

Morna International College Music Overview
Key Stages 3&4

Year 7

My Music So Far **
Elements of Music
Pulse and Rhythm
Keeping Time
Cracking the Code **
Major Scale

Year8

Patterns and Structures
Intervals
Polyrhythms
Chords
Indian Music

Year9

The Blues
Film Music
Variations
Ground Bass
Pop Music

** These units have been or will be delivered in differentiated forms to all years from Year 7 upwards to assess knowledge and provide all secondary students with a basic understanding of music notation.

Year 10

Britpop
Orchestral Landmarks
Musicals
The Music of Africa

Year 11

Minimalism
Dance Music
Fusions
Recap of topics

Year 7

My Music So Far – As students begin music at Key Stage 3 it is beneficial to establish the extent of pupil’s musical knowledge and ability at this point. The scheme “My music so far” has been designed specifically and through a series of practical and theoretical tasks, makes pupils aware of their individual level in music.

Elements of Music - This unit introduces pupils to the fundamental building blocks of music and how they are used and put together to create music. Pupils work on Pitch, Dynamics, Tempo, Texture, Timbre, Duration, Attack and Decay, and Silence.

Pulse and Rhythm - This unit builds on knowledge gained from the previous unit (Elements of Music) and prepares pupils for the next unit, Keeping Time. The unit concentrates on pulse and rhythm and introduces pupils to basic rhythmic notation (crotchets, quavers, crotchet rests).

Keeping Time - This unit builds on the previous unit of study 'Pulse and Rhythm'. Pupils begin to add pitch to rhythmic notation in the form of the pentatonic scale and learn to perform two pitched parts together and in time. This unit is expected to take 5-6 lessons.

Cracking the Code - This unit progresses and builds on knowledge gained from previous units. Pupils look at how notes are pitched on the staff and progress their knowledge of note lengths from earlier units. Pupils also learn where the notes are on the musical keyboard and how these correspond to the notes on the staff.

Major Scale - This unit further reinforces note lengths and musical notation and introduces pupils to semitones and tones. Pupils learn how the major scale is constructed, play the scale with correct finger technique and how to compose a simple melody using the notes of the major scale.

Year 8

Patterns and Structures – This unit introduces students to the different ways in which composers structure a piece of music through the study of verse/chorus, call & response, binary, ternary and rondo forms.

Intervals - This unit develops pupils' ability to identify and create music using various intervals. During this unit pupils will use the interrelated skills of performing, listening and composing to help them understand how music uses intervals. This unit builds on previous learning of patterns and structure.

Polyrhythms – This unit allows students to explore polyrhythms which form the basis of much different music around the world. Students will examine, perform and compose polyrhythms and examine their use in the minimalistic music of composers such as Steve Reich and the traditional music of Africa and Indonesia.

Chords – In this unit, pupils will look at the construction of triads. They will look first at the primary triads. Pupils will then learn how to play a simple chord pattern based on a popular song. This will be performed in pairs with a rhythmic accompaniment. Pupils will then be asked to compose their own patterns using 3 or 4 triads to be performed with accompaniment on the electronic keyboards.

Indian Music – This unit looks at how music is used and performed in a non Western culture (India), it also develops knowledge and skills such as scales, improvisation and notation gained in previous Key Stage 3 units.

Year 9

Blues Music – In this unit, students will examine the origins of blues music. Using electronic keyboards, students will perform a blues bass line and 12 bar blues chord sequence. Pupils will also learn the blues scale and will be expected to improvise using this scale over a familiar blues backing. Students will compose their own modern blues songs using the 12 bar blues format. This unit is expected to take 5-6 weeks.

Film Music – This unit develops pupils performing, listening and composing skills through the study of music used in film. The unit concentrates on how music can encapsulate the appropriate mood of a film and how it may be used for affect in particular scenes. The unit also reinforces notation and keyboard skills and is expected to last 3- 4 weeks.

Variations – This unit develops pupils' ability to recognise, explore and make creative use of musical devices found in variation form. During this unit pupils explore how a musical idea can be adapted to create different moods and effects. They will explore a range of music in variation form from different times, identifying the main features of the music and the musical devices used by composers. These activities provide an intellectual challenge in assessing how far something can be changed before it is no longer recognisable.

Ground Bass - This unit builds on knowledge gained from the previous unit (Variations). The work on variations is taken further by the use of Ground Bass and showing how a set of variations can be combined with a Ground Bass accompaniment.

Pop Music - In this unit, pupils learn to recognise and understand how composers structure songs and how instrumental arrangements can play an important part in the success of popular songs. They learn to create their own songs, working within fixed parameters. They also learn how music technology can be used to structure, shape, arrange and provide a backing to popular songs. This unit is expected to take 4 - 6 weeks.

Year 10

Britpop – In this unit, students will examine the Britpop 'explosion' which occurred in the mid 1990s and its relationship with the 1960's heyday of British pop music featuring the bands The Beatles, The Kinks and The Who. Students will study the defining characteristics of the genre and produce their own composition in a similar style. This unit builds on knowledge gained in the Year 9 unit, Pop Music and is expected to take 4 – 6 weeks.

Orchestral Landmarks – Students will study the different structures used within Western classical music (1600 – 1899) and through composing, performing and appraising of landmark classical works, will develop an aural perception and detailed musical knowledge of the following topics: ground bass and variations, ternary form and rondo. Students will study the context in which this music was created and performed and the instrumental resources available at the time.

Musicals – In this unit, students will examine the songs used in musicals from 1920's Broadway to present day West End productions. Students will examine the lyrical importance of the songs in terms of plot development and the musical structures of the songs leading to a compositional task in a style characteristic of the genre. This unit is expected to take 4 – 6 weeks.

The Music of Africa – Students will examine the traditional music of Africa including singing, drumming and instrumental pieces. Students will investigate the importance of this music on everyday life in Africa and examine the major elements of repetition, improvisation, polyphony, cross-rhythms, variations and call and response. Students will compose a rhythmic piece characteristic of the genre. This unit is expected to take 4 weeks.

Year 11

Minimalism – Students will study the origins of this musical genre and investigate pieces by the composers Terry Riley and Steve Reich. Students will understand some of the processes used to compose music within this genre and the influence of non-Western music like African drumming and the Gamelan music of Indonesia on Minimalist composers. This unit is expected to take 4 weeks.

Dance Music – In this unit, Students will examine club dance music in its different forms. Students will study the roots of the genre from 1970's Jamaican dub, funk music and disco to the modern day styles of house, techno, garage and drum and bass. An understanding of the role of the DJ and the importance of music technology to the genre will be investigated. This unit is expected to take 4 – 6 weeks.

Fusions – Students will examine music which features a mix of more than one musical culture and become aware of the hybrid styles that have developed when traditional instrumentation and traditional musical styles cross cultures. Students will understand the influence of non-Western music on composers from the classical tradition. This unit is expected to take 4 weeks.