



Subject Intent Statement

The Garibaldi School Creative Arts Faculty is made up of the three disciplines of Art, Music and Performing Arts. We are dedicated to providing our young people with life enhancing creative skills which will provide them with the opportunity to express their creativity through a range of artistic pathways and experiences. This contribution to our students life will enable them to flourish in their surroundings, whether this is in the world of work, in their wider community or simply for pleasure. The Creative Arts faculty nurtures students to bring out their optimum potential paying close attention to cultural differences, socio-economic or religious backgrounds.

We encourage all of our students to:-

- Assume responsibility for their learning and development
- Develop their creative communication skills throughout the three CA disciplines of Art, Music and Performing Arts
- Improve their self-confidence
- Develop a broad based affinity with artistic work in their chosen specialism
- Interact and be inspired by teachers, mentors, practitioners and different student age groups
- Value the opinions of peers and encourage an environment of healthy critical discussion

We believe each students creative potential can be explored in a warm and friendly environment with caring teachers; encouraging a high level of success as well as supporting physical and emotional well-being. We ensure that our classes are a safe and non-judgemental environment where our creative curriculum is engaging and nourishing yet disciplined and challenging for all students.

Key Concepts

Key Language/Terminology

Key Stage 3	Key Stage 4	Key Stage 5	Key Stage 3	Key Stage 4	Key Stage 5
1. Music theory 2. Performance 3. Composition	1. Music theory – genres of music (component 1), technical exercises (component 2) and reimagining an existing piece (component 3) 2. Performance – solo and ensemble 3. Composition – film music (component 1), free composition linked to a theme (component 2) and composition of an existing song in a different genre (component 3)		Year 7 - Pitch / Timbre / Texture / Silence / Dynamics / Rhythm / Tempo / Performance / Atmosphere / Stimulus / Notation / Stave / Melody / Crotchet / Quaver / Minim / Semibreve / DAW / Composition / Rehearse / Unison Year 8 – Notation / Scale / Sharps / Flats / Accidentals / Performance / Memorise / DAW / Composition / Crescendo / Accelerando / Staccato / Sustained / Major tonality / Minor tonality / Polyphonic / Monophonic / Homophonic / Complex / Rehearse / Stimulus Year 9 – Rap / Rhyming couplets / Assonance / Notation / Sharps / Flats / Accidentals / Leitmotif / 4 Chords / Verse / Chorus / Layers / Effect /	<u>Year 10 - Component 1</u> Motown – Major tonality / Duet texture / Riff Rock ‘n’ Roll – Improvisation / Walking Bass / Blues Scale Disco – Repetition / Syncopation Reggae – Syncopation / Hook Britpop – Reaction / Song Structure / Melody Grime – counter melody / Production EDM – Reverb / Loops / Technology African Drumming – call & response Leitmotifs – Device / Sustained / Polyphonic Minimalism – Motif / Rhythm / Melody Phase Shifting / Note Addition <u>Year 10 & 11 – Component 2</u> SMART Target setting / Strength / Development / Time management / Self-discipline / Working with others/	

				Health & safety / safe use of equipment / Identifying resources / Auditing skills / Development plan	
				<u>Year 11 – Component 3</u> Interpretation Response Create Produce Perform Style Melody Lyrics Vocals	

Year 7	Curriculum Coherence					
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Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
The Musical Elements	<ul style="list-style-type: none"> • Music theory • Performance • Composition 	Know the elements of music - Pitch/Texture/Tempo/Timbre/Silence / Rhythm / Dynamics Be able to include the elements in a composition	Theory / Composition/ Performance	Dynamic Theme Duration	Composition on keyboards in pairs based on the stimulus of <i>Kensuke's Kingdom</i>	Listening & describing music task linked to knowledge gained in this SOW
Notation / Keyboard Skills	<ul style="list-style-type: none"> • Music theory • Performance • Composition 	Understand placement of notes on the stave (Every Good Boy Deserves Football EGBDF and FACE in the space) Know how to apply the placement of notes on a stave to a keyboard	Performance / Listening (Applying knowledge to the keyboard)	Stave Notation Duration	Understanding of notation Performance of a well known pop song – ‘ <i>All of Me</i> by John Legend’	Notation task where students have to use their knowledge of notation to find out the words of the story – ‘I woke up this morning and got out of’
Bandlab	<ul style="list-style-type: none"> • Composition • Listening 	Know how to layer a DAW based composition Know how to compose your own instrumental layers	Composition / Listening and making refinements to improve work	Texture Loop Production	Composition on Bandlab Education (DAW) around a given scenario	Complete Bandlab project

