

Music at Norbury High

In our music lessons we aim to engage and inspire our students by creating. We perform, compose, listen to and analyse music in order to increase our understanding of it and the culture in which it was created. We want students to understand how music brings people together; how it creates social cohesion; how it speaks to all when words can fail; and that it is understood across the world.

Music is a universal gift and its power to connect people is without question. It is an art form with human interaction at its centre. Through the study of music we aim to ensure that every student has the opportunity to develop skills of self-discipline, resilience, teamwork, communication, time management, organisation and creativity which will ultimately enable them to go on to be successful and well-rounded individuals with the ability to succeed in the future.

Key Stage 3 Music

Students receive three 50 minute lessons per fortnight in year 7 and two 50 minute lessons per fortnight in years 8 and 9. Students will listen to a broad range of music, which is outlined in the year-by-year description below. Students regularly sing in lessons - in unison, harmony and parts. A substantial amount of lesson time is dedicated to developing performance skills through keyboards and ukuleles. In addition, students will perform using tuned and untuned percussion, guitars and table drumming.

Year 7

In year 7, our music programme prepares all students to express themselves through performing and composition. Students also develop listening skills using correct musical language. Students study music in context, and learn how Western Music has developed over time, through exploration of the following topics:

Half Term 1: Musical Elements

Students will understand the basics of pitch and rhythm. They will understand the concept of contrasting sections in a piece of music and begin to use keywords to identify the musical features. Students will understand how the voice can be used to perform different pitches and rhythm. Students will be introduced to the concept of rehearsing and refining musical performance through large group, paired and individual rehearsal & performance.

Performance pieces include:

- *C U When U Get There* Coolio
- *The Lion Sleeps Tonight* based on African traditional Mbube

Listening pieces include:

- *Spring* Antonio Vivaldi
- *Another Day* from RENT the Musical
- *STOMP* the Musical
- Concerto in D Minor - Antonio Vivaldi
- Concerto #2 - Bach

Half Term 2 & 3: Western Classical Tradition

Baroque Period

Students will understand the basics of melody and harmony. They will understand the concept of a piece of music as a complete composition, and begin to analyse the features of music that make a composition interesting. Students will understand the main features of Baroque music, and how this has influenced vocal music over time. Students will further establish the concept of rehearsing and refining musical performance through large group, paired and individual rehearsal & performance. Students will also develop their composition skills.

Performance pieces include:

- Pachelbel's *Canon in D*

Listening pieces include:

- *Zadok The Priest* George Frideric Handel
- *Les Cyclopes* (Rondeau in D Minor) - Jean-Philippe Rameau
- *Winter* Antonio Vivaldi
- *Champions League* Tony Britten

Classical Period

Students will understand the basics of melody and accompaniment. They will deepen their understanding of a musical composition and be able to analyse how instruments are used to support a melody. Students will understand the main features of Classical music, and how this has influenced modern popular music genres. Students will continue to develop their rehearsing, refining and performing skills through individual and paired tasks. Students will also develop their composition skills.

Performance pieces include:

- *Ode to Joy* (Symphony no. 9) - Ludwig Van Beethoven

Listening pieces include:

- Symphony no. 1 Beethoven
- Symphony no. 40 Wolfgang Amadeus Mozart
- Symphony no. 5 Beethoven
- *Violin Sonata* in E minor Mozart

- *Hornkonzert* No. 4 Rondo Mozart
- *Erlkönig* Franz Schubert

Romantic Period

Students will deepen their understanding of melody and develop knowledge of simple melodic devices. Students will further deepen their understanding of musical composition and understand how music is used to create effect. Students will understand key features of the romantic period, and how this genre has influenced modern film music. Students will develop their keyboard skills through the rehearsal and performance of Leitmotifs. Students will also develop their composition skills.

Performance pieces include:

- Leitmotifs & Programme music composition

Listening pieces include:

- *Isle of the Dead* Sergei Rachmaninoff
- *Prélude à l'après-midi d'un faune* Claude Debussy
- *Finlandia* Jean Sibelius
- *Pathétique* (Symphony No. 6 in B Minor, Op. 74) Pyotr Ilyich Tchaikovsky
- *Wiegenlied* (Op. 49, No. 4) Johannes Brahms
- *Carnival of the Animals* Camille Saint-Saëns

Half Term 4: Blues & Jazz

Students will understand how Blues music began and the development of Jazz. Students will understand how blues music devices are used to support the messages conveyed through lyrics. Students will begin to understand the concept of song structure through engaging with blues music. Students will continue to develop their understanding of performance through keyboard and singing activities. Students will begin to understand composition through song writing, with a focus on blues lyrics. Students will also develop their composition skills.

