



Music – 5 Year Curriculum Map 2021 / 22

St. Cuthbert's Curriculum Mapping

Curriculum vision: Rooted in the teachings of Jesus Christ and His Church, the curriculum at St. Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics to flourish as global citizens who bring about the Common Good. Our holistic curriculum enables us to be the best that we can be.

Specialism's vision: The Specialisms at St Cuthbert's offer an enriching experience where individual passions are discovered and nurtured within a culture of excellence.

Music Curriculum vision: Our vision is that all learners will leave us with a broad and enriching music experience, having experienced listening, performing and composing in a musically rich environment and with a wide range of skills, greater confidence and cultural knowledge, as we believe that these prepare our learners for richer and fuller lives, not just exam success.



Catholic
Mission



Preparing for
life in modern
Britain



Literate
and
articulate



Careers



Cultural
Capital



Enrichment



Skills for
Life

		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
Year 7	Theme	<p>The Foundations of Music: The Elements of music, Instruments of the Orchestra and notation</p> <p>Supplementary sources: 'The young person's guide to the orchestra', 'Peter and the Wolf', 'Carnival of the Animals', 'Jupiter' from 'The Planets', 'Entry of the Gladiators'</p> <p>NC: MU1, MU2, MU3, MU5, MU6</p>	<p>The Foundations of Music: The Elements of music, Instruments of the Orchestra and notation</p> <p>Supplementary sources: 'The young person's guide to the orchestra', 'Peter and the Wolf', 'Carnival of the Animals', 'Jupiter' from 'The Planets', 'Entry of the Gladiators'</p> <p>NC: MU1, MU2, MU3, MU5, MU6</p>	<p>Rhythms of the World (Samba and Salsa), Programme Music (Narnia)</p> <p>Supplementary sources: Samba drumming music, Salsa instrumental music, Fifa World Cup 2014 opening theme music, Narnia 'Blitz' music and Narnia 'Discovering Narnia' music.</p> <p>NC: MU1, MU2, MU3, MU4, MU5, MU6</p>
	<p>Knowledge / skills</p> 	<p>Knowledge</p> <p>The Elements of music: Develop an understanding of the elements of music through the exploration of orchestral music, performance of a classical piece and introduction to composition.</p> <p>The Orchestra: Identification of orchestral instruments, orchestral families and their role within the orchestra.</p> <p>Great Composers: Listen to the music of the great composers and identify key elements of music and characteristics. </p>	<p>Knowledge</p> <p>The Elements of music: Develop an understanding of the elements of music through the exploration of orchestral music, performance of a classical piece and introduction to composition.</p> <p>The Orchestra: Identification of orchestral instruments, orchestral families and their role within the orchestra.</p> <p>Great Composers: Listen to the music of the great composers and identify key elements of music and characteristics. </p>	<p>Knowledge</p> <p>Samba: Identification of the key features and instruments of Samba, where it originates and where it is performed.  </p> <p>Salsa: Identification of the key features and instruments of Salsa, where it originates and where it is performed. </p> <p>Programme Music: Listen to a piece of descriptive music and use the elements of music to describe how the music portrays a story.</p>

