

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"> a. Students introduced to performance skills and reading notation b. Correct keyboard technique introduced c. Major and minor chords introduced d. Focus on simple arrangement/development of ideas using a known melody as a stimuli e. Focus on Classical Era orchestra and genres and the main music elements DR P SMITH 	<ul style="list-style-type: none"> a. Students build on their composing skills and look at how to develop a given melodic idea based on the promenade theme b. Focus on how the musical elements can create different moods and emotions by representing pictures or stories through use of DR P SMITH c. Introduction to Garageband software d. Focus on Romantic repertoire and how 	<ul style="list-style-type: none"> 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) b. Students build on both performance skills through a class performance of 'In C' by Terry Riley 	<ul style="list-style-type: none"> a. Students exploring chords on ukulele b. Correct Ukulele technique introduced c. Build on ensemble performance d. Looking at how popular songs are constructed e. Introduction of Musical Futures play- 	<ul style="list-style-type: none"> a. Students explore a traditional Folk tune – Yankee Doodle b. Revisit keyboard and rehearsal skills c. Students explore how folk tunes were used in traditional cartoons d. Students revisit

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

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		<p>b. Solo Für Elise performance</p> <p>c. Listening Assessment – assessment cycle 1</p>	ASPIRE	<p>b. Cross-Curricular task</p>		<p>composition underneath – showcased in class</p> <p>b. Year round-up listening assessment – assessment cycle 2</p>
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		Autumn Term	Spring Term	Summer Term
8	Unit Title	Folk Music	Blues	Cross Curricular Arts Project and Cartoon Music
	Key Knowledge	<ul style="list-style-type: none"> a. Building on their notation understanding with a focus on rhythm b. Revisit chords and accompaniments as well as looking at melodic decoration and explore countermelodies as an accompaniment c. Ensemble performance and maintaining their own part within it d. Introduction to Sibelius Software e. Focus on early Baroque orchestra and genres and the main music elements DR P SMITH. f. Compose folk lyrics and melodies using the Pentatonic scale 	<ul style="list-style-type: none"> a. Introducing 7th chords 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 c. Explore scales e.g. Blues, pentatonic and chromatic scale d. Looking at 12-bar blues structure e. Develop an understanding of the roots of pop music and where the music they listen to has its origins f. Using DR P SMITH to identify how the elements are used to create styles of popular music g. Producing a blues piece on GarageBand 	<ul style="list-style-type: none"> a. Work in collaboration with Art and Drama to contribute to a bigger project – producing a music festival b. Focus on music for advertisements c. Compose a jingle to advertise the festival using Blues or Pentatonic scale a. Introducing cluster and diminished 7th chords b. Focus on creating music to a given stimuli. E.g Cartoon clip c. Composing an original film score with Mickey Mousing/creating hit-points as well as creating atmosphere with underscoring d. Increased understanding of how DR P SMITH elements are

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			<div>h. Compose blues lyrics</div> <div>ASPIRE</div>	<div>d. Incorporate apple loops as an introduction to the jingle</div> <div>e. Additional challenge: compose original chord sequence as introduction to jingle</div>	<div>used to create effect.</div>
<div>Links to previous learning</div>	<div>a. Solo and ensemble performance-reading notation</div> <div>b. Knowledge of primary chords</div> <div>c. Music Technology understanding</div> <div>d. Composing original material from given stimuli</div> <div>e. Understanding of different classical music eras</div> <div>f. Use of particular scales for composition</div>	<div>a. Looking at song structures building on their pop knowledge from year 7 class band</div> <div>b. Revisiting chords but looking at more complex 7th chords</div> <div>c. Ensemble skills</div> <div>d. Revisiting GarageBand</div> <div>SUCCEED</div>	<div>a. Use of GarageBand</div> <div>b. Composing with Blues and/or Pentatonic scales</div> <div>c. Riffs/catchy melodies</div> <div>d. Playing and composing with chords</div>	<div>a. Looking at more complex chords- dim 7ths</div> <div>b. Revisiting free composition but to a different stimuli (media clip) – musical stimuli withdrawn (other than theme tune for end credits)</div> <div>c. Exploring how DR P SMITH</div>	

