## **Music Department Curriculum Skills Mapping 2021**

|          |  |  |  |  |   | _   |
|----------|--|--|--|--|---|---|
|          | Autumn 1   | Autumn 2   | Spring 1                                   | Spring 2                                   | Summer 1                                | Summer 2                                  |
| V7       | 7 Weeks  | 8 Weeks  | 6 Weeks                                    | 6 Weeks                                    | 6 Weeks                                 | 7 Weeks                                   |
| Year 7   | Elements of Music (AO2) (AOS1)   | Ukuleles (AO1) (AOS4)  | Keyboard (Major and Minor) (AO1)           | Samba (AO3) (AOS2)                         | Keyboards (Chords) (AO3) (AOS4)         | iPads(AO2) (AOS3)                         |
| KS3      | What is Music?   | /Keyboard Popular Songs  | (AOS1) /Ukuleles Traditional Songs         | /iPads Brazilian Music                     | Popular Songs                           | /Samba Music for the Screen               |
| 1elody   | Explore the elements through   | Explore the elements through   | Explore the elements through listening     | Explore the elements through               | Explore the elements through            | Explore the elements through              |
| culation | listening exercises focussing on   | listening exercises focussing on   | exercises focussing on melody, tempo,      | listening exercises focussing on           | listening exercises focussing on        | listening exercises focussing on          |
| namics   | Texture, tempo, dynamics, structure  | structure, tempo, harmony  | rhythm, texture                            | rhythm, texture, tempo, dynamics,          | texture, tempo, rhythm, melody,         | structure, instruments, rhythm,           |
| empo     | B  | III laborate de la companya de la co | We have dead on the Original Control       | structure                                  | harmony                                 | texture, melody                           |
| ucture   | Percussion instruments   | Ukulele – basic chords C, Am, F, G7  | Keyboards 1 – major & minor                | Burnette Contrability                      | We have deal model and a second         | *B. J                                     |
| rmony    |  | Strings – (violin, viola, cello, double  | melody & countermelody - <u>D minor</u>    | Percussion – Samba Bateria                 | Keyboards 2 – melody & primary          | iPads - composition                       |
| rument,  | Netation Pasia whether nottons   | bass)  | Notation key signatures standard           |  | triads in <u>C major</u> (C, F & G)     | Notation was of marris                    |
| nythm    | Notation Basic rhythm patterns   | Notation – chord symbols and   | Notation - key signatures, standard        | No. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. | Make the control of the state of        | Notation – use of music                   |
| xture    | (crotchets, quaver, quaver rest)   | strumming patterns   | notation, crotchet, quavers, dotted        | Notation- syncopated patterns              | Notation – dotted rhythms, tied         | technology (piano roll and grids)         |
|          | rhythm grids   |  | quavers and semiquavers.                   |  | notes, minims, repeat marks             |   |
|          |  |  | Melody scalic movement, simple             |  | Melody dotted notes, some leaps,        | Melody compose ideas for ident            |
|          | Cincinn hasis O short or J. P.   | Charles and an deal control of the   | Charles contact states to                  | Assert stalls as a factor to the           | structure: verse, chorus                | and other sections of advert              |
|          | Singing basic & short melodies,  | Singing extended melodies with a   | Singing – unison singing, two-part         | Aural skills – performing rhythm           |   |   |
|          | simple rounds and partner songs.   | focus on the structure of popular  | harmony                                    | patterns aurally, chanting, following      | Singing – melody line, basic harmony    |   |
|          |  | songs  |  | non-verbal instructions from leader        |   | Aural skills                              |
|          | Compositions and Performances  | Class ensemble performance   | Paired ensemble performance                |  | Paired ensemble performance             |   |
|          | in groups of 5/6 (team work, low   | (team work, low stakes as part of a  | (developing confidence, playing as a       | Class ensemble performance (team           | (developing confidence, playing as a    | Paired composition (encouraging           |
|          | stakes as part of a group)   | larger group)  | pair, higher stakes)                       | work, low stakes as part of a larger       | smaller ensemble, higher stakes)        | creativity, ability to share ideas a      |
|          |  |  |  | group)                                     |   | work collaboratively) performed           |
| 0        | Diver (4.053) (4.04.8.3)   | Mar. 9. Marris (A.O.C.2) (A.O.2)   | Diameter (A.O.4.) (A.O.C.3.) /: Double     | :D- d-/4.04) /4.053) /D:                   | 11hlalaa/AOC4\/AO4\/A4F                 | via iPads.                                |
| ear 8    | Blues (AOS2) (AO1&2)   | War & Music (AOS3) (AO2)   | Djembe(AO1) (AOS2)/iPads                   | iPads(AO1) (AOS3)/Djembe                   | Ukuleles(AOS1) (AO1)/MF                 | Musical Futures(AO1) (AOS4)               |
| KS3      | Jazz and Blues   | Military Music (Classical)   | West African Djembes                       | Popular Songs - Sequencing                 | Baroque Music (Classical)               | /Ukuleles Popular Songs                   |
|          | Explore the elements through   | Explore the elements through   | Explore the elements through listening     | Explore the elements through               | Explore the elements through            | Explore the <b>elements</b> through       |
|          | listening exercises focussing on   | listening exercises focussing on   | exercises focussing on                     | listening exercises focussing on           | listening exercises focussing on        | listening exercises focussing on          |