	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>Notation: Identification of basic note values (Semibreve, minim, crotchet, quaver) and notes of the treble clef.</p> <p>Skills</p> <p>Performance: Introduction to keyboards through performance of 'Ode to Joy' and The 'Can Can'. Development of core keyboard skills and performance techniques. </p> <p>Vocal skills: Develop a range of warm-up techniques and class vocal performances. </p> <p>Composition: Use of foundation building blocks to composition – structure, timbre, ostinato, dynamics and melody.</p>  	<p>Notation: Identification of basic note values (Semibreve, minim, crotchet, quaver) and notes of the treble clef.</p> <p>Skills</p> <p>Performance: Introduction to keyboards through performance of 'Ode to Joy' and The 'Can Can'. Development of core keyboard skills and performance techniques. </p> <p>Vocal skills: Develop a range of warm-up techniques and class vocal performances. </p> <p>Composition: Use of foundation building blocks to composition – structure, timbre, ostinato, dynamics and melody.</p>  	<p>Notation: Continued development of reading note values (rhythm) through introduction of syncopated rhythms.</p> <p>Skills</p> <p>Performance: Introduction to various percussion instruments and techniques for performing, working in small ensembles. Further keyboard skills development through Narnia composition. </p> <p>Vocal skills: Build on skills from term 1 by introducing songs with a wider range and associated with the Latin-American topic.</p> <p>Composition: Build on skills developed in term one to create a piece of programme music, based on a given brief and focusing on timbre, structure, dynamics, pitch, ostinato and texture.  </p>
Rationale	<p>Previous links: Pupils will have prior knowledge of the elements of music from the KS2 curriculum, this unit will embed this knowledge and address any misconceptions. Pupils may also have had some exposure to orchestral music (KS2 NC – listen to music from Great Composers and musicians) but with no insight into how an orchestra is made up.</p>	<p>Previous links: Pupils will have prior knowledge of the elements of music from the KS2 curriculum, this unit will embed this knowledge and address any misconceptions. Pupils may also have had some exposure to orchestral music (KS2 NC – listen to music from Great Composers and musicians) but with no insight into how an orchestra is made up.</p>	<p>Previous links: This learning will build on the use of the elements of music from term 1 when listening to, performing and composing music (KS2 NC – Play and perform in solo and ensemble contexts, develop an understanding of the history of music). Knowledge gained in notation will continue to be developed during this unit of work. The introduction to</p>



	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>Future links: This learning provides the foundations needed throughout the curriculum as it introduces the elements of music and notation (MU3, MU4). An understanding of orchestral instruments links to other areas, including Programme music, Musicals, Irish folk music, film music and The Great Composers. This breadth of understanding and knowledge enables pupils to develop a deeper understanding and make clear links within the curriculum studied (MU5, MU6). This unit also sets out the foundation keyboard skills that will be developed in future learning (MU1). The knowledge and skills in this unit begin to develop the depth required for future learning at KS4.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4.</p> <p>Students need a secure foundation of the elements of music, notation, orchestral instruments and basic keyboard skills in order to access and develop their</p>	<p>Future links: This learning provides the foundations needed throughout the curriculum as it introduces the elements of music and notation (MU3, MU4). An understanding of orchestral instruments links to other areas, including Programme music, Musicals, Irish folk music, film music and The Great Composers. This breadth of understanding and knowledge enables pupils to develop a deeper understanding and make clear links within the curriculum studied (MU5, MU6). This unit also sets out the foundation keyboard skills that will be developed in future learning (MU1). The knowledge and skills in this unit begin to develop the depth required for future learning at KS4.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work are the foundation for future units studied at KS3 and KS4.</p> <p>Students need a secure foundation of the elements of music, notation, orchestral instruments and basic keyboard skills in order to access and develop their</p>	<p>composition in term 1 will give pupils a starting point when working on a more complex composition task (KS2 NC – improvise and compose music for a range of purposes).</p> <p>Future links: This learning builds on the foundations of term 1 (The elements of music and notation) (NC – MU1, MU2, MU3, MU4). Samba and Salsa are part of world music and this links to Gamelan music, Caribbean music and African music. This provides a breadth of understanding of world music at KS3 (NC – MU1, MU5, MU6). Programme music links to Film Music and The Great composers (NC -MU5). Pupils will continue to develop their keyboard, vocal, performance and composition skills in future units of work (NC - MU1, MU2, MU3, MU4). Continued development of knowledge of the musical elements, Latin-American dances are explored, developing the breadth and depth of knowledge and skills required for future learning at KS4.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work further</p>



	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>understanding of future learning in other styles of music.</p> <p>Students experience a breadth of learning, including knowledge of notation, listening, composition and performance in order to secure transferrable skills, including keyboard skills, which will be revisited, developed and embedded to develop students as a musician in future units of work.</p>	<p>understanding of future learning in other styles of music.</p> <p>Students experience a breadth of learning, including knowledge of notation, listening, composition and performance in order to secure transferrable skills, including keyboard skills, which will be revisited, developed and embedded to develop students as a musician in future units of work.</p>	<p>explore the reading of rhythms and notation and build on the foundation listening, performing and composition skills developed in Unit 1.</p> <p>Students need to apply a secure foundation of notation to performance and composition in different genres and styles in order to develop their understanding of future learning of world music.</p> <p>This will broaden their knowledge of the elements of music and notation through its application in listening, performing and composing activities, alongside their instrumental performance skills on various percussion in order to develop solo and ensemble performance skills.</p> <p>Students experience a breadth of learning through the study of samba, salsa and programme music in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to develop students as a musician in future units of work.</p>

