



ACADEMY  
GREAT BARR

# Curriculum Guide – Year 7

## Music

SLG Line Manager: Mr A. Slack  
Lead Professional: Mrs L. Karim

# Horizon

### Members of Staff who teach Year 7:

- Mrs R. Baines – Learning Consultant

### What we do in year 7:

Hori7on is a 4 cycle programme made up of the subjects: History, Geography, Enterprise and Creative Expression. The aim is for students to work across subjects holistically whilst working for more substantial outcomes at Key Stage 3 with extended periods of time being allocated to subjects. Each subject area creates unique experiences for students and each cycle is ended with a Show Case of work which is open to parents to view. We also use the extended time to specifically focus on the cross-curricular development of literacy and numeracy.

Areas of Study	Big Question/ Theme	Key Learning Outcomes
The Elements of Music through Performance	How the elements are used as the building blocks of music; through the performance of the traditional sea shanty 'Drunken Sailor'.	<ul style="list-style-type: none"> <li>- To synthesise our knowledge of the elements of music. To analyse the effectiveness of our performance</li> <li>- To understand how to build a performance using the elements of music with a focus on structure.</li> <li>- To understand what 'articulation' is.</li> <li>- To understand the concept of tempo in music.</li> <li>- To understand what dynamics are.</li> </ul>
Descriptive Music through Performance 1	How can music be used to depict a character, emotion, or tell a story; through the performance of Saint Saan's Dance Macabre.	<ul style="list-style-type: none"> <li>- To be able to play a piece of pop music on your instrument.</li> <li>- To evaluate the effectiveness of your performance.</li> <li>- To understand that motifs are used to portray a character in music.</li> <li>- To understand how to perform Dance Macabre confidently in ¾ time and evaluate our performance with technology.</li> <li>- To understand how to use musical elements for effect to tell a story in a performance.</li> <li>- To understand that Music can be used to tell a story.</li> </ul>
Descriptive Music through Composition 2	How can we combine the use of musical elements and storytelling to create a descriptive piece of music?	<ul style="list-style-type: none"> <li>- To understand how to create an effective story and storyboard.</li> <li>- To understand how to effectively use pitch to show an emotion or feeling.</li> <li>- To understand how the use of dynamics can create a dramatic effect.</li> <li>- To understand the use of timbre and instrumentation choices.</li> <li>- To understand how to create an effective recording and use music technology to enhance the piece.</li> </ul>



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# Curriculum Guide – Year 8

## Music

Lead Professional: Mrs L. Karim

### Members of Staff who teach Year 8:

- Mrs R. Baines – Learning Consultant

### What we do in year 8:

Cycle	Big Question/ Theme	Key Learning Outcomes
Cycle 1	Is it possible to perform over 30 songs using one 'four chord' progression?	<p>Students will understand how to build and play a I, V, VI, IV, chord progression.</p> <p>Students will work in groups and create a performance piece combining a range of songs.</p> <p>Students will develop their team working skills building a balanced sound of: bass, chords, vocals and lead instruments.</p>
Cycle 2	How do pop musicians learn and compose music?	<p>Students will learn by working with friends on a piece of music of their choice.</p> <p>Students can choose to work on any instrument we have available. Students will listen to and copy the song, learning in a way that works for them. Examples of this may include notation, lead sheets or aurally.</p> <p>The teachers role is to stand back, observe and diagnose, then guide, suggest and model. Teachers help to facilitate the students vision and take on their perspective to enable learners to achieve the objectives they have set.</p>