



MUSIC

Why is the study of Music important?

Music is a valuable subject for all to study whether you are a gifted musician or have never engaged in music outside of school. Music's place in your education has important wider benefits on personal and social development building your confidence, self-esteem, sense of achievement and ability to relate to others.

The study of music is important because music is an important component of our human experience. Whether singing, playing, or listening, the study of music helps you listen and hear in new ways. Plato said that music "is a more potent instrument than any other for education". Music requires you to use both sides of your brain and develops your ability to think academically, emotionally, physically and spiritually. What would life be like with no music? Studying music can lead to your personal life time pursuit of music for your own personal enjoyment. Fill your life with the power of music.

Music is academic; it trains your brain for higher forms of thinking. Music can be physical and like any performance skill requires practice and rehearsal but it also promotes movement through rhythm and promotes health and well-being as it demands an emotional engagement. **Music is an art form.** We are emotional beings and your study of music from Year 7 will provide an artistic outlet and a vehicle for expression. **Music is for life you may not be able to play an instrument but we can all feel uplifted by music. See its study as a gift - you could have fun learning how to play in ensembles, experience the fast paced changes to music technology and perform.** You will listen to musical compositions from a wide variety of genres from classical, different cultures and dance, to pop and film music.

What skills will the study of Music teach you?

Music plays an important role in academy life both inside and outside of your lessons, developing a wide range of skills and opportunities to enjoy live music experiences and participate in music making in a range of genres. Why not get inspired and motivated to engage further with music through clubs, bands, choirs, performances and music instrumental lessons. Music will teach you to understand critical engagement (LISTENING), Expression (PERFORMING) Creation (COMPOSING)

- listen
- perform
- compose
- participate
- collaborate

What will you know and understand from your study of Music?

From Year 7 you will be exposed to a wide variety of music genres from classical, cultural music, drumming and dance, to pop and film music. Across your music study you are encouraged to make connections through your music-making in order to place the music in context. You will develop your knowledge of music theory, relevant notations, traditions and skill based learning on guitar and keyboard which will ensure that you develop as musically literate individuals, capable of playing a musical instrument, with a solid understanding of the global importance of music and an ability to analyse and justify your opinions to enhance your critical understanding.

Technology plays an important role in supporting, extending and enhancing the teaching of music. You will find it interesting to use programmes that support your music making and this will inspire, motivate and stretch your engagement in music making.

If you have a specific interest in developing your talent for music and wish to work towards your graded examinations you will have the opportunity to take up music lessons on your chosen instrument be it guitar, drums, voice, brass or woodwind. We offer support with these lessons for any students choosing to study music at Tech Award.

You will learn

- practical music skills
- composition
- notation
- aspects of music technology
- elements of performance
- cultural richness of music
- music history

How does your study of Music support your study in other subjects?

Study of any subject in our curriculum takes full advantage of links with other subject areas- we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Music touches and links to many of your other subjects and importantly your wider life experience. Music is an intrinsic part of our lives. Music can play an active part in developing cultural awareness and celebrating diversity and in this way it has strong links with Religious Education, Geography, Citizenship and our wider British values. Music plays a significant role in creating an appropriate balance between work and play and positively affects our physical and mental wellbeing. It has

strong connections to Physical Education, Dance and Drama and also complements the wider agenda of emotional health and wellbeing - it can help change the way we feel.

New technologies are transforming the way in which we work and learn in music and this creates strong links with ICT, Computer Science and Media Studies. Creativity and critical thinking is fostered by music study. It develops your capacity for original ideas and purposeful action. The development of musical knowledge through the key processes of performing, composing, listening, reviewing and evaluating contains many elements that could truly inspire your creativity. Here there are strong links to other creative subjects such as Art, Design Technology and English. In music you learn much about the notations of composers and the sounds made by musicians. You look at counting, rhythm, scales, intervals, patterns, symbols, harmonies, time signatures, overtones, tone and pitch. These are all connected to mathematics. Even tuning instruments rests in mathematics.

