



MUSIC PATHWAY

Pre-Prep School

Taunton Preparatory School

&

Taunton School Senior





Music at Taunton Pre-Prep School

Key Stage 1

<p>Reception topics</p> <ul style="list-style-type: none"> • Ourselves • Goldilocks and the 3 bears 	<p>Skills</p> <ul style="list-style-type: none"> • Using voices expressively and creatively by singing songs and speaking chants and rhymes • Focus on Tempo
<p>Year 1 Topics</p> <ul style="list-style-type: none"> • The 3 Little Pigs • Out of eggs 	<p>Skills</p> <ul style="list-style-type: none"> • Using voices expressively and creatively by singing songs and speaking chants and rhymes • Focus on Tempo and Pitch • Playing un-tuned percussion instructions in time
<p>Year 2 Topics</p> <ul style="list-style-type: none"> • London • Africa 	<p>Skills</p> <ul style="list-style-type: none"> • Using voices expressively and creatively by singing songs and speaking chants and rhymes • Focus on Tempo and Pitch and Dynamics • Playing tuned and un-tuned instruments musically



Music at Taunton Prep School

Key Stage 2

<p>Year 3 Topics</p> <ul style="list-style-type: none"> • Instructions of the orchestra (Peter and the Wolf; Orchestra Song pieces) • Performance practice as soloists and ensemble members (House Performing Arts Week, September) • Wind/Brass scheme • Viking Music and Drama • Romans – Music and Drama 	<p>Skills</p> <ul style="list-style-type: none"> • Identifying instruments of the orchestra • Playing tuned and un-tuned percussion instructions expressively • Develop understanding of sections of the orchestra through games, listening to orchestral music, singing a group song and orchestral instruments • Preparing for performance after taster lessons on Wind/Brass instructions • Play and perform in solo and ensemble contexts
<p>Year 4 Topics</p> <ul style="list-style-type: none"> • Petrushka, Russian Music • Tudor music (Greensleeves, curriculum link, trip to Montecute House) • Year 4 Production • Performance practice as soloists and ensemble members (House Performing Arts Week, September). • Wind/Brass scheme • Rainforest (cross-curricular) 	<p>Skills</p> <ul style="list-style-type: none"> • Continuation and reinforcing of orchestral instruments, building on year 3 work, further games, songs, and wide listening of orchestral music (Stravinsky, Tchaikovsky...) • Identification of the basic elements of music • Listening with attention to detail • Play and perform in solo and ensemble contexts • Rondo form
<p>Year 5 Topics</p> <ul style="list-style-type: none"> • The Victorians (cross-curricular link), Victorian musical inventions, development of the Piano, music hall, concert hall development. • Music in Canon • Holst The Planets with graphic scoring. • Topic Africa. African Music and Blues. 	<p>Skills</p> <ul style="list-style-type: none"> • Use and understand staff and other musical notations • Reading and maintaining an independent musical line as part of an ensemble • Play and perform in solo and ensemble contexts • Identification and comparison of musical elements in various Holst Planets movements.
<p>Year 6 Topics</p> <ul style="list-style-type: none"> • Appraising Ravel's Bolero • Opera – listening to a range of operatic extracts. • Composition of Opera based on Tutankhamun. • Year 6 Production • Cross curricular – Egyptians and the Greeks. (Greek Theatre and Music) 	<p>Skills</p> <ul style="list-style-type: none"> • Identifying and creating Ostinato patterns. • Understanding structure (Binary / Ternary Form). • Listen with attention to detail • Develop an understanding of the history of music. • Play and perform in solo and ensemble contexts • Improvise and compose music for a range of purposes. • Intensive production and performance week, whole year group.



Key Stage 3

<p style="text-align: center;">Year 7 Topics</p> <ul style="list-style-type: none"> • The elements of music (Listening and Appraising) • Form and structure - (Composing and Performing) • Folk music from around the World. (Listening and Appraising) (Composing and Performing) • Comparing and contrasting musical pieces West Side Story (Bernstein) and Romeo and Juliet (Prokofiev). (Listening and Appraising) 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Identify and discuss the inter-related dimensions of music expressively (Tonality, major and minor scales, texture, dynamics, tempo, timbre – Hall of the Mountain King) • Small group composition of question and answer; compositions using Binary and Ternary form. Notating the compositions. Reading and performing an independent musical line as part of an ensemble. • Identification of folk styles from around the World: India, Australia and European folk music history and context. • Appraising Vaughan Williams 'Folk Songs from Somerset'. • Listen with increasing discrimination to a wide range of music, beginning to make critical comparisons between different pieces of music.
<p style="text-align: center;">Year 8 Topics</p> <ul style="list-style-type: none"> • Orchestral Studies: Pictures at an Exhibition. (Listening and Appraising) • Pachelbel Canon. Texture and Tonality in orchestral music, with more detailed focus on identifying elements of music. • The Symphony. Mahler's First. Frere Jacques Theme and Variations (Listening, Appraising, Composing, Performing) • 12 Bar Blues and Jazz (Composing and Performing) • Year 8 Production 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Listen with increasing discrimination to a wide range of music, making critical comparisons between different pieces of music. • Play and perform in solo and ensemble contexts, using staff and other relevant notations. • Composing own variations on a given theme and notating. • Improvising and composing drawing on structures and styles. • Intensive production and performance week.



