focus:</p> <ul style="list-style-type: none"> - Features of Film Music (e.g. Leitmotif) - Types of Music in Musical Theatre (e.g. Finale) - Vocal Techniques - Harmonic Devices - Vocal Arrangements (Solo, Duet, Trio)

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Year 9	<p><u>The Brownhills Songbook</u></p> <p>Technical, Constructive & Expressive Progression:</p> <p>Singing: Singing more complex repertoire with a greater melodic range, using homophonic/polyphonic harmony to sing in parts.</p> <p>Keyboard: Playing chord progressions in different keys and using a broader range of devices to develop accompaniments on keyboards in ensembles.</p> <p>Composing: Write chord progressions that offer greater musical contrast and introduce more rhythmic vitality to accompanying parts in compositions.</p> <p>Listening: Locating musical features in pop music with more specificity and begin to provide more detailed descriptions of the application of compositional devices.</p> <p>Reading Staff Notation: Following BPM markings on scores to accurately play pop music at the correct tempo. Reading music that contains triplet quavers and crotchets.</p> <p>Knowledge Focus:</p> <ul style="list-style-type: none"> - Sections of Popular Songs - Conventions of Pop/Rock Music - Tempo (Pop Music) 	<p><u>Story of the Orchestra: Descriptive Music</u></p> <p>Technical, Constructive & Expressive Progression:</p> <p>Singing: Developing effective sound production in changing voices to establish blending as an ensemble and stylistic singing that is relevant to the focus genre.</p> <p>Keyboard: Students play more complex melodies, ostinati and chords from orchestral music, including music in different time signatures played with a larger ensemble.</p> <p>Composing: Composing music that effectively responds to briefs, using different forces within a given structure to achieve musical contrast.</p> <p>Listening: Recognising musical features that achieve musical contrast between different sections in Holst's planets and how those features achieve the compositional intention.</p> <p>Reading Staff Notation: Reading music in irregular time signatures and more detailed musical directions to compose and play descriptive music.</p> <p>Knowledge Focus:</p> <ul style="list-style-type: none"> - Structures - Form - Instruments of the Orchestras - Contrast 	<p><u>Jazz & Blues</u></p> <p>Technical, Constructive & Expressive Progression:</p> <p>Singing: Singing jazz and blues melodies that feature complex melodic features such as blue notes and chromaticism in a stylistic way appropriate to genre.</p> <p>Keyboard: Playing and improvise complex melodies based on blues scales, using more chromaticism in keyboard music and playing chords using extended harmony.</p> <p>Composing: Students compose their own piece of 12-bar blues music and New Orleans polyphony featuring some improvisation.</p> <p>Listening: Aurally identify jazz & blues music aurally and recognise stylistic features of jazz & blues in fusion music to make suggestions about musical influences.</p> <p>Reading Staff Notation: Reading 7th chord symbols, swung rhythms and using chords to inform effective improvisation to play and compose jazz & blues music.</p> <p>Knowledge Focus:</p> <ul style="list-style-type: none"> - Jazz/Blues Structures - Jazz/Blues Harmony - Jazz/Blues Instrumentation - Jazz/Blues Rhythms - Jazz/Blues Melody

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GSCE Music	<p><u>Language of Music</u></p> <p>Technical, Constructive & Expressive Progression: Performing: Students develop ensemble skills and rehearsal etiquette through class choir singing projects with opportunities for students to use their own instruments in rehearsals. Students use new knowledge using the language of music to aid musical conversation in rehearsal with other musicians.</p> <p>Composing: Students learn about compositional devices and techniques and how they are applied to different musical contexts. Professional repertoire is used to model highly effective compositional practices.</p> <p>Listening & Appraising: Students learn how to aurally identify state and name musical features linking to each element of music from a variety of different genres.</p> <p>Knowledge Focus: Dynamics Rhythm & Tempo Popular Structures Melodic Shape Pop Instrumentation Orchestral Instruments Texture Harmony & Tonality</p>	<p><u>Working With Score</u></p> <p>Technical, Constructive & Expressive Progression: Performing: Students continue class choir rehearsals, now using score more effectively to identify musical features and translate notated music into accurate and expressive performances. Students continue to develop rehearsal practice and use work with score to aid independent rehearsals with other musicians.