How can you deepen your understanding of Music?

You will have access to a wealth of exciting and rewarding extra-curricular opportunities to enhance your study of Music – a testament to the enthusiasm, passion and creativity of both staff and students of all year groups. Students engage in work with professional companies and artists that are brought into the academy to deliver workshops and performances. There are plenty of occasions to work with students from different year groups ensuring that music is a great way to build friendships and have fun. Why not join the enrichment clubs within the academy and give yourself the opportunity to show what you can do? The experience will develop your skills and confidence as you can take part in a variety of musical events be it summer concerts, carolling, choir or band or taking up opportunities to take part in high quality productions and performances both within your academy and across the Trust where appropriate. This has a tangible impact on your achievement and enjoyment of Music. In Music we aim to support the study of music with peripatetic music classes (these are funded for any students studying Music at BTEC). Why not get involved in our weekly music clubs, which are aimed at developing your skills and interests so that you can showcase your work and develop your love of performance? From this, you can gain much-needed experience in rehearsing, time management and performance as well as benefiting from being involved in choirs and ensembles on a more regular basis. There are plenty of other ways to be involved. We run various trips and events that allow you to watch quality music and theatre productions in different venues be they local or national theatres.

In addition to opportunities within the academy, Outwood Grange Academies Trust organises Trust wide events for our most passionate performers / artists. This is an opportunity to work with other performing arts students from across the Trust on large scale performances with 300+ performers. These events are held at large scale professional venues such as The West Yorkshire Playhouse or York Barbican and give the opportunity of performing on a large stage in front of family and friends. This promises to be an experience you would never forget!

How are you assessed in Music?

Throughout the five years, you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future BTEC and A Level study. There are 6 assessment points each year that we term Praising Stars©. We assess how you at your current stage of study are on track to reach your end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Music curriculum.

Key Assessment Objectives

Performing: Playing and Singing

- 7.1 Demonstrate fluency and accuracy on at least two instruments (see **age related expectations** for common classroom instruments)
- 7.2 Demonstrate ensemble listening skills in a group task
- 7.3 Use appropriate musical notation when playing and singing
- 8.1 Coordinate their musical role with other performer(s), considering timing and balance (see **age related expectations** for common classroom instruments)
- 8.2 Include solos or moments of musical leadership in performance
- 8.3 Make adjustments to facilitate musical interpretation and sensitive ensemble performance
- 9.1 Collaborate effectively with other performers showing the ability to lead
- 9.2 Play/sing from appropriate notation with confidence and expression
- 9.3 Play/sing in a way that demonstrates musical interpretation

Creating: Composing and Improvising

- 7.4 Select appropriate sounds for solo or group compositions, making appropriate choices about instrumental forces and timbre
- 7.5 Create compositions which make thoughtful use of the inter-related musical elements
- 7.6 Develop and extend musical ideas and patterns effectively
- 8.4 Create music in more than one genre, evidencing melody development and rhythmic interest, making use of musical features and devices
- 8.5 Refine ideas effectively, through improvisation, mutual evaluation and discussion

- 8.6 Identify, comment on and make links between musical devices in curriculum topics
- 9.4 Compose music in more than one genre, which makes controlled use of musical features and devices
- 9.5 Compose music which demonstrates development of musical ideas
- 9.6 Make accurate use of appropriate notations to realise musical ideas

Critical engagement

- 7.7 Identify a variety of different instrument sounds and families
- 7.8 Identify and comment on musical devices in a range of topics
- 7.9 Recognise musical symbols and appropriate notation, demonstrating an ability to use these in performance
- 8.7 Have a secure understanding of appropriate notations
- 8.8 Evaluate the success of their own work and set realistic targets for improvement
- 8.9 Explore the contexts and origins of a variety of different musical styles, genres and traditions
- 9.7 Discuss and analyse music in some detail, using key words and musical terms
- 9.8 Write accurate responses to music, using musical vocabulary
- 9.9 Explore and understand the contexts, origins and traditions of different musical styles, genres and traditions

How can Music support your future?