Performance pieces include:

- 12-Bar Blues
- Stop Chorus

Listening pieces include:

- *Nobody Knows You When You're Down and Out* Bessie Smith
- *Trouble* Elvis Presley
- *Saint Louis Blues* Etta James
- *Rock Around the Clock* Bill Hailey & His Comets
- *All Blues* Miles Davis
- *Sing, Sing, Sing* Benny Goodman

Half Term 5 & 6: The Modern Era

Students will develop a firm understanding of the 'song'. They will understand how songs are structured and how the composer sustains the interest of the listener through musical devices and contrast. Students will understand how pop music has been influenced by the Western Classical Tradition. Students will develop an understanding of the artist as a performer. Students will further develop their composing and lyrics writing skills in addition to rehearsing, refining, composing and performing.

Performance pieces include:

- *Just The Way You Are* Bruno Mars
- *Where is The Love* The Black Eyed Peas

Listening pieces include:

- *A Hard Day's Night* The Beatles
- *Da Doo Ron Ron* The Crystals
- *Make You Feel My Love* Bob Dylan
- *It's All Coming Back To Me* Celine Dion
- *House of The Rising Sun* The Animals
- *Rock and Roll* Led Zeppelin
- *Should I Stay or Should I Go* The Clash
- *Superstition* Stevie Wonder
- *The Message* by Grandmaster Flash & The Furious Five
- *Rappers Delight* The Sugarhill Gang
- *Ex Factor* Lauryn Hill

Year 8

Year 8 students build on the skills they developed in year 7 and widen their knowledge of musical styles. They will also complete a listening course which builds on knowledge gained in year 7. This focuses on traditional and modern music from around the world, starting with the Americas and finishing with Asian Music.

UNIT 1: South America

Students will understand the key musical characteristics of a range of Latin American music genres. Students will develop an understanding of how rhythm is used for dance music, and be able to identify a range of percussion instruments. Students will further deepen their understanding of song structure and how to make a piece of music interesting. This will be achieved through performance and composition tasks.

Performance pieces include:

- *La Bamba* Richie Valens
- *Gangsta's Paradise* (Salsa version)

Listening pieces include:

- *Ritmo Con Ache* Jose mangual Jr.
- *La Cumparsita* Gerardo Matos Rodríguez
- *Por Una Cabeza* Carlos Gardel
- *Coisinha Do Pai* Beth Carvalho
- *Mas Que Nada* Sérgio Mendes

UNIT 2: North America

Students will understand the key musical characteristics of Reggae music and Reggaeton Music. Students will develop an understanding of how Western Popular music genres have influenced these genres. Students will be introduced to the protest song and understand how music is used to convey political messages. Students will develop their understanding of performance through rehearsing, refining, performing and composing.

Performance pieces include:

- *Three Little Birds* Bob Marley
- *Despacito* Luis Fonsi

Listening pieces include:

- *Reggae Mylitis* Peter Tosh
- *Vietnam* Jimmy Cliff
- *Never Gonna Be The Same* Sean Paul
- *787* Ivy Queen
- *Remember Me* From the movie *Coco*

UNIT 3: African Traditions

Students will deepen their understanding of vocal music and harmony, through the study of South African music. Students will also further their understanding of rhythm and learn the rhythmic devices used in West African drumming. Students will understand how genres of African popular music have been influenced by popular western music styles. Students will continue to develop their understanding of the role of a performer through individual and group performance and composition tasks.

Performance pieces include:

- *Shosholoza* South African Traditional

Listening pieces include:

- *Beautiful Africa* Watoto gospel Choir
- *Yiri Koko*
- *Water Get No Enemy* Fela Kuti

UNIT 4: Modern African Music

Students will understand the key musical characteristics of Afrobeats and other modern African genres. Students will deepen their understanding of the influence of Western Music on African music, looking at modern popular music genres. Students

will continue to develop their understanding of the role of a performer through individual and paired performance tasks, in addition to composition.

