



## MUSIC

### **Curriculum Intent Statement**

#### **Department of Music**

#### **Ballakermeen High School**

**Curriculum vision: We want to give every student the opportunity to access a wide variety of musical styles and genres and develop skills in instrumental, compositional, and appraising techniques. Ultimately, our music curriculum seeks to inspire a lifelong journey of musical exploration. Through fostering an enjoyment for music, we aspire to contribute to the holistic development of individuals who will carry the transformative power of music with them, transcending all language barriers making meaningful contributions to island life and beyond.**

Our Music curriculum will provide students with the opportunity to:

- Develop their character, including resilience, confidence, working collaboratively and independently, so that they contribute positively to the life of the school, their local community, and the wider environment.
- Appraise music using ever expanding technical vocabulary.
- Understand proper playing techniques and develop muscle memory.
- Train in vocal control, pitch accuracy, breathing techniques, and vocal range expansion.
- Understand fundamental concepts like pitch, rhythm, harmony, melody, and form.
- Understand the historical and cultural contexts of different musical genres and styles.
- Be proficient in using music software: Garage Band and Sibelius.
- Build confidence in solo and group performances.
- Understand different genres and styles with a discerning ear.
- Appreciate and respect the diversity of musical traditions from around the world.

## Curriculum Overview – Music

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
<b>AUTUMN 1</b>	Rhythm clocks 1. Singing 2. Rhythmic Notation 3. Introduction to performance	Minimalism 1. Performance skills 2. Basic composition 3. Listening linked to exam content	Film Music 1. Theme and Leitmotif 2. Listening skills 3. Performance and composition skills using music technology (Garageband) 4. Tonality and Harmony	Component 1: World Music is Musical Elements & Gamelan  Component 3: Introduction to Composing	Component 1: 1. World Focus: <i>2024 – Latin America</i> <i>2025 – Music of China</i> 2. Set work: Beethoven’s 5 <sup>th</sup> Symphony analysis  Component 3: 3. Coursework – Composition 2
<b>AUTUMN 2</b>	Keyboard Skills and Instruments of the Orchestra 1. Correct fingerings 2. Single fingered chords 3. Staff notation 4. Orchestral families 5. Recognition of different orchestral instruments	Dance Music 1. Further keyboard skills 2. History of Dance, Music & Metre (waltz $\frac{3}{4}$ ) 3. Music Technology, Performance & Composition	Samba 1. Cultural understanding 2. Ensemble performance 3. Rhythm, texture, and structure as a performance focus	Component 1: 1. Indian Music & Latin America  Component 3: 2. Practice compositions – Pachelbel and Waltz	Component 1: 1. Western Classical Traditions Recap 2. Set work: Beethoven’s 5 <sup>th</sup> Symphony analysis  Component 3: 3. Coursework – Composition 2 continued
<b>SPRING 1</b>	African Drumming 1. Djembe playing technique 2. Cyclic Rhythms 3. Ensemble performance skills 4. Culture	Ukuleles 1. Playing technique/ performance skills 2. Ensemble skills 3. Chord sequences and strumming patterns	Blues 1. Cultural understanding 2. Performance skills (eg. swung rhythms and melodies)	Component 1: 1. China & Japan (World Focus for 2025)  Component 3:	Component 1: 1. Western Classical Music & World Music. Revision based on attainment during mock exams

			<ul style="list-style-type: none"> <li>3. Further improvisation</li> <li>4. Ensemble skills and singing</li> </ul>	2. Coursework – Composition 1	<ul style="list-style-type: none"> <li>2. Set work: Beethoven's 5<sup>th</sup> Symphony analysis</li> <li>Component 3:</li> <li>3. Coursework – Composition 2 continued</li> </ul>
<b>SPRING 2</b>	<p>Music from the Caribbean</p> <ul style="list-style-type: none"> <li>1. Vocal technique</li> <li>2. Further development of keyboard skills</li> <li>3. Culture</li> <li>4. Ensemble skills with a variety of instruments</li> </ul>	<p>Baroque</p> <ul style="list-style-type: none"> <li>1. Baroque instrumentation</li> <li>2. Baroque performance content</li> <li>3. Baroque listening skills linked to GCSE exam</li> </ul>	<p>Tuned Percussion</p> <ul style="list-style-type: none"> <li>1. Reading and performing using notation</li> <li>2. Further ensemble skills using music notation</li> </ul>	<p>Component 1:</p> <ul style="list-style-type: none"> <li>1. African &amp; Arabian Music</li> </ul> <p>Component 3:</p> <ul style="list-style-type: none"> <li>2. Coursework – Composition 1 continued</li> </ul>	<p>Component 1:</p> <ul style="list-style-type: none"> <li>1. Western Classical Music &amp; World Music. Revision based on attainment during mock exams</li> <li>2. Revision of Set Work: Beethoven's 5<sup>th</sup> Symphony</li> </ul>
<b>SUMMER 1</b>	<p>Music Technology</p> <ul style="list-style-type: none"> <li>1. Introduction to Garage Band</li> <li>2. Introduction to Sibelius</li> </ul>	<p>Gamelan &amp; Indian Music</p> <ul style="list-style-type: none"> <li>1. Performance of world music and traditions</li> <li>2. Cultural understanding</li> <li>3. Improvisation and ensemble skills</li> </ul>	<p>Riffs and Hooks</p> <ul style="list-style-type: none"> <li>1. Further keyboard skills and ensemble performance</li> <li>2. Music technology</li> <li>3. Key vocabulary used at GCSE (Riff, ostinato, etc.)</li> </ul>	<p>Component 1:</p> <ul style="list-style-type: none"> <li>1. Western Classical Music (Baroque to Romantic)</li> </ul> <p>Component 3:</p> <ul style="list-style-type: none"> <li>2. Coursework – Composition 1 continued</li> </ul>	
<b>SUMMER 2</b>	<p>Folk Music</p> <ul style="list-style-type: none"> <li>1. Singing</li> <li>2. Furthering ensemble skills</li> <li>3. Manx culture appreciation</li> </ul>	<p>Music Technology</p> <ul style="list-style-type: none"> <li>1. Further development of music technology on Garageband</li> </ul>	<p>The Beatles</p> <ul style="list-style-type: none"> <li>1. Cultural understanding</li> <li>2. Appraising and Performance skills</li> </ul>	<p>Component 1:</p> <ul style="list-style-type: none"> <li>1. Western Classical Music (20<sup>th</sup> Century – Neo-Classicism, Minimalism, Jazz &amp; Impressionism)</li> </ul>	

		2. Further development of Sibelius skill in preparation for composition coursework at GCSE	3. Research task, if needed	Component 2: 2. Performance – Solo and ensemble performances prepared and examined	
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