Of course we offer the study of BTEC Tech Award and we encourage your continued study in this fantastic subject. We know that choice and personal interest are important aspects of worthy study. Whether you have continued your study of Music into BTEC or not you will have gained access to this enriching subject and its study will have taught you to think differently and deeply.

Music is offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines. The very fact that you have been able to study creative thinking will help your future applications be they for colleges, universities, apprenticeships or employment.

Careers that the study of Music supports include:

- Performers & Writers
- Recording
- The Record Industry
- Music Business
- Music Industry Touring
- Facility, Arena & Club management
- Film Music
- Music Journalism
- Music Education
- Public Relations & Advertising
- Radio & Television
- Symphony and Orchestra
- Music Health
- Music industry and merchandising
- Instrument work and development

Music Curriculum Progression Pathway At Outwood Academy Carlton

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
Autumn I	<p><u>Musical Elements</u></p> <p>students will explore the foundational components of music that shape how it is experienced and performed. They will begin with Active</p>	<p><u>Blues</u></p> <p>students will explore the origins and structure of this influential genre. They will learn that the Blues began as a form of musical expression</p>	<p><u>Canon in D</u></p> <p>Students will explore the famous piece composed by Johann Pachelbel during the Baroque period. They will learn about Broken Chords,</p>	<p>GCSE Music</p> <p><u>MADTSHIRT</u></p> <p>Students will explore essential musical concepts and terminology required</p>	<p><u>AOS2 - Music for Ensemble</u></p> <p>Students will explore essential concepts related to musical textures and ensemble performance.</p>

