

## Music Subject Curriculum Map

		Autumn Term	Spring Term		Summer Term	
7	Unit Title	Keyboard skills and Introduction to Classical Music	Pictures at an Exhibition and Introduction to Romantic Music	Cross Curricular Arts project and introduction to 20th-Century Music	Class Band -3/4 chord songs and introduction to Popular Music tradition	Folk Music and Cartoons
	Key Knowledge	<ul style="list-style-type: none"> <li>a. Students introduced to <b>performance</b> skills and reading notation</li> <li>b. Correct <b>keyboard technique</b> introduced</li> <li>c. Major and minor chords introduced</li> <li>d. Focus on simple arrangement/development of ideas using a known melody as a stimuli</li> <li>e. Focus on Classical Era orchestra and genres and the main music elements DR P SMITH</li> </ul>	<ul style="list-style-type: none"> <li>a. Students build on their <b>composing</b> skills and look at how to develop a given melodic idea based on the promenade theme</li> <li>b. Focus on how the musical elements can create different moods and emotions by representing pictures or stories through use of DR P SMITH</li> <li>c. Introduction to <b>Garageband</b> software</li> <li>d. Focus on Romantic repertoire and how</li> </ul>	<ul style="list-style-type: none"> <li>a. Introduce Minimalist music in the context of the Cross-Curricular Arts project (stimuli is sugar – sugar is granular and made up of lots of cells... as is Minimalist Music)</li> <li>b. Students build on both <b>performance</b> skills through a class performance of 'In C' by Terry Riley</li> </ul>	<ul style="list-style-type: none"> <li>a. Students exploring chords on ukulele</li> <li>b. Correct <b>Ukulele technique</b> introduced</li> <li>c. Build on <b>ensemble performance</b></li> <li>d. Looking at how popular songs are constructed</li> <li>e. Introduction of Musical Futures play-</li> </ul>	<ul style="list-style-type: none"> <li>a. Students explore a traditional Folk tune – Yankee Doodle</li> <li>b. Revisit <b>keyboard</b> and <b>rehearsal</b> skills</li> <li>c. Students explore how folk tunes were used in traditional cartoons</li> <li>d. Students revisit</li> </ul>

## Music Subject Curriculum Map

			<p>the orchestra expands</p>	<p>c. Students build on their <b>composition</b> skills by producing their own Minimalist piece – ‘in G’</p> <p>d. Students will learn about basic Minimalist techniques and will apply this learning in their compositions</p>	<p>along – developing musical independence</p>	<p><b>composing with stimuli</b> (Yankee Doodle) but with the added challenge of composing to motion picture (a cartoon clip).</p> <p>e. Students develop knowledge of chords and representing stories through the use of DR P SMITH</p> <p>f. Students develop their proficiency in the use of</p>
--	--	--	------------------------------	---	--	---

## Music Subject Curriculum Map

					GarageBand to compose
<b>Links to previous learning</b>	<ul style="list-style-type: none"> <li>a. Ensures any gaps in primary school music education addressed</li> <li>b. Establishing confidence using key vocabulary when discussing musical elements</li> <li>c. Focus on developing confidence as a solo and ensemble player</li> </ul>	<ul style="list-style-type: none"> <li>a. Builds on reading skills</li> <li>b. Learning to use the musical elements studied last term to create original compositions</li> <li>c. Learn how the orchestra develops and how composers compose differently.</li> </ul>	<ul style="list-style-type: none"> <li>a. Developing ensemble <b>performance</b> skills</li> <li>b. Revisit and develop <b>composition</b> skills</li> <li>c. Learn about Chamber ensembles and instrumentation not used in the W.C.Tradition</li> </ul>	<ul style="list-style-type: none"> <li>a. Revisiting chords in a new context (ukuleles) but now looking at chord progressions</li> <li>b. <b>Extending</b> reading experience by reading and decoding chord charts</li> </ul>	<ul style="list-style-type: none"> <li>a. Students revisit knowledge of chords and representing stories through the use of DR P SMITH</li> <li>b. Revisiting and developing use of GarageBand</li> <li>c. Develop <b>composition skills</b></li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>a. <b>Solo</b> Ode to Joy performance (PSG awarded)</li> </ul>	<ul style="list-style-type: none"> <li>a. Developing a character theme from a given stimuli</li> </ul>	<ul style="list-style-type: none"> <li>a. Ensemble performances</li> </ul>	<ul style="list-style-type: none"> <li>a. Weekly class performances – PSG awarded</li> </ul>	<ul style="list-style-type: none"> <li>a. Exported video file with student</li> </ul>

