

Southern International School Music Curriculum: Journey on a page 2023/2024

<p>Year 7: KS3</p> <ul style="list-style-type: none"> ● <i>Autumn 1 - Pulse and Rhythm: rhythm beat time values, compose an ostinato rhythm</i> ● <i>Autumn 2 - Dynamics in Rhythm: tempo, crescendo, diminuendo, rallentando, etc.</i> ● <i>Spring 1 - Compound Time Signatures: compound duple, triple and quadruple meter</i> ● <i>Spring 2 - Playing the drums: reading and composing a drum score</i> ● <i>Summer 1 - Pitched notation: the treble clef stave</i> ● <i>Summer 2 - Pitched notation: the bass clef stave</i> 	<p>Year 8: KS3</p> <ul style="list-style-type: none"> ● <i>Autumn 1 - Playing the guitar: tablature and improvisation</i> ● <i>Autumn 2 - Singing and Playing the guitar: open chords</i> ● <i>Spring 1 - Reggae music: syncopation</i> ● <i>Spring 2 - Film music: exploring techniques</i> ● <i>Summer 1 - Game music-leitmotif</i> ● <i>Summer 2 -Game music-composition</i>
<p>Year 9: KS3</p> <ul style="list-style-type: none"> ● <i>Autumn 1 - The major scale and the cycle of fifths</i> ● <i>Autumn 2 - The Laws of Harmony: Chords and triads</i> ● <i>Spring 1 - Chord progressions and song analysis</i> ● <i>Spring 2 - Music from Around the World: Asia, Africa and Middle East</i> ● <i>Summer 1 - The Instruments of the Orchestra: Brass, percussion, strings and woodwind, Western Classical Music-History and Instrument assessment</i> 	<p>Year 11 KS4 IGCSE Music</p> <ul style="list-style-type: none"> ● <i>Autumn 1 - Prescribed world music, performance 2, composition 2</i> ● <i>Autumn 2 - Skeleton scores analysis, set works 1 and 2</i> ● <i>Spring 1- Revision, course work completion</i> ● <i>Spring 2-Revision course work completion, mock tests,</i> ● <i>Summer 1-Listening, exam, performance submission, composition submission</i>
<p>Subject Curriculum Intent: ‘Excellence in Music’</p> <p>Music is a universal language that embodies one of the highest forms of creativity. The SIH music curriculum has been designed to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to their own and others’ work.</p> <p>KS3 students will build on the previous knowledge and skills they attained in KS2 through examining in greater detail the four elements of music: reading, composing, performing and listening. They will develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and techniques associated with different traditions, identifying the expressive use of musical dimensions in preparation for KS4 and the Cambridge IGCSE music syllabus.</p> <p>KS4 students will listen with increasing discrimination and awareness to inform their practice as musicians. They will learn to use technologies appropriately and appreciate and understand a wide range of musical contexts and styles in addition to composing and performing two contrasting pieces of music.</p> <p>SIH Music students learn to:</p> <ul style="list-style-type: none"> ● Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. ● Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. ● Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. ● Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. ● Listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history. ● Perform a solo, and an ensemble performance. ● Compose two contrasting compositions, notated and recorded on Sibelius computer software. 	