



## Vision

The Nobel music curriculum covers a wide variety of styles and genres from around the world. In exploring these styles of music students will develop their skills in singing, piano skills, improvising, composing and listening. Over the course of three years students will also record their own compositions using standard notation and GarageBand software.

We aim to produce students with an appreciation for a wide variety of musical style, and with the confidence to perform and create music, and to listen to and respond to music in an informed way.

The music curriculum has a strong practical element that will help students to develop discipline, commitment, confidence, and the ability to work and communicate effectively as part of a team.

	Foci	Assessment	Knowledge Organiser
<b>Autumn</b>	<p><b>Counter Melodies and Harmony</b> Knowledge and Appraisal: Students will learn key features of pop music, focussing on texture (melody and accompaniment, use of melody line, chords and bass line), vocal texture (countermelody and voices in harmony), and how different instruments can signal different styles (synthesisers for 1980s synthpop, electric guitars, bass guitars and piano for 1960s pop music).</p> <p>Performance: Students will sing in two-part harmony, and in two-parts with a melody and countermelody. They will focus on class arrangements of 'Help!' by the Beatles and 'Only You' by Yazoo.</p> <p>Music studied will include 'Help', 'In My Life' and 'Nowhere Man' by the Beatles, and other 1960s pop songs, 'Only You' by Yazoo, 'Stop!' by Erasure and other 1980s synthpop songs.</p>	<p>Practical feedback from the teacher on a lesson-by-lesson basis.</p> <p>A two-lesson performance assessment where groups of students prepare to perform either 'Help!' or 'Only You'.</p> <p>A short listening and knowledge test will be used to assess students understanding of the key features and vocabulary covered this term.</p>	<p><b>Year 8</b></p> <p><b>Counter Melodies and Harmony booklet</b></p>



<b>Spring</b>	<p><b>An introduction to the piano:</b>  <b>Knowledge and Appraisal:</b>          Students will learn to identify pieces of music in 3/4 and 4/4, and to identify the difference between arpeggio and block chord accompaniment.</p> <p><b>Performance:</b> Students will focus on a five-step process for performing from notation:          Label notes on the sheet          Label counting          Learn to play each hand with the correct fingers and hand position          Learn to play each hand exactly in time          Put both hands together – focussing first on coordination, then on fluency.</p> <p>Music studied will 'Fur Elise' and other Classical piano music – composers will include Chopin, Mozart and Beethoven.</p>	<p>Practical feedback from the teacher on a lesson-by-lesson basis.</p> <p>A summative assessment of a performance of 'Fur Elise' by Beethoven, either as a pair or as an individual.</p> <p>A short listening and knowledge test will be used to assess students understanding of the key features and vocabulary covered this term.</p>	<p><b>Year 8</b></p> <p><b>Fur Elise booklet</b></p>
<b>Summer</b>	<p><b>Composing a 12-bar blues</b>  <b>Knowledge and Appraisal:</b>          Students will learn to define and identify a Ground Bass, and use a knowledge of chords and scales to create melodies that fit over the top. Students will also learn about the function of the tonic and dominant chord.</p> <p><b>Performance:</b> Students will learn to play keyboard arrangements of 'Canon in D' by Pachelbel and 'Time Lapse' by Michael Nyman.</p> <p><b>Composition:</b> Students will use simple rhythms, a major scale and the tonic and dominant chord to create an effective Ground Bass, and use their knowledge of chords and scales to write suitable melodies over the top.</p> <p>Music studied will include 'Canon in D' Pachelbel, 'Time Lapse' by Michael Nyman and other music that uses a Ground Bass.</p>	<p>Practical feedback from the teacher on a lesson-by-lesson basis.</p> <p>A summative assessment of a composition that includes a ground bass and at least one melody. The piece will be assessed as a performance or recording, and will be completed in pairs.</p> <p>A short listening test will be used to assess students understanding of the key features and vocabulary covered this term.</p>	<p><b>Year 8</b></p> <p><b>Ground Bass booklet</b></p>