<p>Listening, which involves engaging with music attentively to understand its structure and details. The topic will also cover the four families of the orchestra—strings, woodwinds, brass, and percussion—helping students recognise the roles and sounds of different instruments. Students will learn about Dynamics, which describe the volume levels in music, and Tempo, the speed at which music is played. Lastly, students will study Texture, which refers to how different musical layers and voices interact to create depth in a piece of music.</p> <p>Listening Activities: Camille Saint Saen John Adams</p>	<p>for African Americans in the late 19th century, rooted in their experiences of hardship and resilience. Students will study the I, IV, and V chords, which are the primary chords in blues music and share a harmonic relationship that forms the foundation of the genre. They will also learn how to build chords using semitones, understanding the intervals that create the distinctive sound of the blues. Additionally, students will practice improvising the blues, a key feature of the genre where musicians create spontaneous melodies over the blues chord progression. Lastly, students will explore the typical lyric structure of blues, often following a 12-bar format with an AAB rhyme scheme.</p> <p>Listening Activities: Robert Johnson B.B King</p>	<p>where the notes of a chord are played individually rather than together, and how this technique is used in the piece. Additionally, students will examine the instruments typically used to perform Canon in D, such as strings (violins, cellos), harpsichord, and continuo. They will also explore the concept of a Musical Canon, a compositional technique where a melody is imitated and layered by different voices. Finally, students will discover how Pachelbel's influence is seen in modern music, especially in popular songs that use similar chord progressions.</p> <p>Listening Activities: Johann Pachelbel Antonio Vivaldi</p>	<p>for GCSE Music. They will begin by examining how a melody moves, focusing on ascending and descending movements, as well as the differences between conjunct and disjunct motion. The topic will cover how musicians articulate their music, discussing terms such as largo, staccato, arco, and pizzicato. Students will learn about various dynamic markings, including pp, p, mp, mf, f, and ff, which indicate the volume of the music. They will explore common textures found in music, such as monophonic, polyphonic, and homophonic textures. The topic will also address common structures, including verse/chorus, binary, and ternary forms.</p>	<p>They will define key terms such as sonority, timbre, and texture, and examine the differences between monophonic, polyphonic, and homophonic textures. The topic will cover the concept of a musical canon and delve into the characteristics of chamber music ensembles, describing the structure and features of a duo, trio, quartet, and quintet. Students will then investigate the 12-bar blues structure and learn how to improvise within this framework. The comparison between blues and jazz will be discussed, focusing on how jazz extends chords (e.g., 7th chords) and the role of syncopated and swing rhythms. Finally, students will define melismatic and syllabic melodies, particularly in the context of scat singing, to understand the vocal</p>
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					techniques used in jazz music.
Autumn 2	<p><u>Ukulele</u></p> <p>Students will explore the fundamentals of playing this popular instrument. They will begin by identifying the main parts of a ukulele, such as the body, neck, frets, strings, and tuning pegs, understanding how each part contributes to its sound. Students will learn how to tune a ukulele, usually to G-C-E-A, and why proper tuning is essential for producing accurate and harmonious notes. They will study chords, which are combinations of notes played together, and learn why chords are essential for creating the harmony in most songs. Students will practice a common strumming pattern, an essential technique for maintaining rhythm and</p>	<p><u>Reggae</u></p> <p>Students will explore the rhythmic and musical features that define this genre, originating in Jamaica. They will learn about Call and Response, a technique where one voice or instrument makes a musical statement and another responds, creating a conversation through music. Students will examine the bass riff in Three Little Birds by Bob Marley, noting its prominent, relaxed groove that underpins the song. They will also explore Polyrhythm, where two or more conflicting rhythms are played simultaneously, a key element in reggae's complex rhythm structure. We will introduce the One Drop rhythm, where the bass drum emphasises the</p>	<p><u>A Day in the Life</u></p> <p>Students will dive into the music of The Beatles, one of the most influential bands of the 1960s, known for revolutionising popular music with their innovative sound and songwriting. They will learn how to play slash chords, which involve playing a chord with a different bass note than the root. Students will explore the use of an Anacrusis, a note or sequence of notes that comes before the first strong beat of a musical phrase. Additionally, they will study what a 7th chord is, which adds a seventh note to the basic triad, creating a richer harmony. Finally, students will examine how The Beatles developed their lyrics, from simple love songs to more</p>	<p><u>Solo Performance</u></p> <p>To benchmark current instrumental experience and to develop an understanding of the Performance mark scheme - all students will perform their first solo performance at the start of this half term.</p> <p><u>MADTSHIRT Cont.</u></p> <p>Students will gain an understanding of harmony, including the roles of the root, third, fifth, and octave. They will identify the instrument families, including strings, brass, woodwind, and percussion. The topic will conclude with an exploration of common rhythms, including note values, dotted notes, and rests, as well as how to</p>	<p><u>AOS3 - Film Music</u></p> <p>Students will explore the techniques composers use to enhance storytelling through music. They will compare Mickey Mousing with underscore, understanding how each serves the narrative. The topic will cover how composers create action and excitement using elements like instrumentation, rhythm, tempo, and dynamics. Students will learn how to build anticipation and suspense through techniques such as sustain, pitch, drones, and dissonance. They will also discover how composers evoke romance by manipulating pitch, texture, and string articulation. The concept of leitmotifs will be examined,</p>

