

## Curriculum overview Yr 7

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<u>Autumn 1</u>	<p><b>Musical Theatre</b></p> <p><b>Songs from musicals</b>  <b>Students focus on:</b></p> <ul style="list-style-type: none"> <li>• breathing</li> <li>• enunciation</li> <li>• intonation</li> <li>• phrasing</li> </ul>	Students are expected to memorise songs and sing in class with enthusiasm and energy, paying attention to correct breathing, enunciation, intonation and phrasing.	Encourage your daughter to sing at home and perform to the family, having memorized the words. Encourage your daughter to watch musicals and immerse herself in the genre. If possible, take your daughter to the theatre to see a musical.
<u>Autumn 2</u>	<p><b>Instrumental skills</b></p> <ul style="list-style-type: none"> <li>• Students learn to play <i>Where is Love</i> (from 'Oliver') on the glockenspiel following simple letter-notation</li> <li>• Students sing and play songs from Christmas-related musicals and other festive songs</li> </ul>	Students are individually assessed on one instrumental piece, with a focus on accuracy of pitch and rhythm.	Encourage your daughter to come to a music club in Room 28 to practise her skills, or use an app on a tablet or other internet device that provides a keyboard or glockenspiel layout to practise on.
<u>Spring 1</u>	<p><b>Introducing staff notation</b></p> <ul style="list-style-type: none"> <li>• Students learn to follow staff notation and begin to read music for themselves, starting with notes in the treble stave</li> <li>• Students learn to sing and play <i>Doll on a Music Box</i> (from 'Chitty Chitty Bang Bang') on the glockenspiel from staff notation. Some students will be able to transfer their skills to the keyboard</li> </ul>	<p>Students are assessed on their recognition of notes on the treble stave.</p> <p>Students are assessed on their performance of <i>Doll on a Music Box</i>.</p>	Encourage your daughter to regularly read from staff notation, using apps and websites to help her (eg 'Name That Note')
<u>Spring 2</u>	<p><b>Ensemble singing</b></p> <ul style="list-style-type: none"> <li>• Students learn to sing <i>Truly Scrumptious</i> which was composed to sing simultaneously with <i>Doll on a Music Box</i> as a counterpoint duet</li> <li>• Students learn to put the two songs together and develop quite challenging ensemble singing</li> </ul>	Students are assessed on their ensemble skills in pairs or small groups where they are expected to sustain an independent part in a counterpoint duet.	Encourage your daughter to watch YouTube clips of this counterpoint duet, and practise singing along.

<p><b><u>Summer 1</u></b></p>	<p><b>Comparing musical theatre with opera</b></p> <ul style="list-style-type: none"> <li>• Students listen to various performers singing <i>Summertime</i> (from the opera 'Porgy and Bess') and learn about the acoustic nature of opera singing</li> <li>• Students learn that the opera was later reworked and adapted to fit the conventions of musical theatre</li> <li>• Students work in small groups to devise their own arrangement of <i>Summertime</i>, incorporating movement</li> </ul>	<p>Students are assessed as they perform in groups and demonstrate their contribution to the overall arrangement.</p>	<p>Encourage your daughter to watch YouTube clips of songs from Porgy and Bess in order to become more familiar with the work</p>
<p><b><u>Summer 2</u></b></p>	<p><b>Keyboard skills</b></p> <ul style="list-style-type: none"> <li>• Students learn to Identify the notes and octaves</li> <li>• Students learn to play <i>Summertime</i> on the keyboard</li> </ul>	<p>Students are assessed on their ability to name the notes on a keyboard/piano.</p>	<p>Having a keyboard at home to practise on will really help your daughter for the rest of the key stage. Alternatively, an app on a tablet or other internet device that provides a keyboard/glockenspiel layout to practise on will also be very useful.</p>

## Curriculum overview Yr 8

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<p><u>Autumn 1</u> <u>Autumn 2</u></p>	<p><b>Musical elements and devices</b></p> <p><b>Exploring rounds</b> Students sing and play various rounds in unison then in canon with a partner (on glockenspiel or keyboard) extending their ensemble skills. The structure of the round is analysed, and understanding reinforced through composition tasks.</p> <p><b>Compositional devices covered:</b></p> <ul style="list-style-type: none"> <li>• Canon</li> <li>• Sequence</li> <li>• Repetition</li> <li>• Augmentation</li> <li>• Diminution</li> <li>• Ostinato</li> </ul> <p><b>Rounds explored:</b> <i>Frere Jacque</i> <i>Wondrous Thing</i> <i>London's Burning</i> <i>Kookaburra</i> <i>Row Your Boat</i> <i>Old Abram Brown</i></p>	<p>Students are assessed on their knowledge of rounds through end of topic written tests and showing understanding of the structure of a round by performing with a partner in canon.</p> <p>Students are required to offer one round for assessment that they sing in canon with a partner and another which they play.</p>	<p>Encourage your daughter to sing rounds with you or other family members.</p>
<p><u>Spring 1</u> <u>Spring 2</u></p>	<p><b>Musical elements and composing skills</b></p> <ul style="list-style-type: none"> <li>• Students learn the main musical elements, such as pitch, duration, dynamics, tempo, texture, timbre and structure, and use that knowledge to enhance their compositions.</li> <li>• Students are given a four bar grid to help them to compose four phrases of music, starting with their own words and rhythms.</li> </ul>	<p>Students perform their compositions from a score they have written, using staff notation for at least the rhythm.</p>	<p>Encourage your daughter to perform their composition to you.</p>

