



Ridgewood High School – Curriculum Overview.

SUBJECT: Music

Year Group	The Key Skills to be developed are... <i>(Assessment Objectives?)</i>	The Key Knowledge that will be explored is...	This will be assessed by... <i>(Formative or Summative?)</i>
7	<ul style="list-style-type: none"> • Musical Elements- Discovering Pitch, Dynamics, Tempo • Keyboard Skills and Notation- looking at sharps, flats, reading pitch and using vocal and keyboard skills. 	<p>Timbre and sounds of instruments. Extended instrument techniques Graphic scores, and relating images to key musical features: pitch, tempo, dynamics.</p> <p>Reading pitch (treble clef notation), recognising note duration and time signatures. Identifying flats and sharps in music Understanding the basic triad chords, how to create chords, and how to perform them The concept of timing between two hands of the piano in partnered performance</p>	<p>Summative group ‘Haunted House’ composition using graphic score stimulus. Class sheet assessment marking grades and comments.</p> <p>Summative end of unit paired performances of ‘Let it Go’, differentiated with chord or melody line, including sharps and flats.</p> <p>Formative teacher feedback slips given with WWW/TD in mid-point.</p>
	<ul style="list-style-type: none"> • Indian Music- looking at creating a Raga, improvising, and using the pentatonic scale. 	<p>Improvising, and learning aurally.</p> <p>Indian instrumentation (Sitar, Tabla, Tampura).</p> <p>Music-master, and the role of a lead musician.</p> <p>The pentatonic scale</p> <p>How to build a raga</p> <p>Common rhythm patterns</p> <p>Structure of a raga, and where rhythm patterns should be added.</p>	<p>Summative group composition and performance of an Indian Raga with Tal rhythm pattern. Class assessment sheets in PS area.</p> <p>Formative feedback using success criteria at midpoint</p>

	<ul style="list-style-type: none"> African Music- looking at Polyrythms, textural layering and call and response. 	<p>African music culture, structure of drums, and uses of African drumming music.</p> <p>Call and response musical phrases</p> <p>Rhythms including Polyrythm, Monorhythm Cross-rhythm, cyclic rhythm/ostinato, and syncopated rhythms</p> <p>Improvised solos</p>	<p>Summative group composition, focusing on set/differentiated textural layers, and types of rhythm, using a rhythm grid sheet. Recordings taken.</p> <p>Formative verbal feedback given during practical lessons.</p>
	<ul style="list-style-type: none"> Film and Space music- looking at Holst the Planets, orchestral instruments. Musical Ladders- looking at major, minor, and chromatic scales. 	<p>Looking at triplets, crotchet and quaver rhythms, and time signatures (5/4).</p> <p>Exploring the instrumentation and timbres of 'Mars' and 'Venus' from Holst's The Planets Suite.</p> <p>Exploring major and minor scales, identifying the difference in sound.</p> <p>Looking at chromatic scales (sharps/flats) and performing from several short chromatic melody-lines (We'll meet again, James Bond, When I'm Sixty-Four).</p> <p>Exploring broken and block chords.</p> <p>Performing a chromatic piece (Fur Elise)</p>	<p>Summative group performance of an ostinato-based student composition (arch-shape texture and structure) evidenced with graphic scores.</p> <p>Summative end of unit assessment performance of tiered/differentiated 'Für Elise'</p> <p>Formative assessment made with chromatic melody-line individual performances.</p>
8	<ul style="list-style-type: none"> Samba- Looking at instruments, and creating a Polyrythmic performance Instruments of the Orchestra- looking at families of instruments and identifying their timbre and pitch. 	<p>Looking at band leaders, question and answer-style call and response.</p> <p>Studying instruments of the samba band, their timbre, and role in the band.</p>	<p>Formative assessment of rhythm grids/group samba compositions</p> <p>Summative assessment of end of unit performance of Samba De Janiero.</p>

		<p>Re-creating/learning a class performance of a Samba rhythm piece.</p> <p>Group composition of rhythms using rhythm grids /basic notation, collaboratively.</p> <p>Paired work looking at chords and melody of 'Samba De Janiero'.</p>	
	<ul style="list-style-type: none"> • Theme and Variations- looking at Pachelbel's canon, using skills to create variation (augmented, diminished, retrograde, inverted) 	<p>Studying rhythmic augmentation and diminution, and canon of a simple nursery rhyme.</p> <p>Studying the definition of 'Theme and Variation'</p> <p>Listening to and picking out variations in Coolio's 'C U When U Get There' and Pachelbel's Canon in D.</p> <p>Learning in pairs how to perform left and right hand parts for Pachelbel's Canon in D, and subsequently adding in students own variations, including Augmentation, Diminution, Inversion, Double notes, Rhythmic variation, Melodic variation, ornamentation etc.</p>	<p>Formative assessment of skill-level by observing differentiated variation task on 'Frere Jacques'</p> <p>Summative assessment of end of unit Pachelbel's Canon performance, with extension/HA work to include extra variations and skills demonstrated.</p>
	<ul style="list-style-type: none"> • Jazz Music (12 bar blues, improvising, blues scale) • Film Music 		
9	<ul style="list-style-type: none"> • Pop music- creating covers and looking at riffs, hooks, chords. 	<p>Chord building, basic triad, and how to alter notes to create major or minor chords</p> <p>Creating chords on Ukuleles, reading tab, and Ukulele techniques.</p>	<p>Formative- assessment of $\frac{3}{4}$ basic chords on Ukulele</p> <p>Summative group assessment of a pop song (recorded and put to CD)</p>

