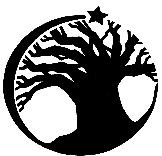
**`Long Term Curriculum Planning**:



**Subject:** Music

**Mastery**

A Chamberlayne *Musician* in Year [?] is somebody who…

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| **7** | Is an enthusiastic participator with an excellent vocal range, who can express musical ideas creatively and with flare. They can perform confidently on more than one instrument and in a variety of musical contexts with a superb audience awareness. Their listening and appraising skills are excellent. |
| **8** | Is an enthusiastic and creative participator with an excellent vocal range, who can express musical ideas creatively and with flare within a range of musical and cultural contexts. They consistently perform with confidence on a variety of instruments, demonstrating a detailed understanding of the musical and cultural contexts they are working within. Year 8 musicians are critical thinkers with outstanding listening, analysing and appraising skills. |
| **9** | Is a highly skilled participant with outstanding vocal abilities, who can express well developed musical ideas creatively and with flare within a wide range of musical and cultural contexts. They consistently demonstrate their exceptional instrumental skills through confident, well-rehearsed performances, demonstrating a comprehensive understanding of the musical and cultural contexts they are working within. Year 9 musicians are critical thinkers with exceptional listening, analysing and appraising skills that they regularly apply to all aspects of music making. |
| **10** | Is a highly skilled performer with outstanding instrumental/ vocal abilities, who can express well developed musical ideas creatively and with flare within a wide range of musical contexts. They consistently demonstrate their exceptional knowledge and understanding of key musical concepts through confident, carefully considered analysis and appraisal of performance, using this to reflect upon and refine their own practise. Year 10 musicians are critical thinkers with outstanding listening skills and good aural abilities and can use these skills to explore music from a variety of cultural contexts. |
| **11** | Is a highly skilled performer with exceptional instrumental/ vocal abilities, who can confidently express well developed musical ideas creatively and with flare within a diverse range of musical contexts. They consistently demonstrate their exceptional knowledge and understanding of key musical concepts through confident, carefully considered analysis and appraisal of performance, using this to reflect upon and refine their own practise. Year 11 musicians are critical thinkers with exceptional listening skills and outstanding aural abilities and can use these skills to explore ad define music from a variety of cultural contexts. |

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| **Year** | **Term** | **Unit of Work** | **Core Knowledge** | **Core Skills** |
| **7** | **Aut 1** | **The Elements of Music** | Pupils will be introduced to the Elements of Music and explore how these can be manipulated and combined to communicate musical intentions. | Pupils will develop their ability to compose, using the Elements of Music to create descriptive music. (Saint-Saёn’s ‘Carnival of the Animals’ will be used as a stimuli for composition). |
| **Aut 2** | **Notating Christmas** | Pupils will learn how to read and write music using standard Western notation. This unit will introduce pupils to musical symbols relating to pitch and rhythm notation, including; notes on the treble stave, note values, clefs, time signatures and tempo markings. | Pupils will focus on developing their performance skills using tuned percussion. They will develop instrument-specific techniques and explore the skills needed to perform as a member of a small ensemble. (Ensemble arrangements of ‘Jingle Bells’ and ‘White Christmas’ are used as a performance focus). |
| **Spr 1** | **Introducing the Piano** | In this unit pupils will explore the development of the piano and its impact on musical composition. Pupils will also explore classical dance music styles, with a particular focus on the *pavane*. | Pupils will develop their keyboard and performance skills throughout this unit, using their knowledge of Western notation to rehearse and perform ‘Ode to Joy’. |
| **Spr 2** | **Samba!** | In this unit pupils will explore the role Samba music plays in the Brazilian communities; focussing on Samba schools, carnival and its links with other art Brazilian art forms such as dance. | Pupils will further develop their un-tuned percussion skills, focussing on developing instrument-specific techniques relating to Brazilian Samba. They will also develop their arranging, directing and conducting skills through ensemble rehearsals and performances. |
| **Sum 1** | **Introducing the Orchestra** | Pupils will explore each of the 4 instrumental families that make up the orchestra, tracking their growth and development through history and analysing the impact their development had on musical composition. | Pupils will further develop their ensemble skills whilst refining their keyboard abilities. At this stage, all students are encouraged to further develop their limb-independence and play with two hands at the keyboard. Pupils will use ‘Pachelbel’s Canon in D’ as a focus for performance. |