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			ASPIRE		elements are used to create effect d. Cartoon composition
	Key Assessment	a. Keyboard performance: Wellerman or Scarborough Fair – PSG awarded b. Folk composition c. Listening Assessment – assessment cycle 1	a. 12 Bar Blues performance in pairs b. GarageBand project	a. Exported jingle from GarageBand – PSG b. Opportunity to present arts project to peers	a. Complete GarageBand project – PSG awarded b. Year round-up Listening Assessment – assessment cycle 2

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		Autumn Term		Spring Term	Summer Term	
9	Unit Title	Popular Musical Styles	Remixing	Latin American and Reggae Music	Film Music	Free composition/performance
	Key Knowledge	<ul style="list-style-type: none"> a. Looking at different styles of popular music e.g Riff-based b. Build on reading skills solo and class ensemble work on ukulele and keyboard 	<ul style="list-style-type: none"> a. Look at remixing in Garageband - developing knowledge of manipulating ideas a. Explore and use effective song structure 	<ul style="list-style-type: none"> a. Solo performance skills - syncopation b. Emphasis on ensemble playing in bigger ensembles (Reggae band work) c. New listening based around music from South America d. World music instrument focus e. Looking at fusion in music 	<ul style="list-style-type: none"> a. Develop Garageband skills using automation and effects b. Creating atmosphere for a film trailer using the musical elements – specifically suspense and tension in film trailers 	<ul style="list-style-type: none"> a. Students now have experience and knowledge base to decide on their own performance (solo/ensemble) b. Students explore composition skills further with a variety of genres/stimuli to choose from c. Targeted Sibelius workshops with GCSE cohort

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	Links to previous learning	<ul style="list-style-type: none"> a. Ukulele class ensemble work – raising ambition of song b. Building on chord knowledge c. Popular music styles <p>Developing musical independence with Musical Futures... developing student ownership of project</p>	<ul style="list-style-type: none"> a. Looking at how to manipulate loops and midi files rather than just inputting by original midi from keyboards b. Exploring alternate song structures – revisit popular song structure from Y7 and Blues structures from Y8 <p>Using GarageBand as a music-making package</p>	<ul style="list-style-type: none"> a. Developing solo and ensemble keyboard performance skills b. Furthering knowledge of instruments c. Building on rhythm skills 	<ul style="list-style-type: none"> a. Revisiting free composition but to a different stimuli-building on Cartoon knowledge b. Exploring how DR P SMITH elements are used to create effect c. Film Music performance 	<ul style="list-style-type: none"> a. Using performance skills to choose own performance b. Using composition knowledge to create original composition with or without stimuli c. Use available resource packages (Musical Futures) to promote musical independence
	Key Assessment	<ul style="list-style-type: none"> a. Class performance 	<ul style="list-style-type: none"> a. Complete remix of a song 	<ul style="list-style-type: none"> c. Tequila paired ensemble performance 	<ul style="list-style-type: none"> a. Film trailer/clip with 	<ul style="list-style-type: none"> a. An end product of a solo/ensemble