<ul style="list-style-type: none"> Film and Videogame music- looking at mood, leitmotifs, and riffs. 	<p>Intervals, semitones and tones</p> <p>Basslines and riffs.</p> <p>Looking at vocal skills like falsetto, portamento/glissando, styles of singing (scat, shout, harmony, unison, descant) and vocal riffs.</p> <p>Leitmotifs, and the meanings behind some famous leitmotifs.</p> <p>Learning about Koji Kondo, Thomas Newman, John Williams and Hanz Zimmer</p> <p>Creating Leitmotifs to match mood (looking at major/minor tonalities based on knowledge of chords from previous unit, repetition, and conjunct/disjunct movement in melody-lines)</p>	<p>Formative Assessment of identifying major/minor tracks or chords.</p> <p>Summative assessment of individual student-composed leitmotif melodies.</p>
<ul style="list-style-type: none"> Bhangra music- listening to MC Punjabi, learning about the Dhol drums and Tumbi, and recognising key features Reggae Music- looking at off-beat chord patterns, basslines and trench-talk lyrics of Bob Marley songs 	<p>Learn about the Chaal rhythm, and typical features of Bhangra music.</p> <p>Learn about Bhangra instruments (Dhol, Dholki, Dholak, Tumbi, Harmonium and western instruments)</p> <p>Listen to and perform MC Punjabi backing music.</p>	<p>Formative performance of MC Punjabi</p> <p>Summative Listening assessment on Bhangra listening extract.</p>
<ul style="list-style-type: none"> Minimalism- looking at Tubular bells, and re-creating clapping music. Learning about phase shifting and motifs. 	<p>Study the process of motifs, and phase-shifting.</p> <p>Learn about three famous composers (Terry Riley, Steve Reich and Phillip Glass).</p> <p>Perform clapping music grid in groups.</p> <p>Study the tubular bells motif and combine this with a partner.</p>	<p>Formative performance of clapping music</p> <p>Summative performance of Tubular bells</p>

	<ul style="list-style-type: none"> • Musical Theatre- learning about key features of musicals, including staging and choreography, vocal duets, monologuing. Analysing scenes from Chicago, and recreating Cell Block Tango, with chords, vocals, percussion, and bassline. 	<p>Learn the features of an Overture</p> <p>Look for typical features of the genre, appearing in videos of famous musical storylines</p> <p>Identify the difference between musicals and Opera (opera bouffe).</p> <p>Sing and perform 'All that Jazz' in groups.</p> <p>Try a class performance of 'Cell Block Tango'</p>	<p>Formative performance of Cell Block Tango in pairs or small groups.</p> <p>Summative performance of All that Jazz in pairs.</p>
10	<ul style="list-style-type: none"> • Voices in Pop- AoS5 (Blues, Jazz, Rock and Roll, Rock, Pop, Ballads). • Vocal Techniques . <p>Supporting Knowledge: Chords, Intervals, Rhythm, Pitch, Pop instruments</p>	<p>Study key features of Rock 'n' Roll, 12-bar blues, and walking bassline. Listen to famous black Rock 'n' Roll songs and comment in an exam format. Study the influence of Blues and the blues scale, on Rock and Roll music, and its links to the slave trade, and equality. Learn about the key guitar techniques (flanging, phasing, distortion, compression, chorus, reverb, wah-wah etc.), identify these in listening extracts. Look at key Rock artists, the band format and structure of songs. Learn about chord types (block, broken, rich, chromatic, diatonic, primary) and identify in listening tests. Learn about the lyrics and key features of Ballads, listening to 90's artists such as Elton John etc.</p> <p>Listening for harmony, unison, descant, falsetto,</p>	<p>START ENSEMBLE PERFORMANCE</p> <p>Formative weekly listening warm-ups/plenary's identifying intervals and chord types</p> <p>Summative exam question test on Rock 'n' Roll</p> <p>Summative exam question on Pop Ballads</p>