|          | melody, tempo, rhythm, structure   | melody, tempo, rhythm, structure,  | rhythm, texture, tempo, dynamics           | melody, structure, rhythm, texture,        | melody, structure, rhythm, tempo        | melody, structure, rhythm, temp           |
|          | Kaubaanda 3 mariaa muinnamutuiada  | harmony  |  | tempo, instruments                         |   |   |
|          | Keyboards 3 – revise primary triads  | Duran (turnanat turnahana Franch   | Mark African Devenien (diamba              | Instruments (also tris suite a leas        | Barrania Instrumento (hamaishand        | Location on the Coloratoria and the color |
|          | Blues scale in C   | Brass (trumpet, trombone, French   | West African Percussion (djembe,           | Instruments (electric guitar, bass         | Baroque Instruments (harpsichord,       | Instruments (electric guitar, bass        |
|          | Block of the second of the sec | horn and tuba)   | kenkeni, balafon                           | guitar, drum kit, vocals)                  | lute, cello, recorder)                  | guitar, drum kit, vocals)                 |
|          | Rhythm section (bass guitar, drum  |  |  |  |   |   |
|          | kit, keyboard/piano)   |  |  |  |   |   |
|          | Market and the second and the second   | Note: A Real the series to the   | No. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. | Notation – use of music technology         | Notation learn how to read ukulele      | Notation read notation of chords          |
|          | Notation rhythm patterns including   | Notation Know the notes in the   | Notation crotchet, quaver, semiquaver      | (piano roll and grids)                     | TAB                                     | and melody line                           |
|          | swung rhythms and tied notes,  | harmonic series.   |  | Melody longer melody, dotted               | Melody antiphonal, more leaps,          | Melody three-part structure:              |
|          | following standard notation  | Melody arpeggios   |  | notes, wider range                         | chromatic movement                      | verse, pre-chorus, chorus                 |
|          | Melody syncopated rhythm   |  |  |  |   | a   |
|          |  | Learn to play part of 'The Last Post'  | Aural skills – performing rhythm           | Aural skills matching bass line, chord     | Aural skills working together to create | Singing – melody line, basic              |
|          |  | fanfare.   | patterns aurally, chanting, following      | structure and melody line                  | an antiphonal performance (musical      | harmony                                   |
|          | Singing blues melody with increasing   |  | non-verbal instructions from student       |  | conversation) with some unison          |   |
|          | understanding of the lyrics.   | Aural skills – creating harmony  | master drummer                             |  |   |   |
|          |  | using the harmonic series  |  |  |   |   |
|          | Daiwad Daufaurrana ta Uku day  | Deived Deuferman of (F. 15)  | Current amount la manufamor a contrata la  | Delined newformers of Day Co.              | Class manufactures of Mr. (1997)        | Durat au august is aufa                   |
|          | Paired Performance to the class  | Paired Performance of 'Fanfare   | Group ensemble performance including       | Paired performance of Pop Song             | Class performance of Vivaldi's Lute     | Duet or group performance of a            |
|          | including improvisation  | Composition' (music for a purpose,   | rhythmic improvisations                    | sequencing to the class using iPads        | Concerto using 'finger picking'         | popular song including at least tv        |
|          | (gaining confidence, playing as a  | small ensemble, higher stakes)   | (team work, class and smaller ensemble     | Including drum track, chord                | technique (revising larger ensemble     | of bass line, chord structure and         |
|          | smaller ensemble, higher stakes)   |  | performances, gaining confidence,          | structure and melody                       | skills, team work, gaining confidence)  | melody (team work, gaining                |
|          |  |  | higher stakes)                             | (gaining confidence, team work,            |   | independence, higher stakes)              |
|          |  |  |  | higher stakes)                             |   |   |

| Year 9 | Stand By Me (AO1) (AOS4)                      | Minor Swing (AO1&2) (AOS2)           | Musical Futures(AO1) (AOS4)                                  | Djembe 2 (AO1&2) (AOS2)/iPads         | iPad Composition (AO2)                 | Impress Me                                   |
|--------|---|--------------------------------------|--|---------------------------------------|--|--|
| KS3    | 1960s Soul Music                              | Jazz and Blues                       | Popular Songs  | West African Djembes 2                | Secrets in Sound                       | Independent Own Choice                       |
|        | Explore the <b>elements</b> through           | Explore the elements through         | Explore the elements through listening                       | Explore the <b>elements</b> through   | Explore the elements through           |  |
|        | listening exercises focussing on              | listening exercises focussing on     | exercises focussing on                                       | listening exercises focussing on      | listening exercises focussing on       | Students are encouraged to                   |
|        | melody, tempo, rhythm, structure,             | melody, tempo, rhythm, structure,    | melody, structure, rhythm, tempo,                            | rhythm, texture, tempo, dynamics      | melody, structure, rhythm, tempo,      | produce a project of their own               |
|        | harmony, texture                              | harmony, texture                     | harmony, texture   |                                       | harmony, texture, instruments          | choosing. Options include:                   |
|        | Keyboards 4 – I vi IV V                       | Keyboards 5 – I IV V                 | Keyboards and ukuleles                                       | West African Percussion (djembe,      | Instruments (woodwind, brass,          | Research into a career in                    |