| **Sum 2** | **Band Camp 1** | Pupils will investigate the use of the ‘4 chord trick’ in pop and rock music throughout the last 30 years and the reason for its popularity/ success amongst established artists. Pupils will also learn how to read informal notation associated with the genre, such as guitar and bass TAB, and drum notation. | In this unit pupils will develop a range of new instrumental skills on a variety of rock/ pop instruments (guitar, bass guitar & drums). They will use informal notation to arrange and perform a song of their choosing as part of a rock/ pop ensemble. |
| **8** | **Aut 1** | **Folk Music of the British Isles** | Pupils will explore folk music from the British Isles, identifying key instruments associated with each folk tradition/ country and how they sound (Penny Whistle, Bagpipes, Harp, Mandolin, etc). Pupils will explore the context in which this music is written and performed and how its role in day to day life differs between countries. | Pupils will learn how to play the penny whistle, developing performance skills in relation to wind instruments. They will explore the importance of breath-control in communicating dynamics and changes in pitch, as well as appropriate finger positioning and posture. Pupils will use an Irish folk tune called ‘Rattlin’ Bog’ as a focus for rehearsal and performance. This is the first time pupils will be introduced the skills needed for melodic composition. |
| **Aut 2** | **The Music of Africa** | In this units pupils will explore the music of Africa, the context in which it is performed and the role it plays in day-to-day life. Pupils will also identify a range of African instruments and genre-specific musical devices through a variety of listening tasks and performance activities. | In this unit pupils will further develop skills relating to both tuned and un-tuned percussion. In particular they will focus on the tuned **Balafon** and on theun-tuned **Djembe.** Pupils will learn how to use a variety of playing techniques on the Djembe, allowing them to alter tone and produce the range of sounds required to give a convincing performance. Pupils will continue to develop their arranging skills and will learn how to conduct an ensemble using ‘musical gestures’ and ‘audible signals’. Rhythmic improvisation will be a key focus of performance. |
| **Spr 1** | **Chords in Pop** | In this unit, pupils will learn to identify the notes of a chord from informal chord symbols and guitar frames. They will learn how to sound out major & minor triads, seventh chords and *‘slash-chords’*, and will apply this knowledge to a of rehearsal and performance settings. | Pupils will further develop their piano & keyboard skills, focussing on the development of limb-independence and coordination. Pupils will also further develop their listening skills and aural perception through a variety of listening tasks. |
| **Spr 2** | **Classical Expression** | Pupils will explore the romantic period and its impact on composers’ use of dynamic contrast and articulation to create ‘mood’. They will be introduced to a variety of performance directions and will learn their English translation before interpreting their meaning on the piano. Pupils will also explore key composers and seminal pieces associated with this period of music. | Pupils will continue to develop their keyboard/ piano skills, building upon independence and coordination developed in the last unit. The focus for this half term will be playing a melody and an accompaniment together, with greater rhythmic challenge in each part. |
| **Sum 1** | **12 Bar Blues** | In this unit pupils will examine the development of blues music; from its African origins through to its influence on American Rock n’ Roll. Through a variety of performance, improvisation and listening tasks pupils will explore the musical devices, instrumentation and influential musicians associated with the style. | Pupils will further develop their improvisation skills in a variety of performance settings, with melodic improvisation being a key focus of the unit. They will continue to refine their performance skills on a variety of instruments including keys, guitar, bass guitar and drum kit. Pupils will continue to develop their aural perception through the study of the 12 bar blues chord pattern. |
| **Sum 2** | **Band Camp 2** | Pupils will consolidate the musical concepts first introduced in both the Band Camp 1 and Chords in Pop units. They will further develop their understanding of informal western notation to learn a pop or rock song of their choice, with the aim of performing to a small audience at the end of the unit. | As well as further developing a variety of instrument-specific performance techniques, pupils will develop the skills needed for effective rehearsal. They will be required to set realistic rehearsal objectives and to carefully structure their rehearsals to ensure these are met. At the end of each rehearsal, pupils will review and evaluate their success and identify areas for further development. They will then use these evaluations to set rehearsal objectives in the following lesson. The objects they set will relate to *sense of style*, *ensemble skills, performance skills* and *technical ability*. |