## Music Subject Curriculum Map

		<ul style="list-style-type: none"> <li>b. <b>Solo</b> Für Elise performance</li> <li>c. Listening Assessment – assessment cycle 1</li> </ul>	<p style="text-align: center; font-size: 2em; opacity: 0.5;">ASPIRE</p>	<ul style="list-style-type: none"> <li>b. Cross-Curricular task</li> </ul>		<ul style="list-style-type: none"> <li>composition underneath – showcased in class</li> <li>b. Year round-up listening assessment – assessment cycle 2</li> </ul>
--	--	--	---	--	--	---

CARE

GROW

SUCCEED

## Music Subject Curriculum Map

ASPIRE

		Autumn Term	Spring Term	Summer Term	
8	Unit Title	<b>Renaissance Music</b>	<b>Blues</b>	<b>Arts Award Film and Cartoon Music</b>	
	Key Knowledge	<ul style="list-style-type: none"> <li>a. Building on their notation understanding with a focus on rhythm</li> <li>b. Students will develop <b>dictation skills</b> and are building towards writing their own drum parts</li> <li>c. Revisit chords and accompaniments as well as looking at melodic decoration</li> <li>d. <b>Ensemble performance</b> and maintaining their own part within it</li> <li>e. Introduction to Sibelius Software</li> <li>f. Focus on early Baroque orchestra and genres and the main music elements DR P SMITH.</li> </ul>	<ul style="list-style-type: none"> <li>a. Introducing 7<sup>th</sup> chords</li> <li>b. Focus on improvisation and how to alter the style of a piece. E.g. Play in a relaxed jazzy style or a straight quaver rock style</li> <li>c. Explore scales e.g. Blues, pentatonic and chromatic scale</li> <li>d. Looking at 12-bar blues structure</li> <li>e. Develop an understanding of the roots of pop music and where the music they listen to has its origins</li> <li>f. Using DR P SMITH to identify how the elements are used to create styles of popular music</li> <li>g. Producing a blues piece on GarageBand</li> </ul>	<ul style="list-style-type: none"> <li>a. Solo <b>performance</b> of Film Music linked to each Arts Award task</li> <li>b. Looking at how orchestras and audiences interact in the context of Film Music</li> <li>c. Opportunity for each student to develop their rehearsal skills in a film</li> </ul>	<ul style="list-style-type: none"> <li>a. Introducing cluster and diminished 7<sup>th</sup> chords</li> <li>b. Focus on creating music to a given stimuli. E.g Cartoon clip</li> <li>c. Composing an original film score with Mickey Mousing/creating hit-points as well as creating atmosphere with underscoring</li> <li>d. Increased understanding of how DR P SMITH elements are</li> </ul>



## Music Subject Curriculum Map

		<b>ASPIRE</b>	piece of their choosing once they've been introduced to all	used to create effect.
<b>Links to previous learning</b>	<ul style="list-style-type: none"> <li>a. Solo and ensemble performance-reading notation</li> <li>b. Knowledge of primary chords</li> <li>c. Music Technology understanding</li> <li>d. Composing original material from given stimuli</li> <li>e. Understanding of different classical music eras</li> </ul>	<ul style="list-style-type: none"> <li>a. Looking at song structures building on their pop knowledge from year 7 class band</li> <li>b. Revisiting chords but looking at more complex 7<sup>th</sup> chords</li> <li>c. Ensemble skills</li> <li>d. Revisiting GarageBand</li> </ul>	<ul style="list-style-type: none"> <li>a. Solo performance</li> <li>b. Rehearsal skills</li> <li>c. Developing keyboard skills in more complex pieces – more disjunct melodies, chromaticism</li> </ul>	<ul style="list-style-type: none"> <li>a. Looking at more complex chords-dim 7ths</li> <li>b. Revisiting free composition but to a different stimuli (media clip) – musical stimuli withdrawn (other than theme tune for end credits)</li> <li>c. Exploring how DR P SMITH elements are used to create effect</li> </ul>