|        | A major key signature (A, F#m, D, E)          | E minor key signature                |  | kenkeni, balafon,                     | strings, tuned percussion)             | the music business                           |
|        |   | (Em6, Am7, Em7, B7)                  | Instruments (electric guitar, bass guitar, drum kit, vocals) |                                       |  | Research into their favourite composer or    |
|        | Instruments (electric guitar, bass            | Rhythm section (bass guitar, drum    |  |                                       |  | performer                                    |
|        | guitar, drum kit, vocals, violins)            | kit, keyboard/piano, guitar)         |  |                                       |  | Produce a Newspaper                          |
|        |   | Front line (saxophone, trumpet,      |  | Notation cross rhythms, compound      | Notation – use of music technology     | article about a current                      |
|        |   | trombone, flute, vibraphone,         |  | time                                  | (piano roll and grids)                 | event in the music                           |
|        |   | violin)                              | Notation read standard notation of                           |                                       |  | industry                                     |
|        | Notation – Bass clef, swung rhythms           |                                      | chords and melody line and ukulele                           |                                       |  | Perform a solo piece of                      |
|        | and tied notes, following standard            | Notation following standard          | chord diagrams   | Melody call and response in two       | Melody Compose own ideas using a       | their choosing                               |
|        | notation                                      | notation, extended structure: Dal    |  | parts                                 | Cipher and Morse Code, use             | Perform a group piece of                     |
|        |   | Segno and Coda symbols.              | Melody three-part structure: verse,                          |                                       | compositional techniques:              | their choosing                               |
|        |   |                                      | pre-chorus, chorus   |                                       | transposition, retrograde and          | Compose a pop song                           |
|        | Melody syncopated rhythm                      | Melody syncopated rhythm             | Harmony – four chord song                                    | Singing – melody line, basic harmony  | inversion                              | <ul> <li>Compose a piece to their</li> </ul> |
|        | Harmony Bass riff and chords                  | Harmony extended chords and          |  |                                       |  | own brief                                    |
|        |   | inversions                           |  |                                       |  | Piece chosen by the                          |
|        | Singing – two parts: melody line,             |                                      |  | Aural skills – performing rhythm      | Aural skills create own chord          | teacher                                      |
|        | bass riff                                     | Aural skills creating improvisations | Singing – melody line, basic harmony                         | patterns aurally, chanting, following | structure that matches the composed    |  |
|        | Acceptability as a section a base line        | that match an extended chord.        | A constraints and a second and                               | non-verbal instructions from student  | melody line based on original cipher   | Final Assessment for this project            |
|        | Aural skills - re-creating a bass line        |                                      | Aural skills - working as an independent                     | master drummer                        |  | could include:                               |
|        | by ear.                                       |                                      | ensemble   |                                       |  | Presentation of PowerPoint or                |
|        | Group performance (minimum                    | Paired Performance to the class      | Group performance of a popular song                          | Group ensemble performance            | Paired composition (encouraging        | News Article                                 |
|        | three, maximum six) of a popular              | including improvisation and          | (four to six performers) including all                       | including rhythmic improvisations     | creativity, ability to share ideas and | Group ensemble performance                   |
|        | song including <b>all three</b> of bass riff, | extended structure of piece          | three layers: bass line, chord structure                     | (team work, class and smaller         | work collaboratively) performed via    | Solo performance                             |
|        | chord structure and melody (team              | (becoming independent, playing as    | and melody (team work, being                                 | ensemble performances,                | iPads.                                 | Final composition                            |
|        | work, becoming independent, higher            | a smaller ensemble, higher stakes)   | independent, higher stakes)                                  |                                       | ii dus.                                | (being independent)                          |
|        | stakes)                                       | a smaller ensemble, higher stakes)   | macpenaent, mgner stakes,                                    | independent group work, higher        |  |  |
|        | 3335  |                                      |  | stakes)                               |  |  |
|        |   |                                      |  |                                       |  |  |
|        |   | 1                                    | 1  | 1                                     | 1                                      | ı  |