Year 8	Curriculum Coherence					
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Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Notation / Keyboard Skills	<ul style="list-style-type: none"> • Music theory • Performance • Composition 	Develop understanding of placement of notes on the stave (Every Good Boy Deserves Football EGBDF and FACE in the space)	Performance / Listening (Applying knowledge to the keyboard)	Stave Notation Duration	Understanding of notation Performance of a well known pop song – ‘ <i>Blinded by the lights</i> ’ by The Weekend	Notation task where students have to use their knowledge of notation to find out the words

		Know how to apply the placement of notes on a stave to a keyboard				of the story 'George was fed up'
Bandlab	<ul style="list-style-type: none"> • Music Theory • Composition 	<p>Know how to layer a DAW based composition</p> <p>Know how to compose your own instrumental layers using more detail</p> <p>Know how to use production techniques to enhance a composition</p>	Composition / Listening	Texture Loop Production	Composition on Bandlab Education (DAW) around a given scenario (linked to component 1 at KS4)	Complete Bandlab project
Film Music (Horror)	<ul style="list-style-type: none"> • Music Theory • Composition • Performance • Listening 	<p>Know how to compose music for a given storyboard stimulus</p> <p>Know how to include musical devices in a film music composition</p>	Composition / Listening and making refinements to improve work	Techniques Device Sustained Composer Music Technology Crescendo Accelerando Homophonic Monophonic Polyphonic	Composition linked to a storyboard stimulus (horror film)	<p>Film Music devices task: What musical devices and musical instruments/sounds could you use to:</p> <ol style="list-style-type: none"> 1. Build up a climax in an action/thriller spy film? 2. Show an unsettling atmosphere? 3. Create an exciting but positive atmosphere? 4. Show the sudden entrance of someone important?

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• Curriculum Coherence

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Rap	<ul style="list-style-type: none"> • Music theory • Composition • Performance 	<p>To understand the key features of rap as a genre of music and it's role in the music industry.</p> <p>To appraise music from different sources.</p> <p>To know what rhyming couplets and assonance are in rap and how to use them to enhance your work</p>	To compose a rap within a given structure showing an understanding of the key features of rap music	Theme Artist Rhyming Beat Lyrics Rhyming couplets Assonance Verse	Rap composition on a theme of their choice using rhyming couples and assonance	Listen to the song 'She Said' by Plan B and look at the given lyrics. Students to answer the following questions: What are the lyrics about in this rap? How do you know? Why does Plan B sing and rap as an artist? What do you think is effective about this rap and why?
Advance Notation / Keyboard Skills	<ul style="list-style-type: none"> • Music theory • Performance • Composition 	<p>Develop understanding of placement of notes on the stave (Every Good Boy Deserves Football EGBDF and FACE in the space)</p> <p>Know how to apply the placement of notes on a stave to a keyboard</p>	Performance / Listening (Applying knowledge to the keyboard)	Stave Notation Duration	Understanding of notation Performance of a well known pop song – 'Skyfall' by Adele	Notation worksheet where students need to match the notes on the stave. This includes above and below the stave for extra challenge

Bandlab	<ul style="list-style-type: none"> • Music Theory • Composition 	<p>Know how to layer a DAW based composition</p> <p>Know how to compose your own instrumental layers using more detail</p> <p>Know how to use production techniques to enhance a composition</p>	Composition / Listening	Texture Loop Production	Composition on Bandlab Education (DAW) around a given scenario (linked to component 1 at KS4)	Complete Bandlab project
Leitmotifs	<ul style="list-style-type: none"> • Music Theory • Composition • Listening 	<p>Know how music is composed for certain characters/settings</p> <p>Be able to analyse a famous leitmotif</p>	Composition / Listening	Practitioners Device Sustained Composer Music Technology Crescendo Accelerando Homophonic Monophonic Polyphonic	<p>Composition to match music to the <i>Wallace and Gromit</i> film clip</p> <p>Performance of a leitmotif from a famous film (worksheet)</p>	Practice famous Leitmotifs worksheet at home to polish piece (if no keyboard use virtual piano)
Musical Futures	<ul style="list-style-type: none"> • Music Theory • Composition • Performance • Listening 	<p>Know how the four chords of C/G/Am/F make up the majority of songs</p> <p>Choose four songs to include in your 'four chords mash up'</p>	<p>Be able to play the four chords on two instruments (Ukulele/Keyboard)</p> <p>Be able to play in time as part of an ensemble</p>	Major Minor Chord Structure Verse Chorus	Four chord mash up arrangement performance in ensemble groups	Practice performances at home or at dinnertime in school