## Music Subject Curriculum Map

			<b>ASPIRE</b>		d. Cartoon composition
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>a. La Mourisque performance – PSG awarded</li> <li>b. Notation Composition (Sibelius)</li> <li>c. Listening Assessment – assessment cycle 1</li> </ul>	<ul style="list-style-type: none"> <li>a. 12 Bar Blues performance in pairs</li> <li>b. GarageBand project</li> </ul>		a. Arts Award Review	<ul style="list-style-type: none"> <li>a. Complete GarageBand project – PSG awarded</li> <li>b. Year round-up Listening Assessment – assessment cycle 2</li> </ul>

**CARE**

**GROW**

**SUCCEED**

## Music Subject Curriculum Map

		Autumn Term	Spring Term		Summer Term	
9	Unit Title	Latin American and Reggae Music	Popular Musical Styles	Remixing	Film Music	Free composition/performance
	Key Knowledge	<ul style="list-style-type: none"> <li>a. Solo performance skills - syncopation</li> <li>b. Emphasis on ensemble playing in bigger ensembles (Reggae band work)</li> <li>c. New listening based around music from South America</li> <li>d. World music instrument focus</li> <li>e. Looking at fusion in music</li> </ul>	<ul style="list-style-type: none"> <li>a. Looking at different styles of popular music e.g Riff-based</li> <li>b. Build on reading skills solo and class ensemble work on ukulele and keyboard</li> </ul>	<ul style="list-style-type: none"> <li>a. Look at remixing in Garageband - developing knowledge of manipulating ideas</li> <li>b. Explore and use effective song structure</li> </ul>	<ul style="list-style-type: none"> <li>a. Develop Garageband skills using automation and effects</li> <li>b. Creating atmosphere for a film clip using the musical elements – specifically suspense and tension in film trailers</li> </ul>	<ul style="list-style-type: none"> <li>a. Students now have experience and knowledge base to decide on their own performance (solo/ensemble)</li> <li>b. Students explore composition skills further with a variety of genres/stimuli to choose from</li> </ul>
	Links to previous learning	<ul style="list-style-type: none"> <li>a. <b>Developing solo and ensemble keyboard performance skills</b></li> <li>b. Furthering knowledge of instruments</li> <li>c. Building on rhythm skills</li> </ul>	<ul style="list-style-type: none"> <li>a. Ukulele class ensemble work – raising ambition of song</li> </ul>	<ul style="list-style-type: none"> <li>a. Looking at how to manipulate loops and midi files rather than just inputting</li> </ul>	<ul style="list-style-type: none"> <li>a. Revisiting free composition but to a different stimuli- building on</li> </ul>	<ul style="list-style-type: none"> <li>a. Using performance skills to choose own performance</li> <li>b. Using composition knowledge to</li> </ul>



## Music Subject Curriculum Map

			<ul style="list-style-type: none"> <li>b. Building on chord knowledge</li> <li>c. Popular music styles</li> <li>d. Developing musical independence with Musical Futures... developing student ownership of project</li> </ul>	<ul style="list-style-type: none"> <li>by original midi from keyboards</li> <li>b. Exploring alternate song structures – revisit popular song structure from Y7 and Blues structures from Y8</li> <li>c. Using GarageBand as a music-making package</li> </ul>	<ul style="list-style-type: none"> <li>Cartoon knowledge</li> <li>b. Exploring how DR P SMITH elements are used to create effect</li> <li>c. Film Music performance</li> </ul>	<ul style="list-style-type: none"> <li>create original composition with or without stimuli</li> <li>c. Use available resource packages (Musical Futures) to promote musical independence</li> </ul>
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>a. Tequila paired ensemble performance</li> <li>b. Reggae performance – Three Little Birds in bands</li> <li>c. Reggae Listening assessment – assessment cycle 1</li> </ul>	<ul style="list-style-type: none"> <li>a. Class performance of Blinding Lights</li> <li>b. Ukulele class ensemble work</li> </ul>	<ul style="list-style-type: none"> <li>a. Complete remix of a song</li> </ul>	<ul style="list-style-type: none"> <li>a. Film trailer/clip with complete underscoring</li> </ul>	<ul style="list-style-type: none"> <li>a. An end product of a solo/ensemble performance <b>and/or</b> composition project (remix/original song/film music)</li> </ul>	

