

## Music Department Curriculum Skills Mapping 2021

	Autumn 1 7 Weeks	Autumn 2 8 Weeks	Spring 1 6 Weeks	Spring 2 6 Weeks	Summer 1 6 Weeks	Summer 2 7 Weeks
<p><b>Year 7 KS3</b></p> <p><i>Melody</i> <i>Articulation</i> <i>Dynamics</i> <i>Tempo</i> <i>Structure</i> <i>Harmony</i> <i>Instrument,</i> <i>Rhythm</i> <i>Texture</i></p>	<p><b>Elements of Music (AO2) (AOS1)</b> <b>What is Music?</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>Texture, tempo, dynamics, structure</b></p> <p><b>Percussion instruments</b></p> <p><b>Notation</b> Basic <b>rhythm patterns</b> (crotchets, quaver, quaver rest) rhythm grids</p> <p><b>Singing</b> basic &amp; short melodies, simple rounds and partner songs.</p> <p><b>Compositions</b> and <b>Performances</b> in groups of 5/6 (team work, low stakes as part of a group)</p>	<p><b>Ukuleles (AO1) (AOS4)</b> <b>/Keyboard Popular Songs</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>structure, tempo, harmony</b></p> <p><b>Ukulele – basic chords C, Am, F, G7</b> <b>Strings –</b> (violin, viola, cello, double bass) <b>Notation –</b> chord symbols and strumming patterns</p> <p><b>Singing</b> extended melodies with a focus on the <b>structure</b> of <b>popular songs</b></p> <p><b>Class ensemble performance</b> (team work, low stakes as part of a larger group)</p>	<p><b>Keyboard (Major and Minor) (AO1) (AOS1) /Ukuleles Traditional Songs</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, tempo, rhythm, texture</b></p> <p><b>Keyboards 1 – major &amp; minor melody &amp; countermelody - D minor</b></p> <p><b>Notation</b> - key signatures, standard notation, crotchet, quavers, dotted quavers and semiquavers. <b>Melody</b> scalaric movement, simple</p> <p><b>Singing –</b> unison singing, two-part harmony</p> <p><b>Paired ensemble performance</b> (developing confidence, playing as a pair, higher stakes)</p>	<p><b>Samba (AO3) (AOS2)</b> <b>/iPads Brazilian Music</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>rhythm, texture, tempo, dynamics, structure</b></p> <p><b>Percussion – Samba Bateria</b></p> <p><b>Notation</b>- syncopated patterns</p> <p><b>Aural skills –</b> performing rhythm patterns aurally, chanting, following non-verbal instructions from leader</p> <p><b>Class ensemble performance</b> (team work, low stakes as part of a larger group)</p>	<p><b>Keyboards (Chords) (AO3) (AOS4)</b> <b>Popular Songs</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>texture, tempo, rhythm, melody, harmony</b></p> <p><b>Keyboards 2 – melody &amp; primary triads in C major (C, F &amp; G)</b></p> <p><b>Notation –</b> dotted rhythms, tied notes, minims, repeat marks <b>Melody</b> dotted notes, some leaps, structure: verse, chorus</p> <p><b>Singing –</b> melody line, basic harmony</p> <p><b>Paired ensemble performance</b> (developing confidence, playing as a smaller ensemble, higher stakes)</p>	<p><b>iPads(AO2) (AOS3)</b> <b>/Samba Music for the Screen</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>structure, instruments, rhythm, texture, melody</b></p> <p><b>iPads - composition</b></p> <p><b>Notation –</b> use of music technology (piano roll and grids) <b>Melody</b> compose ideas for ident and other sections of advert</p> <p><b>Aural skills</b></p> <p><b>Paired composition</b> (encouraging creativity, ability to share ideas and work collaboratively) <b>performed</b> via iPads.</p>
<p><b>Year 8 KS3</b></p>	<p><b>Blues (AOS2) (AO1&amp;2)</b> <b>Jazz and Blues</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, tempo, rhythm, structure</b></p> <p><b>Keyboards 3 –</b> revise <b>primary triads</b> <b>Blues scale in C</b></p> <p><b>Rhythm section</b> (bass guitar, drum kit, keyboard/piano)</p> <p><b>Notation</b> <b>rhythm patterns</b> including swung rhythms and tied notes, following standard notation <b>Melody</b> syncopated rhythm</p> <p><b>Singing</b> blues melody with increasing understanding of the lyrics.