

Curriculum Map

Subject: MUSIC

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Curriculum Topics: Keyboard/Ukulele and Notation Skills-Classical Music	Curriculum Topics: <u>Keyboard/Ukulele and Notation Skills-Classical Music</u>	Curriculum Topics: <u>Cross-Curricular Arts Project</u>	Curriculum Topics: <u>Body Beats: Body Percussion</u>	Curriculum Topics: <u>Class Band -3/4 chord songs</u> Popular Music tradition	Curriculum Topics: <u>Class Band -3/4 chord songs</u> Popular Music tradition
	Links with previous topics: Students introduced to performance skills and reading notation. Ensures any gaps in primary school music education addressed. Focus on developing confidence as a solo and ensemble player. Chords introduced. Focus on simple arrangement/development of ideas using a known melody as a stimuli leading to original melody writing and possible accompaniments. Focus on Classical era orchestra and genres and the main music elements DR P SMITH.	Links with previous topics: Students introduced to performance skills and reading notation. Ensures any gaps in primary school music education addressed. Focus on developing confidence as a solo and ensemble player. Chords introduced. Focus on simple arrangement/development of ideas using a known melody as a stimuli leading to original melody writing and possible accompaniments. Focus on Classical era orchestra and genres and the main music elements DR P SMITH.	Links with previous topics: Students build on their composing skills and look at how to develop a given melodic idea based on the promenade theme. Focus on how the musical elements can create different moods and emotions by representing pictures or stories through use of DR P SMITH. Focus on romantic repertoire and how the orchestra expands. Complete a composition based on a stimuli.	Links with previous topics: Students will be introduced to composing skills and look at how to develop musical ideas into a structure. Focus on how the musical elements can keep the piece interesting and contrasting through use of DR P SMITH. Focus on romantic repertoire and how the orchestra expands. Complete a composition based on class ensemble material.	Links with previous topics: Students revisit use of chords and expand their knowledge of them. Continued focus on developing reading skills and playing as an ensemble in particular. The big picture of this leading to their own song writing is explored. Pop songs are looked at in terms of their structures so that they can make connections with this and their own work.	Links with previous topics: Students revisit use of chords and expand their knowledge of them. Continued focus on developing reading skills and playing as an ensemble in particular. The big picture of this leading to their own song writing is explored. Pop songs are looked at in terms of their structures so that they can make connections with this and their own work.

	Assessments: Ode to Joy performance	Assessments: Final performance	Assessments: Body Percussion Composition/Arrangement	Assessments: Solo performance	Assessments: Ensemble performance	
8	Curriculum Topics: <u>La Mourisque-Renaissance music</u>	Curriculum Topics: <u>La Mourisque-Renaissance music</u>	Curriculum Topics: <u>Blues & Rock n Roll</u>	Curriculum Topics: <u>Blues & Rock n Roll</u>	Curriculum Topics: <u>Film Music</u>	Curriculum Topics: <u>Arts Award</u>
	Links with previous topics: Building on their notation understanding with a focus on rhythm. Students will develop dictation skills and are building towards writing their own drum parts. Revisit chords and accompaniments as well as looking at melodic decoration in a Baroque style. Ensemble performance and maintaining their own part within it. Focus on Baroque orchestra and genres and the main music elements DR P SMITH.	Links with previous topics: Building on their notation understanding with a focus on rhythm. Students will develop dictation skills and are building towards writing their own drum parts. Revisit chords and accompaniments as well as looking at melodic decoration in a Baroque style. Ensemble performance and maintaining their own part within it. Focus on Baroque orchestra and genres and the main music elements DR P SMITH.	Links with previous topics: Building on previous knowledge of chords-introducing 7 th chords. 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. Build on knowledge of scales e.g. Blues, pentatonic and chromatic scale. Looking at 12 bar blues structures building on their pop knowledge from year 7 class band. Develop an understanding of the roots of pop music and where the music they listen to has its origins. Using DR P SMITH to identify how the elements are used to	Links with previous topics: Building on previous knowledge of chords-introducing 7 th chords. 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. Build on knowledge of scales e.g. Blues, pentatonic and chromatic scale. Looking at 12 bar blues structures building on their pop knowledge from year 7 class band. Develop an understanding of the roots of pop music and where the music they listen to has its origins. Using DR P SMITH to identify how the elements are used to create styles of popular music.	Links with previous topics: Building on previous knowledge of chords introducing cluster and diminished 7 th chords. Focus on creating music to a given stimuli. E.g Film clip. This builds on year 7 Pictures work but they now have to Mickey Mouse/create hit-points as well as create atmosphere. Increased understanding of how DR P SMITH elements are used to create effect.	Links with previous topics: Building on previous knowledge of chords introducing cluster and diminished 7 th chords. Focus on creating music to a given stimuli. E.g Film clip. This builds on year 7 Pictures work but they now have to Mickey Mouse/create hit-points as well as create atmosphere. Increased understanding of how DR P SMITH elements are used to create effect.