	<p>adding character to their playing.</p> <p>Listening Activities Vance Joy - Riptide IZ - Over The Rainbow</p>	<p>third beat of the measure, creating a signature reggae feel. Finally, students will learn about the Ska stroke, a guitar strumming technique that accents the off-beats, an important precursor to the reggae sound.</p> <p>Listening Activities: Bob Marley Jimmy Cliff</p>	<p>complex, thought-provoking themes, reflecting their evolving artistry and the social changes of the 1960s.</p> <p>Listening Activities: The Beatles Rolling Stones</p>	<p>identify time signatures and tempo through 4/4, 3/4, BPM, and other markings</p>	<p>alongside a discussion of memorable intervals. Additionally, students will explore how to start a melody using conjunct and disjunct motion, and they will study phrasing through the question and answer technique. Finally, the topic will introduce minimalist techniques such as phasing, cells, and metamorphosis, highlighting their use in film music to create a unique auditory experience.</p>
Spring I	<p><u>Drumming</u></p> <p>Students will continue to explore the musical elements of Rhythm, Tempo and Metre through the use of various percussion instruments.</p> <p>They will learn how to perform as part of an African Drumming ensemble as well as learn how to perform fills and</p>	<p><u>World Rhythms</u></p> <p>Students will explore drumming around the world and it's cultural significance. They will begin by investigating where Samba music originally came from, examining its roots and historical context. Students will identify common Samba instruments, learning about the unique sounds that contribute to this vibrant genre. The topic will also</p>	<p><u>Metal Guru</u></p> <p>Students will explore key elements of Rock music, focusing on its defining features and sound. They will learn about the purpose of a riff, a repeated musical phrase central to many rock songs. Students will also explore the structure of a pentatonic scale, which is frequently used in rock music. The topic will investigate whether most</p>	<p><u>AOS4 - Popular Music</u></p> <p>Students will explore key concepts that define contemporary musical compositions. They will begin by discussing the usefulness of the circle of fifths and how it aids in understanding key relationships. The topic will cover some common chord progressions, examining their roles in popular music. Students will</p>	<p><u>Performance & Composition</u></p> <p>In this dedicated Composition and Performance topic, students will have the opportunity to focus on finalising their two compositions—one free and one based on a brief. During this time, they will work on refining their creative ideas, ensuring that their compositions effectively express their musical</p>

	<p>basic drum beats on the drum kit.</p>	<p>cover the purpose of African drumming, discussing its role in cultural expression and community bonding. Additionally, students will explore which instruments are used in African drumming, focusing on the diverse range of drums and percussion. Finally, they will analyse how world rhythms have influenced contemporary music genres, tracing the connections between traditional and modern musical forms.</p> <p>Listening Activities African Drumming Samba Drumming</p>	<p>riffs are conjunct or disjunct, considering how the notes are arranged in a melody. Lastly, students will look into why guitarists use distortion, examining how this effect shapes the tone and feel of rock music.</p> <p>Listening Activities: Fleetwood Mac T-Rex</p>	<p>describe typical song structures, including 32 bar, strophic, and verse-chorus forms. They will also explore the difference between primary and secondary chords, including concepts like chord inversions. The lesson will include an examination of the four types of cadences and their functions in music. Finally, students will learn how to modulate a key using techniques such as pivot chords and discussing close and related keys.</p>	<p>intentions.</p> <p>Students will also have the chance to rehearse and polish their solo and ensemble performances. By the end of this focused period, students will be well-prepared to present their compositions and performances, showcasing their growth and creativity in music.</p>
<p>Spring 2</p>	<p><u>Time Travellers</u></p> <p>Students will explore foundational concepts related to reading music and understanding notation. They will learn about a memory tool for the Treble Clef, which aids in recalling</p>	<p><u>Fusion</u></p> <p>Students will explore the evolution of music and its cultural intersections. They will begin by examining how music developed in the 1960s, focusing on the influences and innovations</p>	<p><u>Under Pressure</u></p> <p>Students will explore various aspects of musical texture and its significance in compositions. They will begin by defining texture and examining different types, including monophonic</p>	<p><u>Set Study - Toto Africa</u></p> <p>Students will analyse the song "Africa" to deepen their understanding of its musical elements. They will begin by exploring when "Africa" was written and released, placing it in its</p>	<p><u>Revisit - AOS 1,2,3 & 4</u></p> <p>In AOS 1: Musical Forms & Devices, they will review musical forms such as binary and ternary and analyse works from the Baroque, Classical and Romantic eras.</p>