## Music Subject Curriculum Map

			c. Paired ensembles – ukulele and piano			
--	--	--	---	--	--	--

**CARE**

**GROW**

**SUCCEED**

## Music Subject Curriculum Map

		Autumn Term	Spring Term		Summer Term			
<b>10</b>	<b>Unit Title</b>	<b>Musical Devices, the Elements and Western Classical Tradition</b>	<b>The 20<sup>th</sup> Century</b>	<b>Popular Music</b>	<b>Free Choice</b>			
	<b>Key Knowledge</b>	<p><b>Curriculum Topics:</b></p> <p>AoS1: Western Music 1650-1910</p> <ul style="list-style-type: none"> <li>- Explore different musical styles through different musical eras.</li> <li>- Students gain contextual knowledge around these different styles as well as begin training to identify common characteristics of these genres.</li> </ul> <p>Introduction of key aural perception skills:</p> <ul style="list-style-type: none"> <li>- Melodic dictation</li> <li>- Identifying cadences and tonality's</li> </ul> <table border="1"> <thead> <tr> <th><u>Composition</u></th> <th><u>Performance</u></th> </tr> </thead> <tbody> <tr> <td>1 Composition is taught gradually through a series of 'training exercises' in melody writing, consonant</td> <td>- Students develop their own solo performance on their first study instrument which is then performed to the class</td> </tr> </tbody> </table>	<u>Composition</u>	<u>Performance</u>	1 Composition is taught gradually through a series of 'training exercises' in melody writing, consonant	- Students develop their own solo performance on their first study instrument which is then performed to the class	<p><b>Curriculum Topics:</b></p> <p>AOS4: Western Music 1910-</p> <ul style="list-style-type: none"> <li>- Explore key contextual knowledge around the 20<sup>th</sup> Century 'ism's</li> <li>- Students gain contextual knowledge around these different styles as well as begin training to identify common characteristics of these genres.</li> </ul> <p><b>Performance:</b></p>	<p><b>Curriculum Topics:</b></p> <p>AOS2: Popular Music</p> <p>Explore key contextual knowledge around:</p> <ul style="list-style-type: none"> <li>- music of Broadway 1950s to 1990s</li> <li>- rock music of 1960s and 1970s</li> <li>- film and computer gaming music 1990s to present</li> <li>- pop music 1990s to present.</li> </ul> <p>Students gain contextual knowledge around these different styles as well as begin training to identify common characteristics of these genres.</p> <p><b>Introduction of Set Work Analysis</b> – breaking down the three pieces below by musical element developing a deeper musical understanding:</p> <ol style="list-style-type: none"> <li>1) Bohemian Rhapsody</li> <li>2) The Seven Seas of Rhye</li> <li>3) Love of my Life</li> </ol> <p><b>Performance:</b></p> <ul style="list-style-type: none"> <li>- Performances of the set works as a class</li> </ul>
<u>Composition</u>	<u>Performance</u>							
1 Composition is taught gradually through a series of 'training exercises' in melody writing, consonant	- Students develop their own solo performance on their first study instrument which is then performed to the class							

## Music Subject Curriculum Map

	<p>chord sequence and creating functional dissonance</p> <p>2 Sequence Pachelbel's Canon using Baroque instrumentation</p> <p>3 Develop melody writing skills and how to write a theme with variations</p>	<ul style="list-style-type: none"> <li>- They may choose to work in small ensembles instead.</li> </ul>	<ul style="list-style-type: none"> <li>- Class ensemble: Minimalist repertoire</li> </ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"> <li>- Garageband/ Sibelius minimalist project</li> </ul>		<p><b>Revision and Consolidation:</b></p> <ul style="list-style-type: none"> <li>- Queen Songs</li> <li>- Features of musical eras</li> <li>- Aural perception training</li> </ul>
<p><b>Links to previous learning</b></p>	<p><b>Links with previous topics:</b></p> <p>Deepen understanding of melodic development and harmony. More challenging concepts introduced but in real-world scenario challenge. Use of Mac-based Composition software. Revision of notations.</p>	<p><b>Links with previous topics:</b></p> <p>Build on performance resilience and independence taught in KS3.</p> <p>Deepen understanding of melodic development and harmony.</p>	<p><b>Links with previous topics:</b></p> <p>Revisit and develop understanding of melody writing and harmony, looking at musical structures and applying these with more free choice and independence</p>	<p><b>Links with previous topics:</b></p> <p>Deepen understanding of musical elements and application of knowledge in exam board specific contexts.</p> <p>Knowledge of pop music will be consolidated and developed when analysing set works.</p> <p>Ties into GCSE concert-ensemble playing.</p>	<p><b>Links with previous topics:</b></p> <p>Students now have experience and knowledge base to decide on their own-choice composition. Listening test can review knowledge across all AoS including networks.</p>