		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
Year 8	Theme	<p style="text-align: center;">Jazz and Blues</p> <p>Supplementary sources: Dixieland Jazz music, music of the Glenn Miller Big band, including 'In the Mood' and 'Rock Around the Clock', Tiger Rag.</p> <p>NC: MU1, MU2, MU3, MU5, MU6</p>	<p style="text-align: center;">The Music of the Caribbean – Reggae and Calypso</p> <p>Supplementary sources: Calypso and Three Little Birds</p> <p>NC: MU1, MU2, MU3, MU4, MU5, MU6</p>	<p style="text-align: center;">The music of Africa</p> <p>Supplementary sources: African drumming music, Siyahamba.</p> <p>NC: MU1, MU2, MU3, MU4, MU5, MU6</p>
	Knowledge / skills 	<p>Knowledge Jazz and Blues: Identification of key Jazz instruments and key features, including the 12 bar blues chord sequence, walking bass line, call and response and use of improvisation. Understand how Jazz and Blues originated. </p> <p>Notation: Embed knowledge of notes of the treble clef and note values through continued use of notation for performance work.</p> <p>Skills Performance: Introduction to chords and 2-part performance (Walking bass performance) to continue development of keyboard skills. </p>	<p>Knowledge Music of the Caribbean: Listen to Calypso and reggae genres, identifying the key features of each, including Calypso – syncopation, use of Steel Pans, major key and Reggae – heavy bass line, off-beat chords, hook</p> <p>Notation: Embed knowledge of notes of the treble clef and note values through continued use of notation for performance work.</p> <p>Skills Performance: Develop understanding of chords and 2-part performance (Calypso performance) to continue development of keyboard skills. </p> <p>Vocal skills: Continue to develop a range of warm-up techniques and class vocal performances.</p>	<p>Knowledge African Music: Identification of key features of African music, including call and response, ostinato, syncopation, polyrhythms, close harmony (vocal music) and knowledge and application of skills for playing the djembe. </p> <p>Notation: Use knowledge of notation to begin recording own composition ideas. </p> <p>Skills Performance: Development of ensemble performance skills through performing an African song (Siyahamba), an African drumming piece. </p> <p>Vocal skills: Continue development of vocal skills through singing of African songs, introduce singing in harmony.</p>

		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
		<p>Vocal skills: Continue to develop a range of warm-up techniques and class vocal performances.</p> <p>Composition: Develop improvisation skills, using Blues scale in C over 12 bar blues chord sequence.</p>  	 	<p>Composition: Create an African drumming composition using knowledge of djembe techniques and drumming skills.</p>  
Rationale	<p>Previous links: This learning builds on the knowledge of the elements of music gained in Year 7, alongside the knowledge on instruments and of notation (NC – MU3, MU4, MU6). This learning builds on the keyboard skills developed in Year 7, with the music becoming more demanding, including the use of accidentals and the addition of chords (NC MU1).</p> <p>Future links: This learning introduces the pupils to chords and tonality, which will be revisited and developed in future units, increasing their breadth of knowledge and performance skills. Jazz and Blues links to the music of Africa and Pop Music, developing the depth of knowledge and understanding further (NC – MU2, MU5, MU6). The knowledge and skills gained within this learning</p>	<p>Previous links: This learning builds on the knowledge of the elements of music gained in Year 7, alongside the knowledge on instruments and of notation (NC – MU3, MU4, MU6). This learning builds on the keyboard skills developed in Year 7, with the music becoming more demanding, including the use of accidentals and the addition of chords (NC MU1).</p> <p>Future links: This learning develops the pupils understanding of chords and tonality, which will be revisited and developed in future units, increasing their breadth of knowledge and performance skills. Music of the Caribbean is part of world music and links to African Music, continuing to develop a breadth of knowledge of World Music (NC – MU2, MU5). The knowledge and skills gained</p>	<p>Previous links: This learning builds on the knowledge of the elements of music when listening and appraising, as well as building on ensemble percussion skills developed in Year 7, developing a greater depth and breadth of learning (NC – MU1, MU3, MU5, MU6). African music introduces pupils to another world music genre, adding to Samba, Salsa and Caribbean music, developing a breadth and knowledge of styles (NC – MU1, MU2)</p> <p>Future links: The learning introduces pupils to more complex textures, including polyrhythms and layered textures that will develop a greater breadth of understanding for future learning at KS4 (NC – MU1, MU2, MU3, MU4).</p>	



