

# Music

*“Music can change the world  
because it can change people” Bono*

## Summerhill students will be **valuable members of society**

Students will deepen their knowledge and appreciate music from different cultures and traditions.

Students will develop their confidence and self-esteem, through interaction and awareness of others, and self-reflection. In addition to this, broaden musical experience and interests, develop imagination and foster creativity.

Students will have opportunities to work individually and as part of a team, by participating in a range of extracurricular activities. Such activities include performing in the wider community.

## Summerhill students will be **skilled communicators**

Students will reflect and evaluate their own and others work. In addition to this, students will use music vocabulary when evaluating and appraising the work of others.

Students will develop their performing skills individually and in groups to communicate musically with fluency, emotion and control.

Students will demonstrate how to create their own music and communicate this with others, using a range of compositional devices and resources.

Students will learn to read and write music using staff and graphic notation.

## Summerhill students will be **knowledgeable**

Students at Summerhill will learn about music across a range of historical periods and traditions, including the works of the great composers and musicians. This will include a variety of styles of music such as Classical, World, Film and Pop Music.

Students will perform, compose and listen to a rich palette of musical genres. They will understand and explore how music is created, performed and communicated using pitch, duration, dynamics, tempo, timbre, texture, structure and instrumentation.

### **Our curriculum is underpinned by four key values:**

**Courage** – doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development

**Ambition** – having the highest aspirations and expectations of ourselves / others; being brilliant in all we do; having belief that challenges can be overcome with the right attitude and hard work

**Respect** – thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams

**Effort** – investing time and energy to achieve success; always giving our best in everything we do; demonstrating resilience

# Music Curriculum Overview

Year	Key Features	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	All students 1 single period per week	<b>Introduction to Music (I've Got Rhythm)</b>  Instruments/skills: Drum and percussion  Elements of music: Rhythm and Pulse	<b>Form and Structure</b>  Instruments/skills: Drum and percussion  Elements of music: Texture and structure	<b>Keyboard Skills</b>  Instruments/skills: Keyboard, piano and/or own tuned instrument  Elements of music: Notation, dynamics, harmony and timbre	<b>Hooks and Riffs (1)</b>  Instruments/skills: Keyboard, piano and/or own tuned instrument  Elements of music: All elements of music	<b>Instruments of the Orchestra &amp; Finding Your Voice</b>  Instruments/skills: Voice and/or own orchestral instrument  Elements of music: harmony and timbre	<b>Band Skills (1)</b>  Instruments/skills: Voice and/or own instrument  Elements of music: All elements of music
8	All students 1 single period per week	<b>Theme and Variation</b>  Instruments/skills: Keyboard and/or own instrument  Elements of music: All elements of music	<b>All That Jazz</b>  Instruments/skills: Keyboard and/or own instrument  Elements of music: Structure, Texture, Pitch	<b>World Music – African Drumming</b>  Instruments/skills: Drums / percussion  Elements of music: Structure, texture	<b>Music for film, video and computer games</b>  Instruments/skills: Keyboard and/or own instrument  Elements of music: Structure, Texture, Pitch, Dynamics and Timbre	<b>Hooks and Riffs (2)</b>  Instruments/skills: Own instrument  Elements of music: Structure, Texture, Pitch, Dynamics and Timbre	<b>Band Skills (2)</b>  Instruments/skills: Own instrument  Elements of music: All elements of music
9	Option Group 1 double period per week	<b>Solo Performance</b>  Instruments/skills: Choice of own instrument  Elements of music: All elements of music		<b>Composition and Theory Skills (Song writing)</b>  Instruments/skills: Choice of own instrument and technology  Elements of music: All elements of music	<b>Ensemble Skills</b>  Instruments/skills: Choice of own instrument  Element of music focus: All elements of music	<b>Band Skills (3)</b>  Instruments/skills: Choice of own instrument  Element of music focus: All elements of music	

Year	Key Features	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Optional 1 double period and 1 single period per week.  OCR: J536 (9-1) GCSE Music.	<b>Conventions of Pop</b>  Rock 'n' Roll 1950s and 1960s  Rock Anthems 1970s and 1980s	<b>Rhythms of the World</b>  Listening & Appraising  Music of the Indian Subcontinent  Eastern Mediterranean and Middle Eastern Music  African Drumming  Music of Central and South America		<b>Film Music</b>  Music composed for film  Music used in film  Film composers	<b>My Music</b>  This AOS is for student to focus on their solo instrument and composition.	
11	Optional 1 double period and 1 single period per week.  OCR: J536 (9-1) GCSE Music.	<b>My Music</b>  This AOS is for student to focus on their solo instrument and composition.	<b>The Concerto Through Time</b>  The Baroque period  The Classical period  The Romantic period		Exam Preparation and Revision	Exam Preparation and Revision	