Year 10

Curriculum Coherence

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Component 1 – Exploring Music Products and Styles	<ul style="list-style-type: none"> • Genres of music theory • Performance • Composition • Listening & appraising 	<p>Motown – Major tonality / Duet texture / Riff</p> <p>Rock 'n' Roll – Improvisation / Walking Bass / Blues Scale</p> <p>Disco – Repetition / Syncopation</p> <p>Reggae – Syncopation / Hook</p> <p>Britpop – Reaction / Song Structure / Melody</p> <p>Grime – counter melody / Production</p> <p>EDM – Reverb / Loops / Technology</p> <p>African Drumming – call & response</p> <p>Leitmotifs – Device / Sustained / Polyphonic</p> <p>Minimalism – Motif / Rhythm / Melody</p> <p>Phase Shifting / Note Addition</p>	<p>Perform as a soloist in a style of a genre studied in class</p> <p>Perform as part of an ensemble in a style of a genre studied in class</p> <p>Compose in the style of a genre studied in class</p>	In Key Core Knowledge column	<ul style="list-style-type: none"> • 4 x styles of music PowerPoint (compositional and sonic features) • 1 x 30-60 second live performance linked to the theme • 1 x 30-60 second composition linked to the theme • 1 x 30-60 second film music composition linked to the theme • Supporting commentary on how the three outcomes were created/realised 	<ul style="list-style-type: none"> • Practicing performances at home linked to theme
Component 2 – Music Skills Development	<ul style="list-style-type: none"> • Genres of music theory • Performance 	<p>Skills Audit</p> <p>SMART Target setting</p> <p>Strengths / Developments</p>	Perform as a soloist or part of an ensemble in a style of a genre studied in component 1	In Key Core Knowledge column	<ul style="list-style-type: none"> • 1 x Performance Development Plan with Skills Audit / 2 x SMART 	<ul style="list-style-type: none"> • Practicing performances at home linked to theme

	<ul style="list-style-type: none"> Composition Listening & appraising 	Professional Skills - Time management / Self-discipline / Working with others/ Health & safety / safe use of equipment / Identifying resources / Auditing skills / Development plan	Compose in the style of a genre studied in component 1		<ul style="list-style-type: none"> Targets / Week by week plan 1 x 2 minute Performance linked to the theme building on SMART targets 1 x Composition Development Plan with Skills Audit / 2 x SMART Targets / Week by week plan 1 x 2 minute Composition linked to the theme building on SMART targets 	
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Year 11

Curriculum Coherence

Medium Term Plan Title/Topic	Themes/Concepts	Key Core Knowledge Foci	Application/Skills Foci	Ambitious Tier 2/3 Vocabulary	Assessment	Independent Learning
Component 2 – Music Skills Development	<ul style="list-style-type: none"> Genres of music theory Performance Composition Listening & appraising 	Skills Audit SMART Target setting Strengths / Developments Professional Skills - Time management / Self-discipline / Working with others/ Health & safety / safe use of equipment / Identifying resources / Auditing skills / Development plan	Perform as a soloist or part of an ensemble in a style of a genre studied in component 1 Compose in the style of a genre studied in component 1 In Key Core Knowledge column	In Key Core Knowledge column	<ul style="list-style-type: none"> 1 x Performance Development Plan with Skills Audit / 2 x SMART Targets / Week by week plan 1 x 2 minute Performance linked to the theme building on SMART targets 1 x Composition Development Plan with Skills Audit / 2 x SMART Targets / Week by week plan 1 x 2 minute Composition linked to the theme building on SMART targets	<ul style="list-style-type: none"> Practicing performances at home linked to theme
Component 3 – Responding to a Music Brief	<ul style="list-style-type: none"> Genres of music theory Performance Composition Listening & appraising 	To understand the styles and features behind all songs through listening To outline a plan of action when creating your own piece (linked to the musical elements in ambitious Tier 2/3 vocabulary)	Create your own arrangement of a song from the list of 10 in a style from the list of 4	Style Elements Melody Chords Structure Major Minor Texture Timbre Tempo Dynamics	<ul style="list-style-type: none"> Activity 1: Initial response to the music brief (800 words) Activity 2: 2 minute composition to use as a backing track on one of the 10 chosen pieces by the exam board Activity 3: Individual commentary on the creative process (800 words) 	N/A

