

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	<ul style="list-style-type: none"> The elements of music (tempo, pitch, dynamics, texture, timbre) pulse and rhythm canon / round / accompaniment rhythm notation gamelan music (Indonesia) 	<ul style="list-style-type: none"> Scale of C Major Bass / chord / triad layout of a keyboard accidentals (sharps and flats) various forms of musical notation, including treble clef, chord charts and tablature 	<ul style="list-style-type: none"> various vocal techniques and styles, including: a capella, vocalizing, scat, riffs/ostinato, improvisation, harmonization descant/counter melody various rhythmic features: syncopation, poly-rhythm, tied & dotted notes composing techniques: (Q&A phrases, sequences parallel harmony) stress/accent/strong beat
	Knowledge Revisited	<ul style="list-style-type: none"> Pulse and rhythm Rhythm notation 	<ul style="list-style-type: none"> Treble clef notation Pulse and rhythm Rhythm notation 	<ul style="list-style-type: none"> Vocal techniques Pulse and rhythm Reading bass clef notation
	Skills Introduced	<ul style="list-style-type: none"> comparing/describing/evaluating music singing (unison and canon) solo and ensemble performing composing and structuring music playing in time with a pulse / ensemble refining/improving performance and composition work playing untuned and tuned percussion instruments and keyboards 	<ul style="list-style-type: none"> 5-finger keyboard technique RH / LH (Right Hand / left Hand) hand position transitions playing music from notation playing ukulele (4 chords) playing bass guitar (Stand by Me) singing playing in time with a pulse / ensemble 	<ul style="list-style-type: none"> Singing skills (solo, unison, harmony, improvised) Singing in time with a pulse / ensemble Composing skills Rap skills
	Skills Revisited	<ul style="list-style-type: none"> playing in time with a pulse / ensemble 	<ul style="list-style-type: none"> 5-finger keyboard technique playing music from notation playing in time with a pulse / ensemble 	<ul style="list-style-type: none"> Singing skills Singing in time with a pulse / ensemble Creating ensemble arrangements and performances



Year 8	Knowledge Introduced	<ul style="list-style-type: none"> • Accidentals (sharps/flats) • Blues scale • 12-bar Blues chords • Triads • Chord inversions 	<ul style="list-style-type: none"> • Garageband functions • MIDI / audio material • Editing / quantization • Triple time (3/4) • Ground Bass Variations (genre / technique) • Compositional techniques • Passing notes • Musical arrangements 	<ul style="list-style-type: none"> • Standard pop song structure • Lyric writing techniques • The 4-chord trick (in various guises) • Arpeggios and chord variants • Principles of harmony
	Knowledge Revisited	<ul style="list-style-type: none"> • Treble clef notation • Chord patterns • Stress / accent / strong beat • Chord inversions 	<ul style="list-style-type: none"> • Bass clef • Chord progressions and variants 	<ul style="list-style-type: none"> • treble and bass clef notation • rhythm notation and metre • chord patterns
	Skills Introduced	<ul style="list-style-type: none"> • solo and ensemble performing in larger groups • improvisation • composing within a structure (Blues) • playing chords in root position and inversions to create chord progressions • basic guitar / drumkit / bass guitar skills 	<ul style="list-style-type: none"> • using Garageband soft-ware to * arrange existing music * compose original music • Playing in triple time (3/4) • Composing chords from a bass line • Composing melodies from chords • creating ensemble arrangements and performances 	<ul style="list-style-type: none"> • Analysing song structure • Lyric writing • Playing chord inversions and chord progressions • Composing with chords • Keyboard accompaniment functions • Collaborative songwriting
	Skills Revisited	<ul style="list-style-type: none"> • Singing / playing in time with a pulse / ensemble • chord patterns 	<ul style="list-style-type: none"> • Singing / playing in time with a pulse / ensemble • Playing chord inversions / chord progressions 	<ul style="list-style-type: none"> • playing in time with a pulse / ensemble • playing chord progressions • Keyboard functions (style, tempo, voice, ACMP)
Year 9	Knowledge Introduced	<ul style="list-style-type: none"> • Extended rhythm notation - dotted rhythms, tied notes, syncopation • Metre - time signatures, simple & compound time, anacrusis • Tonality - various scales and modes and their applications 	<ul style="list-style-type: none"> • Introduce AOS1: Musical Forms and Devices • binary, ternary and rondo forms • repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord / arpeggio, melodic / rhythmic motifs • simple chord progressions 	<ul style="list-style-type: none"> • Introduce AOS4: Popular Music, with related terminology: • rock and pop styles • strophic form, backing tracks, improvisation • primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices

