

OPPORTUNITIES FOR CULTURAL CAPITAL IN MUSIC

	Term 1	Term 2	Term 3
Year 7	<p>Renaissance period (1505-1585) – Thomas Tallis – Considered one of England’s greatest composers.</p> <p>Renaissance period (1500-1561) – Tielman Susato – A pioneer of Renaissance dance and also important in the development of printed music</p> <p>Historical development of the Orchestra, including getting the opportunity to see and hear ‘ancient’ instruments. Pupils explore this via the ‘Focus on Sound’ platform and we look at how instruments have evolved into what we know today. What were the earliest instruments we know about and which instruments are no longer played but are significant, for example, the Danish ‘lur’ (which is where Lurpak butter got its name).</p>	<p>Baroque period (1659-1695) – Henry Purcell – Considered to be England’s greatest composer of the Baroque era and English opera.</p> <p>Baroque period (1685-1759) – J S Bach - One of the most important composers in history, developing the 12-tone scale we know today.</p> <p>Guido of Arezzo – A Benedictine monk who changed the way we learn music by developing musical notation. Year 7 look at Guido before exploring how musical notation evolved into what we know today.</p>	<p>Baroque period (1685-1759) – George Frideric Handel – Composer of one of the most famous oratorios in history, his Messiah as well as the coronation anthem which has been used in every coronation since 1727.</p> <p>Classical period (1732-1809) – Joseph Haydn. Known as the ‘Father of the Symphony’ and a key composer of the early classical period.</p> <p>Polyrhythms and samba – The history of samba and tracing its origins back to West African slave trade (links to Y8 blues)</p>
Year 8	<p>Classical period (1756-1791) – Mozart – One of the classical period’s most famous composers and a key composer for piano, which was a relatively new instrument at the time. We look at how the piano evolved from the harpsichord.</p> <p>Classical/Romantic period (1770-1827 – Beethoven – Looking at how Beethoven made the transition from the classical to romantic periods and how the orchestra grew considerably in size.</p> <p>Year 8 study the ‘Blues’ in detail with an in depth look at the transatlantic slave trade, the civil war, segregation in the USA, and how all of this influenced popular music as we know it today.</p>	<p>Romantic period (1819-1896) – Clara Schumann – Regarded as one of the most distinguished pianists of the romantic era and a successful composer. One of the key women of the romantic period.</p> <p>20th Century (1882-1971) – Igor Stravinsky – Widely considered one of the most important and influential composers of the 20th century. Stravinsky provoked riots when some of his works were performed.</p> <p>Film Music – How music and sound for film has evolved since the days of the early ‘Talkies’ right through to the impact of modern technology.</p>	<p>20th Century (1900-1990) – Aaron Copland – Referred to as the ‘Dean of American Composers’, Copland was hugely influential and was a pioneer of the American ‘classical’ sound. Copland influenced scores of film composers.</p> <p>20th Century (1932...) – John Williams – Arguably the greatest film composer of all time and the greatest living composer, with a career spanning seven decades and having won five Oscars, four Golden Globes, seven BAFTAs and 21 Grammys, as well as 48 Oscar nominations.</p>
Year 9	<p>Music Technology – How technology has transformed how we create and consume music since the advent of the gramophone in the late 19th century. How the first ‘sample’ used in a performance was birdsong</p>	<p>Popular musical styles – The links between the classical ‘high’ culture and popular music. How musical styles and genres have developed over time and</p>	<p>J S Bach – In more detail, focusing on the orchestral suite. Pupils begin to look at Badinerie from his Orchestra Suite No.2 in B Minor.</p>

	<p>played on a gramophone for Ottorino Respighi's 'Pines of Rome'.</p> <p>Year 9 also look at the impact of the iPod and how being able to access music on a global scale instantly has resulted in an explosion of new styles and genres.</p>	<p>influenced each other through hybridisation.</p> <p>The Beatles – The 'British Invasion' and how the merchant navy in Liverpool dramatically changed popular music in the UK in the 1950s.</p>	<p>Year 9 also look at how looping technology is enabling musicians on their own to be able to construct and perform incredibly complex pieces of work in a wide variety of styles.</p>
Year 10	<p>Cultural Capital is a key component of both year 10 and 11 throughout GCSE. Pupils study music from four areas of study, and discuss the life and culture of the periods and how this influenced the works:</p> <p>AOS 1 – Musical Forms and Devices - Studied pieces include:</p> <ul style="list-style-type: none"> - Frédéric Chopin - Waltz, Opus 64, No. 1 - Camille Saint-Saëns – Fossils from The Carnival of the Animals - George Frideric Handel - For Unto Us a Child is Born - Pyotr Ilyich Tchaikovsky - Dance of the Reed Pipes - Antonio Vivaldi - 1st movement from Winter 		
Year 11	<p>AOS 2 – Music for Ensembles – Studied pieces include:</p> <ul style="list-style-type: none"> - The Andrews Sisters - Boogie Woogie Bugle Boy - Bing Crosby & Louis Armstrong - Now You Has Jazz - Alan Menken – Skid Row from Little Shop of Horrors - Jerry Bock – Sunrise, Sunset from Fiddler on the Roof - Richard Rodgers – The Lonely Goatherd from The Sound of Music <p>AOS 3 – Film Music – Studied pieces include:</p> <ul style="list-style-type: none"> - Anthony Newley – I've Got a Golden Ticket from Willy Wonka and the Chocolate Factory - Thomas Newman – Angels in America (Main Title) - Percy Granger – Mock Morris (End Credits) - Danny Elfman – Edward Scissorhands (Main Title) - Carly Simon – Let the River Run from Working Girl <p>AOS 4 – Popular Music – Studied pieces include:</p> <p>Elton John – Candle in the Wind</p> <p>Sting – Every Breath You Take</p> <p>Lennon & McCartney – She's Leaving Home</p> <p>Noel Gallagher (Oasis) – Wonderwall</p> <p>Noel Gallagher (Oasis) – Wonderwall (cover by The Mike Flower Pops)</p> <p>Set Works - Year 10 and 11 also study the following two set works in details:</p> <ul style="list-style-type: none"> - J S Bach – Badinerie - Toto - Africa 		