Performance pieces include:

- *Love Nwantiti* CKay

Listening pieces include:

- *Million Pound Girl* Fuse ODG
- *Neria* Oliver Mtukudzi
- *Soobax* K'naan

UNIT 5: Traditional Asian Music

Students will deepen their understanding of melody and accompaniment through the study of traditional Asian music. Students will deepen their understanding of melodic devices and discover different instruments from across the continent. Students will continue to develop their understanding of the role of a performer through individual and group performance tasks. Students will also further develop their composing skills through creating an arrangement of an existing piece of music.

Performance pieces include:

- *Baris Dance* (Gamelan Arrangement)
- Indian Raga arrangement

Listening pieces include:

- *Singa Nebah* (The pouncing Lion) - Gamelan
- *Great Wall Capriccio* Sun Huang
- *Esoragoto* Soemon
- *Arirang* Korean traditional
- *Guru: Raga Jogeshwari* (Jod, Jhala) - Anoushka Shankar

UNIT 6: Modern Asian Music

Students will understand the key characteristics of Chinese, Japanese and Korean popular music, and understand how this has been influenced by Western popular music genres. Students will understand how Indian Classical music developed into Bhangra, and the influence of western dance music genres on Bhangra. Students will continue to develop their understanding of the role of a performer through individual and paired performance tasks. Students will also continue to develop composition skills.

Performance pieces include:

- *Dynamite* BTS

Listening pieces include:

- *Pirate King* Ateez
- *Mundian To Bach Ke* Panjabi MC
- *Twist* From the movie *Love Aaj Kal*

- *Lovesick Girls* BLACK PINK
- *Icy* Itzy
- *KARATE BABYMETAL*
- *Moonwalk* WayV

Year 9

In year 9, we continue performing, composing and listening, building upon years 7 and 8. We also aim to prepare students for music at Key Stage 4 should they choose it as an option. The focus of music lessons is the music industry and there are career links embedded throughout the curriculum.

UNIT 1: UK Hip-Hop

Students will deepen their understanding of British Hip-Hop music and its key musical characteristics. Students will further develop their understanding of how different music genres have influenced UK Hip-Hop. Students will understand how the internet has been used by artists to promote themselves. Students will further develop their composing and lyric writing skills in addition to rehearsing, refining, performing and composing.

Performance pieces include:

- *Barking Ramz*
- *Blinded By Your Grace, pt. 2* Stormzy

Listening pieces include:

- *Christmas Rapping* Dizzy Heights
- *20 Seconds To Comply* Silver Bullet
- *21 Seconds* So Solid Crew
- *Fix Up Look Sharp* Dizzee Rascal
- *Bonkers* Dizzee Rascal
- *Own It* Stormzy, ft. Ed Sheeran & Burna Boy

UNIT 2: Live Music

Students will understand how live performance is used to promote an artist. Students will understand the role of session musicians and develop an appreciation of their value to live performance. Students will understand how music can be adapted to fit an occasion. Students will continue to develop their understanding of performance through rehearsing, refining and performing. Students will also further develop their composing skills through creating an arrangement of an existing song.

Performance pieces include:

- *Ho Hey* The Lumineers
- *Blinded By Your Grace, pt. 2* Stormzy

Listening pieces include:

- *Pardon Me* (Acoustic) Incubus
- *3 Wheel-Ups* Kano
- *S&M* (concert) Metallica
- *Shutdown* Skepta (and cover by Rain City)
- *Can't Hold Us* Macklemore
- *Runaway* Bruno Mars

UNIT 3: Musical Theatre

Students will deepen their understanding of how music can be used to express a mood and support a narrative. Students will understand how the Classical music period and Opera has influenced contemporary Musical Theatre. Students will understand the concept of Musical Theatre, and be able to describe its key features. Students will continue to develop their understanding of performance through rehearsing, refining, performing and composing.

