

# Eden Park High School

## Cross Curricular Provision



### Music

#### Literacy

##### Year 7

**Topics:** *Northern Lights, Gothic writing and Shakespeare*; analysing use of language to convey character/theme

**Links with Music:** Film music, musical theatre, leitmotifs, thematic transformation, thematic material, variation

##### Year 8

**Topics:** *Lord of the flies, War poetry, Charles Dickens*

**Links with Music:** Film music, musical theatre, leitmotifs, thematic transformation, thematic material, variation

##### Year 9

**Topics:** *Othello, To Kill a Mockingbird, non-fiction texts*

**Links with Music:** Film music, musical theatre, leitmotifs, thematic transformation, thematic material, variation

#### Numeracy

##### Year 7

**Topic:** *Working with negatives, creating formulae*

**Links with Music:** Accidentals, chord formulae, major/minor/augmented/diminished triads and 7<sup>th</sup> chords

**Topic:** Adding, subtracting

**Links with Music:** Rhythm, variations, diminution, augmentation

##### Year 8

**Topic:** *Powers and roots*

**Links with Music:** Chords, chord extensions

**Topic:** *Geometry, sequences*

**Links with Music:** Variation, sequences

## **Year 9**

**Topic:** *Percentages*

**Links with Music:** Rhythm

---

### **Personal Development**

#### **SMSC (Spiritual, Moral, Social and Cultural)**

##### **Spiritual**

Student's lives will be enhanced by a spiritual journey through three distinct disciplines of performing, composing and appraising music.

##### **Moral**

Students will learn concerned regarding the principles of right and wrong behaviour when studying music and working in a musical environment.

##### **Social**

Development of social skills regarding working musically

##### **Cultural**

Inspiration through outside musical experiences

---

### **British Values**

#### **Democracy**

All students encouraged to express opinions regarding their own and others musical study.

#### **The rule of law**

All students are encouraged to abide by rules implemented to promote safety and welfare of others.

#### **Individual liberty**

All students have the right to express themselves musically.

#### **Mutual respect**

All students to show respect to all musical performers, composers, engineers etc. and expressions of musicality.

#### **Tolerance of those of different faiths and beliefs**

All students to show tolerance and equal value to all music of all faiths and beliefs

---

### **Citizenship**

#### **Year 7**

**Topic:** *Careers*

**Links with Music:** Careers

**Topic:** *Living in the wider world, paid and unpaid working*

## **Links with Music: Careers**

### **Year 8**

**Topic:** *Living in the wider world, roles and identities*

**Links with Music:** Fashion in music

**Topic:** *Racism*

**Links with Music:** Blues Music

---

## **Independent Learning**

### **Research skills**

Develop the ability to gather information about musical topic from a variety of online resources (locate, select, identify, define)

Review information (classify, describe, discuss, explain)

Analyse and interpret the information (compare, contrast, question)

Evaluate information (argue, defend, value, critique, weigh, justify a stand)

### **Metacognition**

Effectiveness of planning for performances, compositions and independent study

Self-regulated improvement and reflection

Goal setting

A step-by-step guide to achievement

Identifying strengths and weaknesses

The art of practice

Identifying skills to develop and how to achieve

Understanding of effective and non-effective approaches to learning and systematically reflect on those choices

---

## **Links with other subject areas**

### **Shared knowledge/content**

#### **Year 7**

**Subject:** Science

**Topic:** *Forces and motion*

**Links with Music:** Organology, tempo

**Subject:** Geography

**Topic:** *People and biosphere, indigenous people, resource demand*

**Links with Music:** Organology

**Topic:** *Population pressures, India, Brazil*

**Links with Music:** World music styles

**Topic:** *Amazing places, Iceland, Dubai, Hawaii*

**Links with Music:** World music styles

**Subject:** History

**Topic:** *The industrial revolution 1750 - 1820*

**Links with Music:** The Classical period 1750 - 1820

**Subject:** Citizenship

**Topic:** *Careers*

**Links with Music:** Careers

**Topic:** *Living in the wider world, paid and unpaid working*

**Links with Music:** Careers

**Subject:** Art

**Topic:** *Tone and Texture*

**Links with Music:** Pitch and texture

**Subject:** Dance

**Topic:** *Choreography, the Charleston, rock and roll, Bollywood, repetition, canon, dynamics, speed*

**Links with Music:** Structure, jazz, rock n roll, world music, repetition, dynamics, tempo

**Topic:** *Performance, Egyptian, African, Disco*

**Links with Music:** World music, instrumental technique, reflection

**Year 8**

**Subject:** Science

**Topic:** *Electricity*

**Links with Music:** History of recording technology - 'the electrical period', electric instruments, electronic software and recording technology

**Topic:** *Periodic table*

**Links with Music:** The elements of music

**Topic:** *Waves*

**Links with Music:** Organology

**Subject:** Geography

**Topic:** *Development dynamics*

**Links with Music:** Indian music

**Subject:** History

**Topic:** *World War 1, World War 2, Vietnam*

**Links with Music:** Musical periods; 1910-1920, 1930-1940, 1940-1950, 1960-1970 (counterculture)

**Subject:** French

**Topic:** *The media, musical film genres, opinion on music*

**Links with Music:** Music for media, dialogic and non-dialogic music, film music genres, music appreciation

**Subject:** Dance

**Topic:** *Trist and Pulse*

**Links with Music:** Pulse, rhythm and time signatures

**Topic:** *Repetition, unison, canon*

**Links with Music:** musical devices

**Year 9**

**Subject:** Science

**Topics:** Forces and motion

**Links with Music:** Organology, tempo

**Subject:** History

**Topics:** Conflict at home and Abroad, USA, Vietnam War

**Links with Music:** Musical periods; 1950 - 1980

**Subject:** Spanish

**Topic:** Digital generation, musical tastes

**Links with Music:** history of recording technology - 'the Digital era'

**Subject:** Drama

**Topic:** *Blood Brothers*

**Links with Music:** musicals, musical theatre

---

## **Shared skills**

### **Year 7**

**Subject:** Drama

**Topics:** *Greek theatre; unison, canon, echo, vocal and physical skills, confidence building*

**Links with Music:** Unison, canon, imitation, call and response, vocal and instrumental skills, confidence building

**Topic:** *Good Night Mister Tom; choral voice, improvisation*

**Links with Music:** Vocal skills, improvisation

**Subject:** Dance

**Topics:** *Performance; control, spatial awareness, co-ordination, posture, movement memory, sensitivity to others, timing, focus, expression, accuracy*

**Links with Music:** Instrumental techniques

### **Year 8**

**Subject:** Drama

**Topics:** *Melodrama, vocal and physical skills, confidence building*

**Links with Music:** Unison, canon, imitation, call and response, vocal and instrumental skills, confidence building

**Topic:** Choral voice, improvisation

**Links with Music:** Vocal skills, improvisation, singing, appraising

**Subject:** Dance

**Topic:** *Performance, Michael Jackson, Bruno Mars and Chris Brown*

**Links with Music:** Performance