**Summer 1**  
**Summer 2**

**Pentatonic melodies**

- Students listen to music from around the world that uses pentatonic tonality. They sing and play the following well-known examples of pentatonic melodies:

*Auld Lang Syne*

*Skye Boat Song*

*Amazing Grace*

*Sweet Chariot*

- Students compose their own pentatonic melodies using either the black keys of a keyboard or the five related white keys. They follow a clear brief in order to achieve a well-structured and musically satisfying melody.

Students perform their compositions from a score they have written, using staff notation for at least the rhythm.

Encourage your daughter to perform pentatonic songs to you and other family members.

## Curriculum overview Yr 9

<u>Term</u>	<u>Topic and key questions</u>	<u>Assessment structure</u>	<u>How parents can help</u>
<p><u>Autumn 1</u> <u>Autumn 2</u></p>	<p><b>Music for Orchestra</b> written to support another art form including film scores, ballet, television and advertising Activities include singing, playing (various classroom instruments, including keyboards), listening and composing.</p> <p><b>Edvard Grieg – In the Hall of the Mountain King</b> This piece of music, which was written for Ibsen’s play <i>Peer Gynt</i> but better known as the music used in the Alton Towers’ TV advertisement, is studied in detail and eventually performed by students on the keyboard as a reduced piano arrangement.</p>	<p>Students are assessed in a written test about the composition and the composer.</p> <p>Students are given a series of practical tasks which are assessed</p>	<p>Encourage your daughter to watch YouTube clips of In the Hall of the Mountain King in order to become more familiar with the sights and sounds of orchestral instruments.</p> <p>Another very helpful piece is Britten’s <i>The Young Person’s Guide to the Orchestra</i></p> <p>A useful website where you can click on and hear each instrument of the orchestra is: <a href="http://www.sfskids.org/classic/templates/instorchframe.asp?pageid=3">http://www.sfskids.org/classic/templates/instorchframe.asp?pageid=3</a></p>
<p><u>Spring 1</u> <u>Spring 2</u></p>	<p><b>John Williams – Harry Potter (Hedwig’s Theme)</b> Students listen to various film scores (including Star Wars, E.T., Jurassic Park and Jaws) written by John Williams, considered to be one of the greatest film composers of all time. Students also learn to play <i>Hedwig’s Theme</i> from Harry Potter which uses the unusual orchestral instrument, the celesta, to create an otherworldly sound.</p>	<p>Students are assessed in a written test where they are required to recognise the instruments of the orchestra both visually and aurally.</p>	<p>Encourage your daughter to be interested in the soundtrack when the family is watching a film, and to find out information about the composer.</p>
<p><u>Summer 1</u></p>	<p><b>Peter Tchaikovsky – Swan Lake</b> Students watch extracts from Tchaikovsky’s three ballets: <i>Swan Lake</i>, <i>The Nutcracker</i> and <i>Sleeping Beauty</i>. They notice the use of the celesta, this time in <i>Dance of the Sugar Plum Fairy</i> (The Nutcracker). Students learn to play extracts from the ballets. Prokofiev’s ballet <i>Romeo and Juliet</i> is also touched upon as it has been made so famous since its use in the television programme <i>The Apprentice</i>.</p>	<p>Students are assessed in a written test about the three ballets by Tchaikovsky.</p>	<p>If possible, take your daughter to a ballet or encourage her to watch one on the television.</p>
<p><u>Summer 2</u></p>	<p><b>Karl Jenkins – Adiemus</b> This orchestral piece of music was used for the Delta Airline advertisement and includes sounds from around the world such as African drumming and panpipes. Students learn to play the rhythms on the African drums and sing the tribal vocal lines.</p>	<p>Students are assessed in a written test about Adiemus and are required to demonstrate the drum rhythm that is repeated throughout the piece.</p>	<p>Encourage your daughter to watch YouTube clips of Adiemus and tap along with the African drumming. The drum rhythm is repeated through the piece.</p>