	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>continue to build and develop a deeper and broader understanding of different music genres and skills required for future learning at KS4.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work build a secure understanding of the elements of music, reading of music notation and developing the students listening, performing and composing skills developed in Year 7.</p> <p>Students need a broad understanding of the application of the elements of music in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This unit will deepen their knowledge of different styles and genres, alongside performance and composition skills in order to develop a deeper understanding of how different genres of music are created.</p> <p>Students experience a breadth of learning through the study of Jazz and</p>	<p>within this learning continue to build and develop a deeper and broader understanding of different music genres and skills required for future learning at KS4.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work build a secure understanding of the elements of music, reading of music notation and developing the students listening, performing and composing skills developed in Year 7.</p> <p>Students need a broad understanding of the application of the elements of music in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This unit will deepen their knowledge of different styles and genres, alongside performance and composition skills in order to develop a deeper understanding of how different genres of music are created.</p>	<p>Why: The knowledge and skills learnt and developed in this unit of work continue to build a secure understanding of the elements of music, reading of music notation and developing the students listening, performing and composing skills developed in Unit 1 (Year 8).</p> <p>Students need a broad understanding of the application of the elements of music in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This unit will deepen and broaden their knowledge of different styles and genres, alongside performance and composition skills in order to develop a deeper understanding of how different genres of music are created.</p> <p>Students experience a breadth of learning through the study of African Music in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop</p>



		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
		Blues in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.	Students experience a breadth of learning through the study of Music of the Caribbean in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.	students as a musician in future units of work.
Year 9	Theme	Film Music Supplementary sources: Film music of John Williams, Hans Zimmer and Danny Elfman. NC: MU1, MU2, MU3, MU4, MU5, MU6	The Great Composers Supplementary sources: Music of Mozart, Beethoven and Tchaikovsky. NC: MU1, MU2, MU3, MU4, MU5, MU6	60's Pop Music Supplementary sources: Stand by Me, The Beatles, including Yellow Submarine, Let it Be and Yesterday. NC: MU1, MU2, MU3, MU4, MU5, MU6
	Knowledge / skills 	<u>Knowledge</u> Film music: Identification of key features, including instrumentation, sound effects, motif, tonality, sequence and ostinato. Explore how different genres use music to create atmosphere, suspense and dramatic impact.	<u>Knowledge</u> The Great Composers: Listen to and evaluate a range of works by the great composers, embedding knowledge and understanding of the elements of music. Explore their music through performance  Notation: Embed knowledge of notation through continued performance tasks that increase in challenge, including reading of 6/8 time. Use of notation during composition activities.	<u>Knowledge</u> 60's Pop Music: Identification of key features, including instrumentation, verse-chorus structure, riffs, recording techniques. Explore how the 60's was an explosion on the Music scene (baby boom etc). Study the music of key singers and bands, including Ben E King, Aretha Franklin, The Beatles.