Performance pieces include:

- *Friend Like Me* from *Aladdin*
- *From Now on* from *The Greatest Showman*

Listening pieces include:

- Overtures from *Phantom of The Opera*, *West Side Story*, *Peter Pan* and *Matilda the Musical*
- *O! Man River* from *Showboat*
- *Oklahoma!* from *Oklahoma*
- *One Day More* from *Les Miserables*
- *Gee Officer Krupke!* from *West Side Story*
- *Satisfied* from *Hamilton*
- *Let It Go* from *Frozen*

UNIT 4: Cover Song vs Remix vs Sampling

Students will understand how existing songs can be adapted to create new music. Students will understand the difference between a cover, a remix and a sample. Students will understand how different genres of music can be mixed together to create Music Fusion. Students will further develop their composing skills through creating an arrangement of an existing song.

Performance pieces include:

- *Seven Nation Army* The White Stripes
- *Sweet Dreams* Eurythmics
- *Funky Friday* Dave & Fredo

Listening pieces include:

- *Old Town Road* Lil Nas X (Sigala cover)

- *Time of My Life* from *Dirty Dancing* & *The Time* by Black Eyed Peas
- *Ladbroke Grove* AJ Tracy
- *Hold on We're Going Home* Drake (Arctic Monkeys cover)
- *Shout Tears for Fears* (Disturbed Cover)

UNIT 5: Music for Adverts

Students will deepen their understanding of how music can be used to express a mood and support a brand. Students will understand how a range of music styles can be used for a range of adverts. Students will further develop their composing and lyric writing skills in addition to rehearsing, refining, performing and composing.

Performance pieces include:

- *Go Compare* (song from advert)
- *Ho Hey* The Lumineers

Listening pieces include:

- Various advert jingles from adverts such as *McDonald's*, *Toys 'R' Us*, *Flash and Cornetto*
- Various contemporary song examples

UNIT 6: Music for Television

Students will develop their understanding of how music can be used to express a mood and set a scene. Students will understand how Popular and contemporary music genres are used in the composition of TV themes. Students will understand how different cultures portrayed in TV affect the choice of music genres. Students will further develop their composing and lyric writing skills in addition to rehearsing, refining, performing and composing.

Performance pieces include:

- *Stranger Things* Theme
- *Eastenders* theme

Listening pieces include:

- Various themes from TV shows such as *Fresh Prince of Bel Air*, *Pokemon*, and *Who*
Doctor

By the end of KS3, students will recognise and have basic use of:

- Treble and bass clef notes plus their position on the keyboard
- Musical elements including: melody (pitch and rhythm), tempo, texture, dynamics, form and structure, and tonality.
- Basic terminology for dynamics, tempo and musical devices

Key Stage 4 Music

In year 10 and 11, students study for Eduqas GCSE Music. The course content is as follows:

GCSE MUSIC SUMMARY OF ASSESSMENT

Component 1: Performing

Total duration of performances: 4-6 minutes

Non-exam assessment: internally assessed, externally moderated 30% of qualification

A minimum of two pieces, one of which must be an ensemble performance of at least one minute duration. The other piece(s) may be either solo and/or ensemble. One of the pieces performed must link to an area of study of the learner's choice.

Component 2: Composing

Total duration of compositions: 3-6 minutes

Non-exam assessment: internally assessed, externally moderated 30% of qualification

Two compositions, one of which must be in response to a brief set by WJEC.

Learners will choose one brief from a choice of four, each one linked to a different area of study. The briefs will be released during the first week of September in the academic year in which the assessment is to be taken. The second composition is a free composition for which learners set their own brief.

Component 3: Appraising

Written examination: 1 hour 15 minutes (approximately) 40% of qualification

This component is assessed via a listening examination. Eight questions in total, two on each of the four areas of study:

Area of study (AOS) 1: Musical Forms and Devices

Area of study (AOS) 2: Music for Ensemble

Area of study (AOS) 3: Film Music

Area of study (AOS) 4: Popular Music

Two of the eight questions are based on extracts set by Eduqas.

Year 10

Autumn term:

- AOS4 – Popular Music & Set work 2
- AOS1 – Musical Forms and devices & Set work 1
- Pop music composition
- Solo performance

Spring Term:

- AOS3 – Film Music
- AOS2 – Music for Ensemble
- Film Music composition
- Solo performance

Summer Term:

- AOS4 revision
- AOS3 revision
- Refining compositions
- Ensemble performance

Year 11

Autumn term:

- AOS1 revision
- AOS2 revision
- Composition 1 (Eduqas brief)
- Refining performances

Spring Term:

- Composition 2 (free composition)
- Refining composition 1
- Refining performances
- Exam revision