



Curriculum Guide

Subject: Music

Year: 7

Key Assessment Information:

The year begins with a baseline assessment as, depending on each primary school, this may be the first time the student has done music formally. There are then assessments at the end of the rotation which are linked to the units studied. These assess listening, composition and performance skills.

Content:

Elements of Music & Carnival of the Animals

In this module students undertake a study of the building blocks of music. These include pitch, tempo, timbre, texture, duration and dynamics. The baseline assessment tests their knowledge of the elements, standard notation and listening skills. This enables teachers to identify each student's strengths as well as areas for improvement. Students will then compose, in a group, a piece of music to describe an animal, focusing on at least three of the elements of music. They generally use a range of tuned and un-tuned percussion instruments. Students are required to perform their composition on which they are assessed.

African Music

Students are given the opportunity to learn different African drumming styles using djembe drums. This module includes the study of polyrhythms and performance on both djembe and xylophone. Students will recap the 'Elements of Music' and how they can be varied within a class performance. They are then required to demonstrate the acquired knowledge by composing and performing their own piece of music in a small group using djembes and xylophones. In addition students will listen to a variety of musical extracts and perform an African vocal piece.

Blues Music

This focuses on the history of the Blues and the effects the genre has had on contemporary music and society. Students learn how to play a 12 bar blues sequence on a keyboard, using notation and thus reinforcing skills learnt in the previous topics. They will learn a song from the Blues genre and a variety of pieces throughout the twentieth century are appraised. Students compose lyrics for their own Blues composition and work out their own melodies. For students who want to stretch themselves, there are a variety of extension tasks, including improvising using a Blues scale. If students have lessons on an instrument that is appropriate for use in the project (guitar, trumpet, etc). then they are encouraged to bring this instrument to lesson to use as part of their performances and compositions.

Homework and Presentation

Students will have some small pieces of homework regarding theory and key words.

Contact Details

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Curriculum Guide

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Year: 8

Key Assessment Information:

There are assessments at the end of the rotation which are linked to the units studied. These assess listening, composition and performance skills.

Content:

Theme & Variations

Students study the Western Classical structure of theme & variations. They begin the project listening to several examples of themes and variations from various historical periods, including the main theme from the film 'Up' and several well-known TV themes. Students watch several extracts from the film 'Amadeus' to gain a visual insight into the Classical period before attempting keyboard pieces such as Pachelbel's 'Canon in D', Mozart's 'Eine Kleine Nachtmusik' and Beethoven's '5th Symphony'. In the second half of this unit students compose their own theme and variations for assessment, using one of the former pieces as a starting point.

Hip Hop & Rap Music Performing

In this project, students explore the issues surrounding drugs through Rap music. Students analyse hip hop and rap from the 1980s onwards and explore the topics covered in these pieces. All students will learn how to sing/rap a piece of music (e.g. Gangster's Paradise) and then learn how to play it using keyboards and notation. Students listen to a wide variety of music from the hip hop genre ranging from the roots of hip hop in New York/Jamaica with artists such as Kool Herc through to the music of contemporary artists such as Kanye West.

Students are then required to write their own lyrics highlighting the dangers of drug abuse/addiction. When this is complete they compose a backing track for their song using different chord progressions (chords I, II, IV, V and VI of C major). Some students may use ICT - Garage Band or Logic sequencing software in order to produce a professional backing for their songs. They will then perform their finished compositions for the class.

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