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		<p>of Blinding Lights</p> <p>b. Ukulele class ensemble work</p> <p>a. Paired ensembles – ukulele and piano</p>	<p>b. Listening assessment – cycle 1</p>	<p>d. Reggae performance – Three Little Birds in bands</p> <p>a. Reggae Listening assessment – assessment cycle 2</p>	<p>complete underscoring</p>	<p>performance and/or composition project (remix/original song/film music)</p>
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		Autumn Term	Spring Term		Summer Term			
10	Unit Title	Musical Devices, the Elements and Western Classical Tradition	The 20 th Century	Popular Music	Free Choice			
	Key Knowledge	<p>Curriculum Topics:</p> <p>AoS1: Western Music 1650-1910</p> <ul style="list-style-type: none">- Explore different musical styles through different musical eras.- Students gain contextual knowledge around these different styles as well as begin training to identify common characteristics of these genres. <p>Introduction of key aural perception skills:</p> <ul style="list-style-type: none">- Melodic dictation- Identifying cadences and tonality's <table><tr><td><u>Composition</u></td><td><u>Performance</u></td></tr><tr><td>1 Composition is taught gradually through a series of 'training exercises' in melody writing, consonant</td><td><ul style="list-style-type: none">- Students develop their own solo performance on their first study instrument which is then performed to the class</td></tr></table>	<u>Composition</u>	<u>Performance</u>	1 Composition is taught gradually through a series of 'training exercises' in melody writing, consonant	<ul style="list-style-type: none">- Students develop their own solo performance on their first study instrument which is then performed to the class	<p>Curriculum Topics:</p> <p>AoS4: Western Music 1910-</p> <ul style="list-style-type: none">- Explore key contextual knowledge around the 20th Century 'ism's- Students gain contextual knowledge around these different styles as well as begin training to identify common characteristics of these genres. <p>Performance:</p>	<p>Curriculum Topics:</p> <p>AoS2: Popular Music</p> <p>Explore key contextual knowledge around:</p> <ul style="list-style-type: none">- music of Broadway 1950s to 1990s- rock music of 1960s and 1970s- film and computer gaming music 1990s to present- pop music 1990s to present. <p>Students gain contextual knowledge around these different styles as well as begin training to identify common characteristics of these genres.</p> <p>Introduction of Set Work Analysis – breaking down the three pieces below by musical element developing a deeper musical understanding:</p> <ol style="list-style-type: none">1) Bohemian Rhapsody2) The Seven Seas of Rhye3) Love of my Life <p>Performance:</p> <ul style="list-style-type: none">- Performances of the set works as a class
<u>Composition</u>	<u>Performance</u>							
1 Composition is taught gradually through a series of 'training exercises' in melody writing, consonant	<ul style="list-style-type: none">- Students develop their own solo performance on their first study instrument which is then performed to the class							

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		<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">- They may choose to work in small ensembles instead.	<ul style="list-style-type: none">- Class ensemble: Minimalist repertoire <p>Composition:</p> <ul style="list-style-type: none">- Garageband/ Sibelius minimalist project		<p>Revision and Consolidation:</p> <ul style="list-style-type: none">- Queen Songs- Features of musical eras- Aural perception training
<p>Links to previous learning</p>	<p>Links with previous topics:</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>Links with previous topics:</p> <p>Build on performance resilience and independence taught in KS3.</p> <p>Deepen understanding of melodic development and harmony.</p>	<p>Links with previous topics:</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>Links with previous topics:</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>Links with previous topics:</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 setworks.</p>	

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		<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>			
	Key Assessment	<p>Assessments:</p> <p>Ground bass composition on GarageBand</p> <p>Performance showcase to the class</p>		<p>Assessments:</p> <p>Performance milestones – ensemble progress</p> <p>Solo performance</p>		<p>Assessments:</p> <p>PPE</p> <p>Free Choice Performances</p>

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		Autumn Term	Spring Term	Summer Term	
1 1	Unit Title	Composing to a Brief and Preparing a Performance Programme	Preparing NEA	Western Classical Tradition	The Exam
	Key Knowledge	<p>Curriculum Topics:</p> <ul style="list-style-type: none"> - AoS 1 and 4 unfamiliar listening practice questions. - Focus on Section A of the exam - Analysis of Beethoven symphony 1 <p><u>NEA Completion</u></p> <ul style="list-style-type: none"> - Students introduced to composition briefs and material that could inspire compositional choices - Students are given rehearsal time to prepare a performance programme 	<p>Curriculum Topics:</p> <ul style="list-style-type: none"> - 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). - How to compose to an AQA brief - 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). <p>Most of lesson time is dedicated to support NEA completion.</p>	<p>Curriculum Topics:</p> <ul style="list-style-type: none"> - Complete teaching of final AOS1 Set Work (by musical element like the Queen Songs) - Revise AOS1 content and listening application - Revise Queen Songs - Regular exam practice and consolidation 	

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	Links to previous learning	<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>	All learning in Y10 and 11 consolidated in this term in the run-up to the exam.	
	Key Assessment	Assessments: PPE		Assessments: PPE Centre-assessed NEA (performance and composition)	Regular exam practice	

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