| **9** | **Aut 1** | **Reggae** | In this unit pupils will study the historical and contextual development of Reggae. Through a variety of performance, singing and listening tasks pupils will explore the musical devices, instrumentation and influential musicians associated with the style. | Pupils will continue to develop their instrumental and performance skills on a variety of instruments associated with this style. Rehearsal will focus improving comprehension of more complex rhythmic devices and articulation, such as syncopation, staccato and accents. |
| **Aut 2** | **African Drumming** | In this units pupils will further explore African drumming, the context in which it is performed and the role it plays in day-to-day life. Pupils will also identify a range of African drums, appropriate structures and genre-specific musical devices through a variety of listening, arranging, composing and performance tasks. | In this unit pupils will further develop performance skills relating un-tuned percussion. In particular they will focus on developing the **Djembe** skills learnt in the Music of Africa unit**.** Pupils will refine their use of a variety of playing techniques on the Djembe, allowing them to alter tone and produce the range of sounds required to give a convincing performance. Pupils will continue to develop their composition skills, arranging skills and will learn how to conduct an ensemble using ‘musical gestures’ and ‘audible signals’. Complex rhythmic devices such as polyrhythms, cross-rhythms, accents and rhythmic improvisation will be a key focus of performance. |
| **Spr 1** | **Minimalism** | Pupils will be introduced to a range of contemporary western classical styles including Aleatoricism (chance music), Serialism and Minimalism through a variety of listening, appraising, performance and composition tasks. The focus of the unit will be Minimalism and its links to African drumming (previous unit) and jazz. Pupils will explore key composers, genre-specific musical devices, composition techniques and experimental instrumentation associated with the style. | In this unit pupils develop their composition skills, utilising their understanding of contemporary techniques and devices to create their own minimalist composition. Pupils will develop their music technology skills through this unit, using sequencing software to create and record their compositions. |
| **Spr 2** | **Composing Pop Songs** | Pupils will be introduced to a variety of compositional concepts such as ‘word painting’, & ‘mickey-mousing’ and will explore the works of key contemporary composers of the pop & rock genres. | As the unit title suggests pupils will develop their composition skills, focussing on the creation of major/ minor chord progressions and riffs in strophic song structure. This unit will also develop the skills needed to write lyrics. |
| **Sum 1** | **Rehearsal Skills** | This is a skills based unit, during which pupils will continue to refine the instrumental, rehearsal and performance skills learnt throughout KS3. The core knowledge learnt in this unit will relate to health and safety aspects of rehearsal (in preparation for KS4). | During this unit pupils continue to refine their instrumental, rehearsal and performance skills. The focus here is on pupil independence, enabling pupils to research, select, resource and then rehearse their chosen material/ song. As well as further developing a variety of instrument-specific performance techniques, pupils will further develop the skills needed for effective rehearsal. This includes setting realistic rehearsal objectives and carefully structuring rehearsals to ensure these are met. At the end of each rehearsal, pupils will review and evaluate their success and identify areas for further development. They will then use these evaluations to set rehearsal objectives in the following lesson. The objects they set will relate to *sense of style*, *ensemble skills, performance skills* and *technical ability*. |
| **Sum 2** | **Preparing for Live Performance** | This is a skills based unit, during which pupils will continue to refine the instrumental, rehearsal and performance skills learnt throughout KS3. Throughout this unit pupils will focus on refining their ‘stage craft’. Students will explore the live work of a variety of contemporary musicians and explore what makes for a successful performance. | During this unit pupils continue to refine their instrumental, rehearsal skills but focus predominantly on refining their performance skills. As well as further developing a variety of instrument-specific performance techniques, pupils will begin to explore other aspects of performance such as ‘*ensemble skill, sense of style* and *stage craft*’. This includes setting realistic performance objectives and carefully structuring rehearsals to ensure these are met. At the end of each rehearsal, pupils will video a short performance, review and evaluate their success and identify areas for further development. They will then use these evaluations to set performance objectives in the following lesson. The objects they set will relate to *sense of style*, *ensemble skills, performance skills* (stage craft) and *technical ability*. (In preparation for KS4). |