Music at Taunton School

Key Stage 3

Pupils in year 9 can elect to study music where they have three 35 minute lessons of music per week which will build upon skills learned at TPS. The focus during this stage of key stage 3 is to enable students to finish the course with a well-balanced understanding and experience of the various facets of music. Year 9 will also ensure that students have solidified learning at TPS in preparation for the GCSE (9-1) course in years 10 and 11.

Alongside academic lessons the music school offer numerous co-curricular ensembles, concerts and trips to support the development of students.

Year 9 Topics	Using Skills
<ul style="list-style-type: none"> • Introduction to Performance • History of Western Classical Music • Medieval to 20th Century • Introduction to music theory and harmony (compositional techniques for writing a melody; cadences; harmonising a melody) • Film Music • Composition for a friend – presentation on own instrument and composition for another member of the group • Musical understanding and introduction to analysis • Simple rhythmic and melodic dictation staff notation. • World Music workshops 	<ul style="list-style-type: none"> • To perform weekly to improve quality of sound; technique; stamina; good practice routines; posture; stage presence. • To be able to aurally differentiate between periods of music, highlighting key features of each period of music. • To be able to develop basic sequencing skills using Sibelius notation software. • To understand simple music theory and apply this to composition work as well as to develop an aural awareness compositional techniques. • Develop an awareness of rhythmical duration in relation to a beat as well as interval relationships. • Develop an understanding, through performance on specific instruments and analysis, of African and Latin American Music.

Key Stage 4

– Edexcel (9-1) GCSE Music

Pupils in year 10 and 11 have four 35 minute lessons of music per week that are separated into performance, composition and contextual studies. Key stage 4 will follow the edexcel (9-1) qualification structure including study of four areas of music, each of which contain two set works. Within this course students will also develop a knowledge of sophisticated musical language and allows students to learn in-depth appraising skills which supports the creating and performing aspects of music.

Alongside academic lessons the music school offer numerous co-curricular ensembles, concerts and trips to support the development of students. Key stage 4 students are encouraged to immerse themselves into the many performance opportunities available in order to support the performing aspect of the course.

Year 10 Topics	Skills
<ul style="list-style-type: none"> • Performance and practice routines • Composition Project 1 (Minimalism; Serialism; Dialogue) • Composition Project 2 (Collaborative task – Christmas Song; focus upon lyric writing and structure) • Appraising, Score reading and analysis. Review of musical elements. • Set Works, Unit1: Instrumental Music 1700-1820 • Set Works, Unit 3: Music for Stage and Screen • Set Works, Unit 4: Fusions – including World Music Part II • Dictation, General Aural awareness 	<ul style="list-style-type: none"> • Musical fluency; technique, stylistic awareness • Organisational skills and self-motivation • To be able to understand and apply musical language and when evaluating and critiquing performances • To become confident in the use of sequencing software to notate compositions as well as developing aural awareness • Musical literacy, both writing and reading • Recall, select, organise and deploy knowledge of the syllabus content • Transference and application of knowledge (concepts covered in set works to unfamiliar listening) • Develop good interpretation when notating basic simple and compound time melodies



<p style="text-align: center;">Year 11 Topics</p> <ul style="list-style-type: none"> • Performance, Preparation for Assessment. • Performance, Assessed Recitals • Composition Project 3 (Set Brief) • Composition, Editing and Recording • Set Works, Unit 2: Vocal Music • Appraising Unfamiliar Works, (Including Set Works Revision) • Dictation, General Aural awareness 	<p>Skills</p> <ul style="list-style-type: none"> • To be able to analyse, understand and rehearse performances in order to show improvement. • Development of Musical fluency; technique; stylistic awareness. • To be able to analyse and apply source materials in order to create interesting compositional identity. • Develop confident judgement in notating simple and compound time melodies.
<p style="text-align: center;">KS5 Topics</p> <ul style="list-style-type: none"> • Performance • Composition structure and melodic development • Composition, Editing and Recording • Appraising – set works • Dictation and General Aural awareness • Harmony, study of Bach’s harmonic style and basic foundations of Harmonic language 	<p>Skills</p> <ul style="list-style-type: none"> • To be able to analyse, understand and rehearse performances in order to show improvement both in technique and in understanding. • Development of Musical fluency; technique; stylistic awareness. • To be able to analyse and apply source materials in order to create interesting but cohesive compositional identity. • Develop confident judgement in notating more complex simple and compound time melodies. • Develop a thorough understanding of Harmony, harmonic structure and conventions.

Contributors:

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