</p> <p><b>Paired Performance</b> to the class including <b>improvisation</b> (gaining confidence, playing as a smaller ensemble, higher stakes)</p>	<p><b>War &amp; Music (AOS3) (AO2)</b> <b>Military Music (Classical)</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, tempo, rhythm, structure, harmony</b></p> <p><b>Brass</b> (trumpet, trombone, French horn and tuba)</p> <p><b>Notation</b> Know the notes in the <b>harmonic series.</b> <b>Melody</b> arpeggios</p> <p>Learn to <b>play</b> part of 'The Last Post' fanfare.</p> <p><b>Aural skills –</b> creating harmony using the <b>harmonic series</b></p> <p><b>Paired Performance</b> of 'Fanfare Composition' (music for a purpose, small ensemble, higher stakes)</p>	<p><b>Djembe(AO1) (AOS2)/iPads</b> <b>West African Djembes</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>rhythm, texture, tempo, dynamics</b></p> <p><b>West African Percussion</b> (djembe, kenkeni, balafon)</p> <p><b>Notation</b> crotchet, quaver, semiquaver</p> <p><b>Aural skills –</b> performing rhythm patterns aurally, chanting, following non-verbal instructions from student master drummer</p> <p><b>Group ensemble performance</b> including <b>rhythmic improvisations</b> (team work, class and smaller ensemble performances, gaining confidence, higher stakes)</p>	<p><b>iPads(AO1) (AOS3)/Djembe</b> <b>Popular Songs - Sequencing</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, structure, rhythm, texture, tempo, instruments</b></p> <p><b>Instruments</b> (electric guitar, bass guitar, drum kit, vocals)</p> <p><b>Notation –</b> use of music technology (piano roll and grids) <b>Melody</b> longer melody, dotted notes, wider range</p> <p><b>Aural skills</b> matching bass line, <b>chord structure</b> and <b>melody</b> line</p> <p><b>Paired performance</b> of <b>Pop Song sequencing</b> to the class using iPads Including drum track, <b>chord structure</b> and <b>melody</b> (gaining confidence, team work, higher stakes)</p>	<p><b>Ukuleles(AOS1) (AO1)/MF</b> <b>Baroque Music (Classical)</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, structure, rhythm, tempo</b></p> <p><b>Baroque Instruments</b> (harpsichord, lute, cello, recorder)</p> <p><b>Notation</b> learn how to read ukulele TAB <b>Melody</b> antiphonal, more leaps, chromatic movement</p> <p><b>Aural skills</b> working together to create an antiphonal performance (musical conversation) with some unison</p> <p><b>Class performance</b> of Vivaldi's Lute Concerto using 'finger picking' technique (revising larger ensemble skills, team work, gaining confidence)</p>	<p><b>Musical Futures(AO1) (AOS4)</b> <b>/Ukuleles Popular Songs</b> Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, structure, rhythm, tempo</b></p> <p><b>Instruments</b> (electric guitar, bass guitar, drum kit, vocals)</p> <p><b>Notation</b> read notation of chords and melody line <b>Melody</b> three-part structure: verse, pre-chorus, chorus</p> <p><b>Singing –</b> melody line, basic harmony</p> <p><b>Duet or group performance</b> of a popular song including at least two of <b>bass line, chord structure</b> and <b>melody</b> (team work, gaining independence, higher stakes)</p>

<p>Year 9 KS3</p>	<p><b>Stand By Me (AO1) (AOS4)</b>  <b>1960s Soul Music</b>  Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, tempo, rhythm, structure, harmony, texture</b></p> <p><b>Keyboards 4 – I vi IV V</b>  <b>A major key signature (A, F#m, D, E)</b></p> <p><b>Instruments</b> (electric guitar, bass guitar, drum kit, vocals, violins)</p> <p><b>Notation</b> – Bass clef, swung rhythms and tied notes, following standard notation</p> <p><b>Melody</b> syncopated rhythm  <b>Harmony</b> Bass riff and <b>chords</b></p> <p><b>Singing</b> – <b>two parts</b>: melody line, bass riff</p> <p><b>Aural skills</b> - re-creating a bass line by ear.