	<p>the names of the lines and spaces. Students will also examine how middle C is represented on the staff, providing a visual reference for this important note. The topic will discuss the difference between a melodic step and a leap, focusing on how notes move in relation to one another. Additionally, students will explore how many notes are found in the C major scale and how a dot impacts a note's value, enhancing their understanding of rhythmic notation</p> <p>Listening Activities: J.S Bach Ludwig van Beethoven Edvard Grieg</p>	<p>that shaped the decade. The topic will include discussions on the types of effects used in music during this period and their purposes in creating unique sounds. Students will learn about the sitar, a traditional Indian instrument, and its role in both classical and contemporary music. They will also explore the Indian Raga scale, understanding its structure and significance in Indian music. Finally, students will discuss how and why we still use fusion today, analysing its impact on various genres and the continued blending of musical styles across cultures.</p> <p>Listening Activities: Paint it black Hurdy Gurdy Man Norwegian Wood</p>	<p>texture, polyphonic texture, and homophonic texture. The topic will also cover the concept of an arpeggio and how it is used in music. This exploration will be enriched by analysing songs by Queen, allowing students to see these concepts in action and understand how they contribute to the band's distinctive sound.</p> <p>Listening Activities: Queen David Bowie Eurhythmics</p>	<p>historical context. The topic will cover the instruments featured in the song, discussing their roles and contributions to the overall sound. Students will examine the tonality of the intro, verse, and chorus, noting any shifts or patterns. They will also analyse the structure of the song, identifying its different sections. Additionally, students will describe the dynamics, tempo, and time signature, enhancing their understanding of how these elements shape the piece. The topic will culminate in an Africa Listening Paper, allowing students to apply their knowledge and insights.</p>	<p>In AOS 2: Music for Ensemble, students will revisit textures like monophonic, polyphonic, and homophonic, along with the structure of chamber music groups and the 12-bar blues.</p> <p>In AOS 3: Film Music, they will examine how composers evoke emotions through techniques like Mickey Mousing and leitmotifs, enhancing their understanding of film scores.</p> <p>Finally, in AOS 4: Popular Music, students will revisit the circle of fifths, common chord progressions, and the differences between primary and secondary chords.</p> <p>This recap will strengthen their knowledge and effectively prepare them for</p>
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					the summer exam.
Summer I	<p><u>Video Games</u></p> <p>Students will explore the evolution of music in gaming and its impact on the player experience. They will learn how music was generated for retro video games, examining the technology and techniques used during that era. The topic will delve into what makes a game feel so immersive, including sound design and music's role in enhancing the atmosphere. Students will also investigate the concept of an ostinato, a repeated musical phrase that can create a sense of continuity. Additionally, they will explore the idea of a sequence in music and how it relates to the development of musical themes. Finally, students will learn about retrograde, a technique where a musical</p>	<p><u>school of Rock</u></p> <p>Students will dive into essential concepts and techniques used in rock music. They will begin by exploring a common chord progression, understanding how it forms the foundation for many rock songs. Students will learn about power chords, which are a staple in rock music for their strong, full sound. The topic will also cover how to play a backbeat, focusing on its role in creating rhythm and energy in a song. Additionally, students will examine the features that make the bass lower than a guitar, discussing its range and tonal qualities. Finally, students will identify what is considered the opposite of expression, exploring how this concept relates to musical performance and</p>	<p><u>Roll With It</u></p> <p>Students will explore the musical landscape of the 1990s, focusing on key genres and movements. They will begin by defining Britpop, examining its characteristics and cultural significance in the UK music scene. Students will learn how open chords sound, appreciating their rich tonal qualities in various songs. The topic will delve into what inspired the movement of Grunge, considering the social and musical influences that shaped this genre. Additionally, students will explore why power chords are beneficial for DIY musicians, particularly in terms of simplicity and versatility. Finally, they will compare the lyrical messages of both Britpop</p>	<p><u>Set Study - Badinerie (J.S Bach)</u></p> <p>Students will explore the intricacies of this renowned piece. They will begin by investigating when Badinerie was composed, placing it within its historical context. The topic will cover the tonality and time signature, helping students understand the musical framework of the piece. They will examine how the melody is presented, discussing its characteristics and stylistic elements. Additionally, students will describe the tempo and dynamic markings, which contribute to the overall expression of the music. The topic will also address how Badinerie is structured, identifying its various sections and forms. Finally, students will</p>	<p><u>Revisit - Set Studies</u></p> <p>Students will deepen their understanding of each piece through detailed score analysis. For Badinerie, they will explore its tonality, time signature, and melodic presentation, examining how tempo and dynamic markings contribute to its expression. They will identify the structure of the piece, focusing on its various sections and forms.</p> <p>In the Set Study - Africa, students will analyse the instruments featured in the song and their contributions to the overall sound. They will look at the tonality of different sections, as well as the dynamics, tempo, and time signature, noting how these elements shape the piece.</p>