| **10** | **Autumn** | **Unit 229: Assignment 1:**  Planning the Rehearsal Process. | Pupils are required to produce a **project folder** that **assess** their **personal goals**, in relation to the effective rehearsal of a 10-15 minute set. They will therefore explore the following:   * Methods for effective preparation for each rehearsal * Methods for ongoing refinement of personal instrumental and/or vocal part(s) * The refinement of image as an artist/ performer * The impact of consistent punctuality and attendance to rehearsals * The impact of active engagement with other musicians or peers   Using this information, pupils must define the following:   * The rationale for the rehearsal process * Their reasons for choosing **repertoire** for rehearsal * The method by which developments and ideas will be documented, e.g. recordings of rehearsals, with the rationale for doing so and what impact it may have * Ongoing opportunity for formative peer/tutor feedback and the impact this will have on the process * The Health & Safety implications of rehearsing their chosen repertoire in the chosen rehearsal space. | The most successful performers are those that are dedicated to constantly improving and refining their instrumental/ vocal abilities. It is therefore important for any gigging musician to develop and maintain good rehearsal skills to ensure that they are always playing at their best.  This unit aims to introduce pupils to the processes of effective rehearsal, which underpin live performance. The purpose of the unit is to develop the skills required to function effectively in a rehearsal environment with the aim of rehearsing for a specific performance event. |
| **Spring** | **Unit 229: Assignment 2:**  Realising the Rehearsal Process | Students are required to maintain a **rehearsal log/ diary** throughout the rehearsal process that reflects the knowledge and understanding acquired in Unit 229: Assignment 1. | Students are required to **undertake the rehearsal process** as identified in Unit 229: Assignment 1. Their objective is to refine 10-15 minutes of musical material for performance at Chamberlayne’s Battle of the Bands event in June. |
| **Summer** | **Unit 229: Assignment 3:**  Evaluating the Rehearsal Process | Pupils will reflect upon the success of the rehearsal process (Unit 229: Assignment 2) by responding to tutor comments in relation to:   * A full dress rehearsal of the set; * The rehearsal process as a whole.   They will need to identify strengths and areas requiring further development, explaining what strategies they would develop for effective rehearsal in the future. | Pupils will develop their evaluation skills and use these to further refine their performance skills, ready for a final 10-15 minutes performance in November. |
| **11** | **Autumn** | **Unit 230: Externally Set Assignment:**  Live Music Performance | In this unit pupils will define and take ownership of a set of realistic and achievable personal goals in relation to their aspirations and expectations of the performance. They will develop an understanding of what the performance will look and feel like, its duration and how they will engage with it. Pupils will develop a clear understanding of where potential issues may lie and explore strategies for how these may be overcome.  Pupils will also explore the relevant health and safety implications associated with performing music in this context, will identify where issues may occur and how they may be avoided. | This unit aims to further develop learners’ abilities in the area of live performance. The purpose of the unit is to provide learners with an opportunity to undertake performance appropriate to a defined environment. During the unit, pupils will need to evidence excellent musical, technical, self-management, communication (verbal and non-verbal) and safe practice skills in relation to the performance.  They will for develop their evaluative skills, evidencing clarity and realism in evaluating the degree of success of the performance as a whole and of their role within it.  Exploring strategies for the ongoing refinement of their skills as a live performer will be a key focus of this unit. |
| **Spring** | **Unit 208: Assignment 1:**  The Development of Reggae | As a working musician it is important to understand the historical and cultural origins of the musical styles you are performing and the impact these have had on the way the music sounds. This understanding allows musicians to give stylistically accurate performances that reflect the musical development of the genre.  The aim of this unit is to trace the historical and cultural development of Reggae and its associated sub-styles. The purpose of the unit is to develop pupil understanding of the origins of Reggae and its relationship to other styles of music. | Throughout this unit pupils will develop their ability to independently research from trusted and reliable sources, develop their listening and appraising skills and improve their ability to analyse and evaluate music. |
| **Summer** | **Resubmission Window:**  All Units | This term is used for refining and resubmitting coursework ready for final assessment. The final deadline for students is 20th June. | This term is used for refining and resubmitting coursework ready for final assessment. The final deadline for students is 20th June. |
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