	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>Notation: Embed knowledge of notation through continued performance tasks that increase in challenge, including reading of 6/8 time. Use of notation during composition activities.</p>   <p>Skills</p> <p>Performance: Develop keyboard performance skills through more challenging pieces, including use of minor keys, accidentals and compound time signatures.</p>   <p>Vocal skills: Continue to develop a range of warm-up techniques and class vocal performances.</p> <p>Composition: Develop use of techniques for composition, including use of ostinato, chords, motifs, chromaticism, timbre and dynamics.</p>  	<p>Skills</p> <p>Performance: Develop keyboard performance skills through more challenging pieces, including use of minor keys, accidentals and compound time signatures.</p>   <p>Vocal skills: Continue to develop a range of warm-up techniques and class vocal performances.</p>  	<p>Notation: Continue to embed knowledge of notation through performance tasks that increase in challenge, including use of key signatures and accidentals.</p>   <p>Skills</p> <p>Performance: Develop keyboard performance skills through more challenging pieces, including use of key signatures, accidentals and syncopated rhythms.</p>   <p>Vocal skills: Continue to develop vocal repertoire through vocal performances of songs connected to this unit of work, including songs by The Beatles and Ben E King.</p>
Rationale	<p>Previous links: This learning links back to Instruments of the Orchestra, Programme Music and Minimalism, building on prior knowledge to widen music experience and understanding (NC – MU5, MU6).</p>	<p>Previous links: This learning links back to Instruments of the Orchestra, building on prior knowledge to widen music experience and understanding (NC – MU5, MU6). The learning enables pupils to gain a deeper and broader</p>	<p>Previous links: This learning links to Jazz and Blues, Reggae and three chord pop songs, broadening pupils understanding of the Pop music genre further, giving them the breadth of knowledge and skills required and continuing to develop</p>



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	<p>Future links: This learning is developing the breadth of skills and knowledge required for future learning at KS4. Continued development of performance and composition skills through more challenging tasks whilst exploring different genres of music, enabling pupils to gain the breadth of skills needed for future learning at KS4 (NC – MU1, MU2, MU3, MU4).</p> <p>Why: The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of music, reading of music notation and refining the students listening, performing and composing skills developed in Year 8.</p> <p>Students need a broad understanding of the application of the elements of music in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This will deepen their knowledge of different styles and genres, alongside performance and composition skills in</p>	<p>understanding of orchestral music, analysing music in more detail and developing a greater breadth of knowledge and skills, built on prior learning.</p> <p>Future links: This learning is developing the breadth of skills and knowledge required for future learning at KS4, broadening pupils learning and exposure to music of the Great Composers (MU5, MU6). Continued development of performance and composition skills through more challenging tasks whilst exploring different genres of music, enabling pupils to gain the breadth of skills needed for future learning at KS4 (NC – MU1, MU2, MU3, MU4).</p> <p>Why: The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of music, reading of music notation and refining the students listening, performing and composing skills developed in Year 8.</p> <p>Students need a broad understanding of the application of the elements of music</p>	<p>listening and performance skills through more challenging music and questioning (NC – MU1, MU2, MU3, MU4, MU5, Mu6).</p> <p>Future links: This learning continues to build pupils knowledge of pop music from the 60's, giving pupils the breadth of knowledge required for learning at KS4 (NC – MU1, MU2, MU3, MU4, MU5, MU6).</p> <p>Why: The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of music, reading of music notation and refining the students listening, performing and composing skills developed in Unit 1 (Year 9).</p> <p>Students need a broad understanding of the application of the elements of music in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This will deepen their knowledge of different styles and genres, alongside performance and composition skills in</p>



		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
		<p>order to develop and embed a deeper understanding of how different genres of music are created.</p> <p>Students experience a breadth of learning through the study of Film Music Composers in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.</p>	<p>in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This will deepen their knowledge of different styles and genres, alongside performance and composition skills in order to develop and embed a deeper understanding of how different genres of music are created.</p> <p>Students experience a breadth of learning through the study of The Great Composers in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.</p>	<p>order to develop and embed a deeper understanding of how different genres of music are created.</p> <p>Students experience a breadth of learning through the study of 60's Pop in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.</p>
Year 10 / GCSE 1	Theme	<p>Introduction to AQA GCSE Music Course Area of Study focus: Popular music, including study of set work</p> <p>During this unit pupils will study:</p> <ul style="list-style-type: none"> • Music of Broadway 1950's-1990's • Rock Music of 1960's and 1970's 	<p>Area of Study focus: Western Classical Tradition 1650-1910</p> <p>During this unit pupils will study:</p> <ul style="list-style-type: none"> • The Coronation Anthems and Oratorios of Handel • The Orchestra music of Haydn, Mozart and Beethoven 	<p>Area of Study focus: Traditional music</p> <p>During this unit pupils will study:</p> <ul style="list-style-type: none"> • Blues music from 1920-1950 • Fusion music incorporating African and/or Caribbean music • Contemporary Latin music