</p> <p><b>Group performance</b> (minimum three, maximum six) of a popular song including <b>all three</b> of <b>bass riff, chord structure</b> and <b>melody</b> (team work, becoming independent, higher stakes)</p>	<p><b>Minor Swing (AO1&amp;2) (AOS2)</b>  <b>Jazz and Blues</b>  Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, tempo, rhythm, structure, harmony, texture</b></p> <p><b>Keyboards 5 – I IV V</b>  <b>E minor key signature (Em6, Am7, Em7, B7)</b></p> <p><b>Rhythm section</b> (bass guitar, drum kit, keyboard/piano, guitar)  <b>Front line</b> (saxophone, trumpet, trombone, flute, vibraphone, violin)</p> <p><b>Notation</b> following standard notation, extended structure: Dal Segno and Coda symbols.</p> <p><b>Melody</b> syncopated rhythm  <b>Harmony</b> <b>extended chords</b> and <b>inversions</b></p> <p><b>Aural skills</b> creating improvisations that match an extended chord.</p> <p><b>Paired Performance</b> to the class including <b>improvisation</b> and extended <b>structure</b> of piece (becoming independent, playing as a smaller ensemble, higher stakes)</p>	<p><b>Musical Futures(AO1) (AOS4)</b>  <b>Popular Songs</b>  Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, structure, rhythm, tempo, harmony, texture</b></p> <p><b>Keyboards and ukuleles</b></p> <p><b>Instruments</b> (electric guitar, bass guitar, drum kit, vocals)</p> <p><b>Notation</b> read standard notation of chords and melody line and ukulele chord diagrams</p> <p><b>Melody</b> three-part <b>structure</b>: verse, pre-chorus, chorus  <b>Harmony</b> – four chord song</p> <p><b>Singing</b> – melody line, basic harmony</p> <p><b>Aural skills</b> - working as an independent ensemble</p> <p><b>Group performance</b> of a popular song (four to six performers) including all three layers: <b>bass line, chord structure</b> and <b>melody</b> (team work, being independent, higher stakes)</p>	<p><b>Djembe 2 (AO1&amp;2) (AOS2)/iPads</b>  <b>West African Djembes 2</b>  Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>rhythm, texture, tempo, dynamics</b></p> <p><b>West African Percussion</b> (djembe, kenkeni, balafon,</p> <p><b>Notation</b> cross rhythms, compound time</p> <p><b>Melody</b> call and response in two parts</p> <p><b>Singing</b> – melody line, basic harmony</p> <p><b>Aural skills</b> – performing rhythm patterns aurally, chanting, following non-verbal instructions from student master drummer</p> <p><b>Group ensemble performance</b> including <b>rhythmic improvisations</b> (team work, class and smaller ensemble performances, independent group work, higher stakes)</p>	<p><b>iPad Composition (AO2)</b>  <b>Secrets in Sound</b>  Explore the <b>elements</b> through <b>listening exercises</b> focussing on <b>melody, structure, rhythm, tempo, harmony, texture, instruments</b></p> <p><b>Instruments</b> (woodwind, brass, strings, tuned percussion)</p> <p><b>Notation</b> – use of music technology (piano roll and grids)</p> <p><b>Melody Compose</b> own ideas using a Cipher and Morse Code, use compositional techniques: <b>transposition, retrograde</b> and <b>inversion</b></p> <p><b>Aural skills</b> create own <b>chord structure</b> that matches the composed <b>melody</b> line based on original cipher</p> <p><b>Paired composition</b> (encouraging creativity, ability to share ideas and work collaboratively) <b>performed</b> via iPads.</p>	<p><b>Impress Me</b>  <b>Independent Own Choice</b></p> <p>Students are encouraged to produce a project of their own choosing. Options include:</p> <ul style="list-style-type: none"> <li>• <b>Research into a career in the music business</b></li> <li>• <b>Research into their favourite composer or performer</b></li> <li>• <b>Produce a Newspaper article about a current event in the music industry</b></li> <li>• <b>Perform a solo piece of their choosing</b></li> <li>• <b>Perform a group piece of their choosing</b></li> <li>• <b>Compose a pop song</b></li> <li>• <b>Compose a piece to their own brief</b></li> <li>• <b>Piece chosen by the teacher</b></li> </ul> <p>Final Assessment for this project could include:  <b>Presentation of PowerPoint or News Article</b>  <b>Group ensemble performance</b>  <b>Solo performance</b>  <b>Final composition</b> (being independent)</p>
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