## Music Subject Curriculum Map

	<p>Building on foundational knowledge gained in KS3.</p> <p>Build on dictation skills by dictating pitch (rather than rhythm)</p>	<p>Revisit terminology linking to elements of music and building on this foundation</p> <p>Revision of notations. More difficult set work tackled first as longer term.</p>			
<b>Key Assessment</b>	<p><b>Assessments:</b> Ground bass composition on GarageBand Performance showcase to the class</p>		<p><b>Assessments:</b> Performance milestones – ensemble progress Solo performance</p>		<p><b>Assessments:</b> PPE Free Choice Performances</p>

CARE

GROW

SUCCEED



## Music Subject Curriculum Map

		Autumn Term	Spring Term	Summer Term	
1 1	Unit Title	<b>Composing to a Brief and Preparing a Performance Programme</b>	<b>Preparing NEA</b>	<b>Western Classical Tradition</b>	<b>The Exam</b>
	Key Knowledge	<p><b>Curriculum Topics:</b></p> <ul style="list-style-type: none"> <li>- AoS 1 and 4 unfamiliar listening practice questions.</li> <li>- Focus on Section A of the exam</li> </ul> <p><u>NEA Completion</u></p> <ul style="list-style-type: none"> <li>- Students introduced to composition briefs and material that could inspire compositional choices</li> <li>- Students are given rehearsal time to prepare a performance programme</li> </ul>	<p><b>Curriculum Topics:</b></p> <ul style="list-style-type: none"> <li>- Students are preparing their NEA portfolio of 2 performances (one solo, one ensemble) and 2 compositions (one free choice and one to a set brief).</li> <li>- How to compose to an AQA brief</li> <li>- Revision starters to rehearse exam skills (regular GCSE exam questions for starter tasks – recall element built in where students annotate possible answers needed for the question to prompt them to draw out particular knowledge ready to apply to the question).</li> </ul> <p>Most of lesson time is dedicated to support student rehearsal and allow 1-1 support for compositions specifically.</p>	<p><b>Curriculum Topics:</b></p> <ul style="list-style-type: none"> <li>- Complete teaching of final AOS1 Set Work (by musical element like the Queen Songs)</li> <li>- Revise AOS1 content and listening application</li> <li>- Revise Queen Songs</li> <li>- Regular exam practice and consolidation</li> </ul>	

# SUCCEED

## Music Subject Curriculum Map

<p><b>Links to previous learning</b></p>	<p>Deepen understanding of melodic development and harmony. More challenging concepts introduced but in real-world scenario challenge. Use of Mac-based Composition software. Revision of notations.</p> <p>Building on foundational knowledge gained in KS3.</p> <p>Build on dictation skills by dictating pitch (rather than rhythm)</p>	<p>Build on performance resilience and independence taught in KS3.</p> <p>Deepen understanding of melodic development and harmony.</p> <p>Revisit terminology linking to elements of music and building on this foundation</p> <p>Revision of notations. More difficult set work tackled first as longer term.</p>	<p>All previous learning around performance, preparing a performance programme and effective rehearsal progress leads up to this final production of NEA.</p> <p>Consolidate deeper understanding of harmonic choices and melodic development.</p> <p>Use of GarageBand and/or Sibelius and/or Logic to produce compositions.</p>	<p>All learning in Y10 and 11 consolidated in this term in the run-up to the exam.</p>	
<p><b>Key Assessment</b></p>	<p><b>Assessments:</b> PPE</p>		<p><b>Assessments:</b> PPE Centre-assessed NEA (performance and composition)</p>	<p>Regular exam practice</p>	

# SUCCEED