

## Music Department

### Long-term sequencing Year 7

<p><b>INTENT:</b> The Stuart Bathurst Music curriculum aims to enable all students, regardless of background, ability or additional needs, to flourish in order to become the very best version of themselves. Through engagement in immersive and meaningful musical experiences inside and outside of school, students will build on their innate musicality, individually and within the ensemble, whilst being committed to an inclusive, supportive environment for progress.</p> <p><b>RATIONALE:</b> Musical progression is taught across a range of instruments and within a wide range of contexts and traditions. Within each of these areas, Musical progress is anchored to three Conceptual Frameworks that are common in all topics, contexts and instrumental studies across Key Stage 3 and 4;</p> <p><b>Conceptual Framework 1:-Show musical awareness to perform sympathetically with the ensemble.</b> <b>Conceptual Framework 2:- React musically and play accurately from a range of stimuli where appropriate.</b> <b>Conceptual Framework 3:- Understand and develop a strong sense of interconnected musical dimensions through performance, appraisal and composition.</b></p> <p>It is in embedding these three Conceptual Frameworks of knowledge that empowers students to engage in and take responsibility for their musical progress, into being lifelong musical enthusiasts enriched with the skills and knowledge to continue making musical progress beyond the classroom.</p>		
<p><b>HALF TERM 1:</b> <b>STUDENTS MUST KNOW;</b> <b>Percussion Ensemble 1 Tradition Focus:</b> African Drumming <b>Vocal Ensemble 1 Tradition Focus:</b> Popular Music styles</p> <p>Musicality and rhythmic tightness. Standard notation sight reading. Rehearsal and Performance</p> <p><b>Ensemble Specific</b> <b>Percussion</b> -Rhythm <b>Vocal</b> - Pitch, Scales. Ensemble performance accuracy Musicality Active listening skills Effective instrument-specific technique (Percussion) including grip, wrist and fingers. Effective instrument-specific technique (vocal)</p> <p><b>HOW THIS WILL BE ASSESSED:</b> Class performance – opportunity for solo and group performances.</p>	<p><b>HALF TERM 2:</b> <b>STUDENTS MUST KNOW:</b> <b>Keyboard 1 Tradition Focus:</b> Western Classical Tradition <b>Guitar Ensemble 1 Tradition Focus:</b> Funk</p> <p>Right hand technique and control Active listening skills, Engagement with written musical language Finger numbering system, wrist and arm posture and development of control. Ensemble performance Accuracy <b>Keyboard</b> Right hand 5 finger development. Standard notation. <b>Guitar</b> - Right- and left-hand fretting technique and control. Guitar tablature</p> <p><b>How this will be assessed:</b> Class performance – opportunity for solo and group performances</p>	<p><b>HALF TERM 3:</b> <b>STUDENTS MUST KNOW:</b> <b>Ensemble 1 Tradition Focus:-</b> Popular Music <b>Music Technology 1 Tradition Focus:-</b> Electronic Music Free Composition</p> <p><b>Ensemble</b> Instrument-specific technique and control, chords and harmony. <b>Music Technology</b> DAW technique and control, chords and harmony, diatonic scales, basslines. Ensemble performance accuracy Musicality Active listening skills Engagement with written musical language Effective Instrument-specific technique Mixing with intent, sound design, synthesis and creating tension and release.</p> <p><b>How this will be assessed:</b> Class performance – opportunity for group performances and sharing compositions.</p>

# Stuart Bathurst Catholic High School

<p><b><u>HALF TERM 4:</u></b>  <b>STUDENTS MUST KNOW:</b>  <b>Percussion Ensemble 2 Tradition Focus:-</b> Samba and the Music of Brazil  <b>Vocal Ensemble 2 Tradition Focus:</b> Popular Song</p> <p><b>Percussion</b>          Syncopated rhythmic devices. Standard notation sight reading.  <b>Vocal</b>          Diatonic scales, pentatonic scales. Accurate pitching continued.          Ensemble performance accuracy          Musicality          Active listening skills          Effective instrument-specific technique (Percussion) including grip, wrist and fingers.          Effective instrument-specific technique (vocal)</p> <p><b>HOW THIS WILL BE ASSESSED:</b>          Class performance – opportunity for solo and group performances.</p>	<p><b><u>HALF TERM 5:</u></b>  <b>STUDENTS MUST KNOW:</b>  <b>Keyboard 2 Tradition Focus:</b> Western Classical Tradition  <b>Guitar Ensemble 2 Tradition Focus:</b> MOR/Americana</p> <p><b>Keyboard-</b> Develop pitch, accidentals, chromatic scales, diatonic scales, pentatonic scales, key signatures.  <b>Guitar</b> -Right and left hand fretting technique and control. String skipping. Tablature reading.          Right hand technique and control          Active listening skills, Engagement with written musical language          Finger numbering system, wrist and arm posture and development of control.          Ensemble performance Accuracy</p> <p><b>HOW THIS WILL BE ASSESSED:</b>          Class performance – opportunity for solo and group performances.</p>	<p><b><u>HALF TERM 6:</u></b>  <b>STUDENTS MUST KNOW:</b></p> <p><b>Ensemble 2 Tradition Focus:-</b> Popular Music  <b>Music Technology 2 Tradition Focus:-</b> Electronic Music Free Composition</p> <p><b>Ensemble</b>          Instrument-specific technique and control, chords and harmony.  <b>Music Technology</b>          DAW technique and control, chords and harmony, diatonic scales, basslines.          Ensemble performance accuracy          Musicality          Active listening skills          Engagement with written musical language          Effective Instrument-specific technique          Mixing with intent, sound design, synthesis and creating tension and release.</p> <p><b><u>Mock preparation</u></b>          Assessment in Key Stage 4 is heavily weighted towards practical music making, and therefore it is appropriate to set an assessment similar to previous HTs.</p>
<p><b>Home learning set will consist of a combination of:</b>  <b>Retrieval practice, low stakes quizzes, FoS.</b></p>		