	<ul style="list-style-type: none"> • Compositional features - melody, harmony, tonality, rhythm and structure • Sonic features - instrumentation, texture, timbre 		<p>such as syncopation, driving rhythms</p> <ul style="list-style-type: none"> • the relationship between melody and chords • Introduce prepared extract – Africa 	
Knowledge Revisited	<ul style="list-style-type: none"> • Staff notation - treble clef, bass clef. Leger lines, accidentals • Rhythm notation - note lengths, rests, bar lines • C Major scale 	<ul style="list-style-type: none"> • Recapping the basics – aural, notational and listening skills 	<ul style="list-style-type: none"> • Staff notation • revisiting Blues from KS3 • 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros 	
Skills Introduced	<ul style="list-style-type: none"> • Various instruments, as determined by the make-up of the group - potentially keyboard, drumkit, guitar, bass guitar, ukulele • Playing in various metres, dotted rhythms etc • Playing minor scales • Rehearsing and performing increasingly demanding repertoire, both solo and ensemble • Instrument-specific technical exercises and warm-up exercises 	<ul style="list-style-type: none"> • Performing – establishing standards and setting targets: • Notating a simple melody • Appreciating and using the elements/ ‘building blocks’ • Introduce prepared extract – Badinerie: 	<ul style="list-style-type: none"> • Appraising - more challenging theoretical and aural work • How to ‘describe’ a piece using the elements of musical language • aural recognition of the difference between major and minor, and ‘perfect’ intervals i.e. 4th, 5th, 8ve 	
Skills Revisited	<ul style="list-style-type: none"> • Keyboard skills (other instrumental skills where learned before) • Reading and playing from notation • Major scale finger pattern • Ensemble skills, esp. maintaining pulse and rhythm 	<ul style="list-style-type: none"> • Instrument-specific technical exercises and warm-up exercises 	<ul style="list-style-type: none"> • Instrument-specific technical exercises and warm-up exercises • Rehearsing / performing increasingly demanding repertoire, both solo and ensemble • Performing in front of an audience (Summer concert) 	
Year 10	Knowledge Introduced	<ul style="list-style-type: none"> • Introduction to AOS 2: Music for Ensemble • additional concepts of melody, harmony and tonality: • modulations to relative major/minor 	<ul style="list-style-type: none"> • Introduction to AOS 3: Film Music, with devices and terminology: • leitmotifs, thematic transformation of ideas • The relationship between the story and the music: choosing appropriate elements of music to represent characters / plot • The effect of audience, time and place, and how to 	<ul style="list-style-type: none"> • Exam technique - Mock listening exam based on all areas of study



		achieve this through use of the musical elements		
Knowledge Revisited	<ul style="list-style-type: none"> • inversions, dissonance, range, intervals, pentatonic, blue notes, 	<ul style="list-style-type: none"> • Layering, imitation, chromatic movement and dissonance in harmonic work 	<ul style="list-style-type: none"> • Revisit all topics from year 10 using different pieces as listening and performing examples 	
Skills Introduced	<ul style="list-style-type: none"> • Major scale finger pattern • Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) as suited to learner interests (cover other topics in year 11). • Composing using texture and sonority (chords and melody) eg. monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody • Extension work: compose a contrasting section which demonstrates imitation between the parts of an ensemble 	<ul style="list-style-type: none"> • Major scale finger pattern • Use of sonority, texture and dynamics to create a mood • How to achieve contrasts and develop initial ideas when composing • Composing to a brief (i.e. a piece of film music): <ul style="list-style-type: none"> • creating the situation • achieving contrasts • composing the 'main' theme(s) • developing the material • Using music technology to achieve the best effect • Producing a score / leadsheet 	<ul style="list-style-type: none"> • Exam technique - Mock listening exam based on all areas of study 	
Skills Revisited	<ul style="list-style-type: none"> • Compose a short piece (homophonic texture) • Perform a piece in one of the styles associated with the area of study as a 'Own choice' Ensemble performance 	<ul style="list-style-type: none"> • Listening exercises to further develop notation skills • Ensemble / Solo performing • Begin free composition project (own choice of brief) 	<ul style="list-style-type: none"> • Work on year 10 performance pieces • Complete free composition project (own choice of brief) and submit • Continue to build aural skills through frequent practice. • Listening exercises to further develop notation skills 	
Year 11	Knowledge Introduced	<ul style="list-style-type: none"> • Variation form and strophic form in classical music • Recognition of features of baroque, classical and romantic periods 	<ul style="list-style-type: none"> • Revisit Music for Ensemble (with more advanced topic/class/practical content): <ul style="list-style-type: none"> • Polyphonic, layered, round, canon and countermelody • Cover all styles not completed in year 10 • Revisit Film Music (with any further topics/content: eg. Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of patternwork, sustained 	<ul style="list-style-type: none"> • as needed for final exam preparation



		notes and polyphonic textures to vary the textures	
Knowledge Revisited	<ul style="list-style-type: none"> • Revisit AOS 1: Forms and Devices (with more advanced topics and practical content) • Revisit: imitation, pedal, canon, alberti bass and all harmonic features • Revisit and revision: 'Badinerie' • Revisit AOS 4: Popular Music <ul style="list-style-type: none"> • Bhangra and fusion • Loops, samples, panning, phasing, melismatic / syllabic • Revisit and revision: 'Africa' 	<ul style="list-style-type: none"> • Revisit AOS 2: Music for Ensemble • Revisit AOS3: Film Music 	<ul style="list-style-type: none"> • as needed for final exam preparation
Skills Introduced	<ul style="list-style-type: none"> • Select final choice of pieces for the practical examination • Building a vocabulary revision list • producing score/leadsheet and composition log 	<ul style="list-style-type: none"> • as needed - for coursework completion and/or exam preparation 	<ul style="list-style-type: none"> • as needed for final exam preparation
Skills Revisited	<ul style="list-style-type: none"> • Exam techniques: hints and tips • Work and rehearse all performances • Composing to a brief: Begin work on the final composition piece for the WJEC Eduqas • 	<ul style="list-style-type: none"> • Exam techniques: hints and tips • Listening exercises and exam practice questions • Complete all coursework 	<ul style="list-style-type: none"> • as needed for final exam preparation

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.