</p> <p>Composing: Students refine notation skills, learning how to accurately notate music in different clefs, keys and time signatures. Students develop a better understanding of instrument range and techniques to allow them to compose idiomatically in future composition projects.</p> <p>Listening & Appraising: Students learn how to use score combined with listening examples to identify and locate musical features accurately.</p> <p>Knowledge Focus: Time Signatures Note Values Intervals Melodic Shape Voice Types Textural Devices Key Signatures Harmonic Devices Cadences</p>	<p><u>Popular Music</u></p> <p>Technical, Constructive & Expressive Progression: Performing: Students practically explore Africa by Toto on their own instruments to thoroughly explore the musical features and practise translating features identified in musical analysis into a product that replicates that by Toto. Students learn to apply in-depth analysis skills to their own repertoire.</p> <p>Composing: Students develop composition skills by looking in more detail at the fingerprints of particular styles, idiomatic writing for different instruments and achieving stylistic coherence.</p> <p>Listening & Appraising: Students focus their listening on the conventions of popular music and use score and aural skills to locate, name and describe features of pop music.</p> <p>Knowledge Focus: Rhythmic Devices Popular Song Form Word Setting Pop Instrumentation Music Technology Chord Progressions Bhangra</p>	<p><u>Music For Ensemble</u></p> <p>Technical, Constructive & Expressive Progression: Performing: Students explore rhythm sections, pop/rock groups and chamber ensembles practically depending on the instruments they play and consider the ways in which they interact with other instruments in ensembles. Students practically explore jazz, musical theatre and music for chamber ensemble.</p> <p>Composing: Students complete research into similar compositions based on their briefs to look for musical features to use as inspiration. Students begin to use trial and error with chord progressions and melodies.</p> <p>Listening & Appraising: Students listen to jazz, blues, musical theatre and chamber music ensembles focusing on the use of texture and instrumentation in these genres of music.</p> <p>Knowledge Focus: Jazz/Blues Rhythms Jazz/Blues Structure Jazz/Blues Melodies Jazz/Blues Harmony Types of Ensemble Texture & Instrumentation in Chamber Music.</p>	<p><u>Musical Forms & Devices</u></p> <p>Technical, Constructive & Expressive Progression: Performing: Students develop their understanding of structure to use musical language to aid rehearsals. Students explore melodic, harmonic, rhythmic and textural devices used in the history of music to inform their own playing and understanding of the music they are performing.</p> <p>Composing: Students finalise ideas and begin to notate compositions using Notion. Students record chord progressions, melodic fragments and rhythmic ideas in order to support the notation process.</p> <p>Listening & Appraising: Students can identify compositional devices and describe how the elements of music have been manipulated in Baroque, Classical and Romantic music to identify the era it is from.</p> <p>Knowledge Focus: Classical Structures Melodic Devices Harmonic Devices Baroque Music Classical Music Romantic Music</p>	<p><u>Film Music</u></p> <p>Technical, Constructive & Expressive Progression: Performing: Students explore film music and more carefully consider the purpose of their performance pieces in order to improve expression and interpretation. Students reflect on the purpose and stylistic features of the music they are performing and consider how to communicate these musical features.</p> <p>Composing: Students finalise compositions, adding other musical features, musical directions and checking for stylistic coherence throughout the composition. Students complete a composition log reviewing their process and the inspiration they have taken from other sources.</p> <p>Listening & Appraising: Students consider the compositional intentions and purposes and analyse how a composer has harnessed the elements of music to meet the brief of the composition.</p> <p>Knowledge Focus: Features of Film Music Compositional Devices Musical Contrast</p>