	<p>passage is played backwards, adding an interesting dimension to composition and gameplay.</p> <p>Listening Activities: Winifred Phillips Koji Kondo</p>	<p>interpretation.</p> <p>Listening Activities: ACDC The Clash</p>	<p>and Grunge, analysing how each style reflects different aspects of life and culture during the 90s</p> <p>Listening Activities: Blur Oasis Nirvana</p>	<p>complete a Badinerie Listening Paper, allowing them to apply their knowledge and insights from the study.</p>	<p><u>Exam Preparation</u></p> <p>Students will review all areas of development based on their mock reflections. This will ensure they are fully prepared to access all aspects of the exam.</p>
<p>Summer 2</p>	<p><u>Hooks & Riffs</u></p> <p>Students will explore the key elements that make songs memorable. They will begin by examining the difference between a hook and a riff, understanding their distinct roles in music. The topic will cover how hooks and riffs have evolved throughout popular music, highlighting their development across different styles. Students will learn techniques to enhance a hook or riff and discuss how these elements contribute to a song's</p>	<p><u>Film Music</u></p> <p>Students will explore the integral role music plays in enhancing the cinematic experience. They will examine the original purpose of film music, focusing on how it was used to support storytelling and evoke emotions. The topic will include discussions on hit points, which are specific moments in a film where music aligns with key actions or events. Students will learn about the role of a Foley Artist, who creates sound effects that enhance</p>	<p><u>NewMusicFriday</u></p> <p>Students will engage in the creative process of composing their own music. They will begin by determining their key signature, establishing the tonal foundation for their piece. Students will identify their first four chords, exploring how these chords will shape the harmonic progression. They will specify their chosen genre, discussing its characteristics and how it influences their composition style. Additionally, students will</p>	<p><u>AOSI - Musical Forms and Devices</u></p> <p>Students will explore key concepts from the Baroque and Classical eras. They will learn when the Baroque era occurred, identify famous composers, and understand how the harpsichord produces sound, along with the concept of terraced dynamics and common string articulations. Transitioning to the Classical era, students will compare the piano to the harpsichord and explore</p>	

	<p>popularity. Finally, they will analyse how the use of hooks and riffs can differ between genres of music, exploring the stylistic choices that shape their implementation.</p> <p>Listening Activities: White Stripes Deep Purple</p>	<p>the realism of a film's audio landscape. They will also explore the concept of a leitmotif, a recurring musical theme associated with a character, place, or idea within a film. Finally, the topic will discuss the impact of using silence in film, highlighting how it can create tension, emphasise moments, or evoke a range of emotions.</p> <p>Listening Activities: John Williams Hanz Zimmer Danny Elfman</p>	<p>consider which other instruments they will incorporate, allowing for a richer sound and texture. Finally, they will outline their structure, mapping out the arrangement of sections within their piece to create a cohesive musical journey.</p> <p>Listening Activities: Charlie Puth Ed Sheeran Billie Eilish</p>	<p>musical forms, including binary, ternary, and rondo form. They will explore when the Romantic era occurred and delve into the definition of an ostinato, understanding its repetitive nature. Students will cover what constitutes a musical sequence and the concept of retrograde, where a melody is played backward. Additionally, students will discuss why composers use dotted rhythms, examining how these rhythms enhance musical expression and drive. This overview will provide a solid foundation in musical forms and devices from these influential periods.</p>	
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