			create styles of popular music.			
	Assessments: La Mourisque performance	Assessments: Notation Composition	Assessments: 12 Bar Blues performance	Assessments: Improvisation around blues/pentatonic scale-arrangement	Assessments: Composition /storyboard	Assessments: Completed Arts Award
9	Curriculum Topics: Latin American Music	Curriculum Topics: Reggae	Curriculum Topics: Popular Musical Styles	Curriculum Topics: Popular Musical Styles	Curriculum Topics: Free composition	Curriculum Topics: Free performance
	Links with previous topics: Revisiting solo performance skills. Emphasis on ensemble playing. New listening based around latin music and looking at percussion instruments.	Links with previous topics: Revisiting solo performance skills. Emphasis on ensemble playing. New listening based around latin music and looking at percussion instruments.	Links with previous topics: Looking at different styles to give inspiration for next term. Look at ballades with more complicated sus chords and extended chords. Build on reading skills and ensemble work from last term. Experience different structures through playing -12 bar (Revisit from y8) 4-chord based (Revisit from year 7) and riff-based compositions.	Links with previous topics: Looking at different styles to give inspiration for next term. Look at ballades with more complicated sus chords and extended chords. Build on reading skills and ensemble work from last term. Experience different structures through playing -12 bar (Revisit from y8) 4-chord based (Revisit from year 7) and riff-based compositions.	Links with previous topics: Students now have experience and knowledge base to decide on their own-choice composition	Links with previous topics: Students now have experience and knowledge base to decide on their own performance (solo/ensemble).
	Assessments: Performance-Tequila	Assessments: Performance -Reggae	Assessments: Performance -Ballade	Assessments: Performance-Beatles	Assessments: Original Composition	Assessments: Solo/ensemble performance