		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
		<ul style="list-style-type: none"> Film and Computer gaming music 1990's to present Pop music 1990's to present <p>Set work study:</p> <p>Little Shop of Horrors 1982 off-Broadway version.</p> <ul style="list-style-type: none"> Prologue / Little Shop of Horrors (overture) Mushnik and Son Feed Me 	<ul style="list-style-type: none"> The piano music of Chopin and Schumann The Requiem of the late Romantic period <p>Controlled assessment focus: Composition techniques development through mini composition tasks</p>	<ul style="list-style-type: none"> Contemporary Folk music of the British Isles <p>Controlled assessment focus: Free composition</p>
<p>Knowledge / skills</p>	<p>Knowledge Musical Elements</p> <p>Melody: Riff, pitch bend, melisma, hook, slide, glissando, improvisation, ostinato, blue notes.</p> <p>Harmony: Power chords, chord symbols, progressions e.g. I VI IV V.</p> <p>Tonality: Pentatonic, modal, blues scale.</p> <p>Structure: Into/outro, verse, chorus, break, twelve-bar blues, drum fill.</p> <p>Timbre: Standard contemporary instruments (guitar, synthesisers etc), Specific instruments (sitar, dilruba etc), Instrumental techniques (palm mute, pitch bend, slide guitar), drum kit components and techniques (rim shot</p>	<p>Knowledge Musical Elements</p> <p>Melody: Conjunct, disjunct, triadic, broken chords, scalic, arpeggio, intervals, passing notes, diatonic, chromatic, slide, ornamentation, ostinato, phrasing, articulation</p> <p>Harmony: Diatonic, chromatic, consonant, dissonant, pedal, drone, cadences, major, minor, dominant 7th.</p> <p>Tonality: Major, minor, key signatures, modulation.</p> <p>Structure: Binary, ternary, rondo, arch-shape, through composed, theme and variations, sonata, minuet and trio, call</p>	<p>Knowledge Musical Elements</p> <p>Melody: Blue notes, pentatonic, whole tone, modal, slide, ostinato, riff, melody-scat, melisma, improvisation.</p> <p>Tonality: Modal, pentatonic.</p> <p>Structure: Strophic, verse and chorus, cyclic, call and response, popular song forms, 12 bar blues.</p> <p>Timbre: Generic families of instruments found in traditional / world music (steel pans etc), use of technology, synthesised and computer-generated sounds, sampling, reverb, distortion, drone, vocal techniques (falsetto, vibrato, rap).</p> <p>Texture: A capella, imitative, layering.</p>	



	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>etc), vocal timbres (falsetto, belt, rap, beat-boxing, scat singing), Instrumental effects (amplification, distortion etc), technological recording techniques.</p> <p>Tempo, metre and rhythm: bpm, groove, backbeat, syncopation, off-beat, shuffle, swing</p> <p>Skills</p> <p>Performance: Performance in a range of styles studied, including solo and ensemble, own instrument and keyboard, reinforcing genres studied, performance techniques and understanding on music notation.  </p> <p>Composition: Mini composition tasks in range of styles studied to develop composition techniques in preparation for controlled assessment work and to explore styles of music studied.  </p> <p>Listening: Development of listening skills through increased use of specific music vocabulary, focusing on the musical elements and introducing pupils to exam style questions.</p> <p>  </p>	<p>and response, ground bass, continuo, cadenza.</p> <p>Timbre: Orchestral instruments, soprano, alto, tenor, bass, instrumental techniques (arco, pizzicato con sordino etc).</p> <p>Texture: Homophonic, polyphonic, imitative, canonic, layered, antiphonal, a capella, monophonic, melody and accompaniment, unison, octaves.</p> <p>Tempo, metre and rhythm: simple and compound time, anacrusis, Italian tempo terms, pulse, note values, dotted rhythms, triplets, rubato, pause, tempo.</p> <p>Dynamics and articulation: dynamic markings, crescendo, diminuendo, sfz, common signs, terms and symbols.</p> <p>Skills</p> <p>Performance: Performance tasks will focus on developing individual instrument / vocal techniques and keyboard skills, whilst reinforcing genres studied and understanding of music notation.  </p>	<p>Tempo, metre and rhythm: Free, irregular, skank, clave, anacrusis, polyrhythm, cross-rhythm, shuffle beat, backbeat, syncopation, off-beat, bossa nova, samba, salsa, tango, cha-cha-cha, rumba, habanera, merengue.</p> <p>Skills</p> <p>Performance: Performance tasks will continue to focus on developing individual instrument / vocal techniques and keyboard skills, whilst reinforcing genres studied and understanding of music notation.  </p> <p>Composition: Pupils will begin their free composition, focusing on a style or genre that best reflects their skills, strengths and interests. Focus will be on the appropriate selection and use of musical elements. 30% of examination</p> <p>Listening: Identify and apply appropriate musical vocabulary and terminology to music heard, continuing to focus on exam style questions and techniques.  </p> <p>  </p>