	riffing, and gliss/portamento in vocalists	
<ul style="list-style-type: none"> Film and Game Music AoS4: Koji Kondo and John Williams and co. <p>Supporting knowledge: leitmotif, mood, triplets, imitation, question and answer phrases, ostinato, heterophony and different textures, SFX/Reverb, panning, electric guitar techniques such as distortion, flanging and phasing, wub, overdrive, compressing, wah-wah.</p>	<p>Watch docu-videos on Koji Condo looking at Mario Bros/Nintendo composing. Look at assassins creed soundtrack, and break down key features identified. Re-learn about Leitmotifs, looking at character and emotion, and scene/setting. Explore the music of John Williams, Ennio Morricone, Hanz Zimmer, Thomas Newman, Michael Giacchino and more. Learn about sequencing, and repeated motifs, and practise listening to families of instruments. Learn about triplet and other driving rhythms.</p>	<p>START FREE COMPOSITION AND WRITE-UP</p> <p>Formative composing assessment on leitmotifs</p> <p>Formative performance of Love Story</p> <p>Formative performance of Star Wars themes.</p> <p>Summative written evaluation of Avatar</p> <p>Summative exam questions on Film Music (Star Wars)</p> <p>Summative long-answer exam question on Gladiator soundtrack</p>
<ul style="list-style-type: none"> Samba and African music: Touch –up, including instrumentation, rhythms, musical features. 	<p>Study the instruments of Samba music</p> <p>Listen and identify key feautres of Samba including improvisation, Call and Response, the role of the Repinique, Syncopated and Polyrythms</p>	<p>Formative class Samba performance, focussing on ready and reciting Samba rhythms, and identifying rhythms both performed and written.</p> <p>Summative short-answer on Samba music</p> <p>Summative comparison question on two contrasting Samba rhythmic pieces.</p>
<ul style="list-style-type: none"> Greek and Palestinian Music AoS3: <p>Modes, instrumentation, irregular time signatures, common musical features</p>	<p>Learn about modes, tonality, and irregular time signatures</p> <p>Learn about the large spread of Middle-Eastern instruments: Bouzouki, Lute, Oud, Lyra, Defi, Toubouleki, Bagpipes, Karamoudza, Floyera.</p>	<p>Formative questioning and short warm-up answers on the key features of Greek and Palestinian Music</p> <p>Summative listening assessment (short-answer) on Middle-eastern music</p>

		<p>Identify key features of the voice and song-writing/lyrics in the middle east</p> <p>Learn about the rhythms of popular Greek dances, and try out the Zorba's dance</p> <p>Compare and contrast Greek and Palestinian styles of music, identifying similar features and overlap, and different features (harmony, rhythm, metre)</p>	<p>Summative (long-answer) commenting on the key features of a listening extract.</p> <p>RECORD ENSEMBLE PERFORMANCE</p> <p>COMPLETE FREE COMPOSITION AND WRITE UP</p>
11	<ul style="list-style-type: none"> Indian and Bhangra Music AoS3- Raga, Tala, Tihai, Tintal, Instruments, Rhythm patterns, Structure: Alap, Jor, Jhala, Gat <p>Bhangra: instruments, key features, structure.</p>	<p>Study the role of the Raga, and learn about the 4 sections (Alap, Jor, Jhala, Gat).</p> <p>Learn about the important role of the rhythm pattern, and listen to and watch videos of Tintal being performed on the Tabla</p> <p>Re-learn about the different Indian instruments</p> <p>Learn about the Chaal rhythm, and typical features of Bhangra music.</p> <p>Learn about Bhangra instruments (Dhol, Dholki, Dholak, Tumbi, Harmonium and western instruments)</p> <p>Listen to and perform MC Punjabi backing music.</p>	<p>START SET BRIEF COMPOSITION TO A STIMULUS</p> <p>Formative- looking at composing Raga and Tala in groups to understand the process and structure of Indian Hindustani music.</p> <p>Summative listening assessment on Indian Hindustani (Short-answer)</p> <p>Summative listening assessment on Indian Hindustani (long-answer)</p> <p>Formative performance of MC Punjabi</p> <p>Summative Listening assessment on Bhangra listening extract.</p>
	<ul style="list-style-type: none"> The Concerto through time AoS2- Learning about the Baroque, Classical, and Romantic Era. Comparing instrumentation, composers, textures, and structure, identifying key features and describing the music. 	<p>Learn about the Harpsichord, and the Continuo and accompanying bass instruments in Baroque music.</p> <p>Listen to and understand the development of the Baroque trumpet</p>	<p>RECORD SOLO PERFORMANCE</p> <p>Formative comparison of eras of classical music, identifying differences in the orchestra, and identifying eras of time</p>

		<p>Identify key Ritornello and Solo concerto structures Listen to the Music of J.S. Bach, Montiverdi, Pachelbel, Vivaldi, Purcell.</p> <p>Look at the development of music into Classical music, looking at development of the orchestra, Alberti Bass, Ternary, Binary, Rondo, Sonata structures. Listen to the music of Mozart, Beethoven</p> <p>Look at the development of music into Romantic music, looking at key Romantic composers, (Beethoven), Tchaikovsky, Rachmaninov, Elgar, Chopin</p>	<p>from a listening list, with justification.</p> <p>Summative long answer, identifying structure, era, suggested composer, instruments, and texture.</p> <p>Summative notation question, identifying time signatures, instrumentation, and melodic dictation</p> <p>Summative short-answer, on the concerto through time.</p> <p>COMPLETE SET BRIEF COMPOSITION, AND WRITE-UP</p>
REVISION	REVISION	REVISION	EXAM