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	<p>Curriculum Topics:</p> <p><u>Musical Devices and the Elements</u></p> <p>AoS1: Western Music 1650-1910</p> <ul style="list-style-type: none"> Set work: Mozart Clarinet Concerto <p>Composition</p> <ul style="list-style-type: none"> Ground Bass Theme and Variations 	<p>Curriculum Topics:</p> <p><u>Musical Devices and the Elements</u></p> <p>AoS1: Western Music 1650-1910</p> <ul style="list-style-type: none"> Set work: Mozart Clarinet Concerto <p>Performance:</p> <ul style="list-style-type: none"> Whole class ensemble performance – Rondo theme to the Mozart set work. 	<p>Curriculum Topics:</p> <p><u>Opening Titles</u></p> <p>AoS2: Popular Music Set work: Musicals- Little Shop of Horrors</p> <ol style="list-style-type: none"> Prologue/Little Shop <p>Performance:</p> <ul style="list-style-type: none"> Whole class/small ensemble work 	<p>Curriculum Topics:</p> <p><u>Opening Titles</u></p> <p>AoS2: Popular Music Set work: Musicals- Little Shop of Horrors</p> <ol style="list-style-type: none"> Mushnik and Son Feed Me <p>Performance:</p> <ul style="list-style-type: none"> Whole class/small ensemble work 	<p>Curriculum Topics:</p> <p><u>Free Choice</u></p> <p>AoS:4 Western Music 1910+</p> <p>Performance:</p> <ul style="list-style-type: none"> Class ensemble: Minimalist repertoire <p>Composition:</p> <ul style="list-style-type: none"> Garageband/Sibelius minimalist project 	<p>Curriculum Topics:</p> <p><u>Free Choice</u></p> <p>AoS:4 Western Music 1910+</p> <p>Performance:</p> <ul style="list-style-type: none"> Free choice/prep for NEA <p>Composition:</p> <ul style="list-style-type: none"> Free choice/prep for NEA <p>Revision and Consolidation:</p> <ul style="list-style-type: none"> Mozart Clarinet Concerto Little Shop of Horrors:
	<p>Links with previous topics: 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: Deepen understanding of melodic development and harmony. More challenging concepts introduced but in real-world scenario challenge. Use of Sibelius software opportunity. Revision of notations. More difficult set work tackled first as longer term.</p>	<p>Links with previous topics: Opportunity to revisit Film music from Y8 and to respond to a choice of briefs in preparation for y11. Final set works introduced. Use of Garageband software opportunity. Explore timbres, mood and harmony/tonality. Ties into GCSE concert-ensemble playing.</p>	<p>Links with previous topics: Opportunity to revisit Film music from Y8 and to respond to a choice of briefs in preparation for y11. Final set work introduced. Use of Garageband software opportunity or Sibelius. Explore timbres, mood and harmony/tonality. Ties into GCSE concert-ensemble playing.</p>	<p>Links with previous topics: Students will be composing in determined styles at first (minimalism) 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>	<p>Links with previous topics: 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>
	<p>Assessments:</p>	<p>Assessments:</p>	<p>Assessments:</p>	<p>Assessments:</p>	<p>Assessments:</p>	<p>Assessments: Free choice composition.</p>

	Solo performance (submitted at the start of term after rehearsing over summer)	Musical devices composition based on Ground bass.	Ensemble performance.	Solo/ensemble performance.	Listening Test – GCSE past paper questions	
11	Curriculum Topics: <u>Composing to a Brief</u> AoS 1 and 4 unfamiliar listening practice questions. Focus Section A.	Curriculum Topics: <u>Composing to a Brief</u> AoS 1 and 4 unfamiliar listening practice questions. Focus Section A.	Curriculum Topics: <u>NEA - Performance and Composition</u> AoS 2 and 3 unfamiliar listening practice questions Beatles set work-Section B	Curriculum Topics: <u>NEA – Performance and Composition</u> AoS 2 and 3 unfamiliar listening practice questions Beatles set work-Section B	Curriculum Topics: <u>Revision:</u> AoS 1-4 unfamiliar listening practice questions Haydn et work-Section B	Curriculum Topics: <u>Revision:</u> AoS 1-4 unfamiliar listening practice questions Haydn et work-Section B
	Links with previous topics: Students will complete only composition with write up and begin preparation of 2 nd composition-brief composition which are released in September. Performances can now count towards final examination. In preparation for mock by doing Unfamiliar listening tests and questions based on Western Classical tradition.	Links with previous topics: Students will complete only composition with write up and begin preparation of 2 nd composition-brief composition which are released in September. Performances can now count towards final examination. In preparation for mock by doing Unfamiliar listening tests and questions based on Western Classical tradition.	Links with previous topics: Time for Composition refinements and write ups. Solo/ensemble performances (focus on ensuring all candidates have recordings of best performances for submission) All work needs submitting this term.	Links with previous topics: Time for Composition refinements and write ups. Solo/ensemble performances (focus on ensuring all candidates have recordings of best performances for submission) All work needs submitting this term.	Links with previous topics: AoS1 set work ‘The Clock’ by Haydn and AoS2 set work ‘Sergeant Pepper’ album by The Beatles. Practice exam papers Exam technique	Links with previous topics: AoS1 set work ‘The Clock’ by Haydn and AoS2 set work ‘Sergeant Pepper’ album by The Beatles. Practice exam papers Exam technique
	Assessments: Performance. Composition.	Assessments: Performance. Mock Listening Test. Composition.	Assessments: Performance. Composition.	Assessments: Performance. Composition.	Assessments: Listening Exam	Assessments: Listening Exam

