

Curriculum

The Music Department at Cambourne Village College is a constant hive of activity, with a huge array of bands, choirs, concerts, musical productions, instrumental lessons, events and trips, all of which support the fantastic and engaging KS3 and KS4 lessons which are at the heart of everything we do.

	What pupils will learn	How it builds on learning
Year 7	Keyboard Skills 1: Playing Oh When the Saints (American Traditional)	This introduces basic keyboard skills, starting with the five-finger position and learning the notes C, D, E, F & G.
	Music and Storytelling: Composing Wayang Kulit Gamelan (Indonesian Traditional) The Planets (Holst) The Storm (Beethoven)	This unit explores the different ways music can be used to tell stories. Students will work in groups or pairs to produce their own piece of descriptive music, focussing on using the musical elements of tempo, dynamics, and articulation.
	Musical Structures: Performing Drum Line Tuxedo Junction (Glenn Miller)	Students will look in detail at the ways in which refrains are structured and how composers balance repetition and change to create effective melodies and rhythms. They will perform a group composition, thinking carefully about what makes an effective performance.
	Sequencing 1: Music Technology	Students will be introduced to the basics of sequencing in music technology, using their iPads to explore the technical aspects of music production.
	Music for Communication: Appraising Something inside so strong (Labi Siffre) Blowing in the wind (Bob Dylan)	Students will learn about how songs have been used to communicate political ideas and galvanise political movements throughout history.
	Band Skills 1: Ensemble Shotgun (George Ezra)	Students will learn the basics of ukulele playing, including primary chords and strumming patterns. Students will work as part of a group to produce an ensemble performance.
	What pupils will learn	How it builds on learning
Year 8	Keyboard Skills 2: Playing Tocatta in D Minor (J S Bach)	Keyboard skills are developed and phrases including sharps and flats are introduced.
	Music and Media: Composing Berk Leitmotif (John Powell) Skyrim	This unit explores the different ways music is used in visual media including films and video games. Students will compose their own music demonstrating an understanding of the musical elements of melody, texture and timbre.
	Musical Textures: Performing Clapping music (Steve Reich) In C (Terry Riley) London School (LS of Samba)	Students will look in detail at the ways in which composers balance repetition and change to create effective pieces of music. They will perform both minimalism and samba, thinking carefully about what makes an effective performance.
	Sequencing 2: Music Technology	Students will build on their understanding of sequencing in year 7 and refine their technology skills using iPads.
	Music for Dance: Appraising	Students will learn about the relationship between music and movement. Students will learn about

		common features of dance music, and experience the music from a variety of dance traditions.
	Band Skills 2: Ensemble 4-chord songs	Students will revise the primary triads on the ukulele from year 7 and add in more complex chords and strumming patterns. They will work in groups to produce a performance of a song from a range of choices.
	What pupils will learn	How it builds on learning
Year 9	Keyboard Skills 3: Playing Star Wars Theme (John Williams)	Keyboard skills are further developed with music of greater melodic and rhythmic complexity.
	Music and Ritual: Composing Rite of Spring (Igor Stravinsky) Requiem (Giuseppe Verdi)	This unit explores the distinct relationship between music, rituals and rites. Students will experience a variety of different ritualistic music, and then compose their own demonstrating an understanding of the musical element of rhythm and dissonant harmony.
	Harmony: Performing Blues Pop	Students will look at the way that chords are constructed and develop their harmonic understanding through playing extended and altered chords and inversions. Students will perform the 12-bar blues.
	Manipulation: Music Technology Music Concrete Billie Eilish	Students will bring together their technology skills to explore the ways in which producers manipulate found sounds to create works of art.
	Music for Community: Appraising Haka (Maori Traditional) Yankedi Macru (Guinean Traditional)	Students will discover the ways in which making music can engender a sense of community and belonging. Students will perform a range of music from West Africa and explore the importance of making music together.
	Band Skills 3: Ensemble	Students will bring together their experience playing keyboard, ukulele and singing to create a band performing a song of their choice.

Assessment

Students are informally assessed throughout the year. We use on the spot verbal feedback to support the improvement of instrumental technique and ensemble skills, as well as to develop the use of musical vocabulary and analytical skills. Once per project (effectively once per half term) students are more formally assessed on one aspect of their musical development: technical playing skills, composing skills, performing, music technology skills, appraising, and ensemble skills. Over the course of the year this then builds up a picture of the whole musician. Throughout the year teachers may teach topics in a different order, depending on the availability of resources.

Supporting your child

What you can do at home:

They can spend time practising performances, and even if they don't have access to a piano or keyboard, they can benefit by working on the Garageband app on their iPad.

We encourage listening widely to music in a range of genres.

If they are keen to progress in music, they would benefit from receiving more one-to-one input through instrumental or singing lessons. These are offered in a wide range of instruments, and although there is an associated cost, pupils receiving the Pupil Premium can receive a substantial discount on the cost of these lessons.

Equipment:

It is essential that all pupils bring a pair of in-ear (or over-ear) headphones with them to lessons. These must be the kind of headphones with a mini-jack, rather than Bluetooth headphones, or other connectors (eg. lightning connector). Pupils are not encouraged to bring large and expensive headphones; the kind of earphone / headphone they need can be purchased for £2-3 from supermarkets or online.

If they have other instruments, they are often able to use these in music lessons, especially when the class is working on ensemble performances.

Extended learning

Homework policy:

Once per project students will be given a reading homework that links to their current topic.

Aside from this, we will not set formal homework and instead encourage students to spend time listening to a variety of genres of music and playing or singing where possible.

Clubs/ Enrichment opportunities:

We offer a wide range of clubs with plenty of performance opportunities for groups and soloists throughout the year.

Monday 3-4: Orchestra (for all instrumentalists, years 7-12)

Tuesday 3-4: Junior choir (years 7 and 8)

Tuesday 3-4: Jazz Band (year 9+)

Wednesday lunchtime: String orchestra (years 7-12)

Thursday 3-5: Production rehearsals

Friday 3-4: Senior choir (years 9+)