		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
			<p>Composition: Mini composition tasks in a range of styles studied to develop composition techniques in preparation for controlled assessment work and to explore styles of music studied.</p> <p>Listening: Identify and apply appropriate musical vocabulary and terminology to music heard, continue to become familiar with exam style questions and techniques.</p>     	
Rationale	<p>This unit of work introduces pupils to the GCSE Music course. Area of Study 2 (Popular Music) leads on from the final two units in Year 9, bridging between Key Stage 3 and Key Stage 4 learning. The unit builds on prior knowledge and skills, introducing pupils to a wider range of vocabulary, techniques and styles of music.</p> <p>The performance tasks aim to develop pupil instrumental skills and knowledge of notation, whilst embedding their understanding of the various styles within this area of study. Composition</p>	<p>This unit of work focuses on area of study 1 (Western Classical Tradition from 1650-1910), building on prior learning at Key Stage 3. Pupils are gradually introduced to a wider range of music vocabulary and begin to build skills in exam technique and responses to exam style questions. Performance tasks continue to focus on building instrumental skills whilst embedding understanding of the styles studied and mini composition tasks continue to prepare pupils for beginning their free composition in term 3, whilst embedding their understanding of styles and genres studied in this unit.</p>	<p>This unit of work focuses on area of study 3 (Traditional music), building on prior learning at Key Stage 3. Pupils are introduced to a wide range of vocabulary and continue to build skills in exam techniques and responses to exam style questions. The free composition is introduced at the start of this term, following on from pupils exploring a range of composition techniques in terms 1 and 2. Completion of a listening mock at the end of this term, based on areas of study 1,2 and 3 will inform planning for Year 11 when these units are revisited for knowledge retrieval.</p>	



	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>techniques are developed through mini composition tasks to build pupil skills and confidence in this area.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of music, reading of music notation and are linked to the final two units of Year 9, refining the students listening, performing and composing skills developed throughout KS3.</p> <p>Students need a broad understanding of the application of the elements of music and a more in depth understanding of the music studied in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This unit will deepen their knowledge of different styles of popular music, musical theatre of Broadway and gaming music, alongside performance and composition skills in order to develop and embed a deeper understanding of how different styles of pop music are created (analysis</p>	<p>Why: The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of music, reading of music notation and are a development of the study of the great composers in Year 7 and Year 9, refining the students listening, performing and composing skills developed throughout KS3.</p> <p>Students need a broad understanding of the application of the elements of music and a more in depth understanding of the music studied in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This unit will deepen their knowledge of Western Classical music, alongside performance and composition skills in order to develop the key composition skills needed for future composition work through mini composition tasks linked to The Western Classical tradition.</p>	<p>Why: The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of music, reading of music notation and are a development of units studied throughout KS3, refining the students listening, performing and composing skills developed throughout KS3.</p> <p>Students need a broad understanding of the application of the elements of music and a more in depth understanding of the music studied in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This unit will deepen their knowledge of different styles of traditional music, including Jazz and Blues, African and Caribbean, Latin music and Folk music, alongside performance and composition skills in order to develop and embed a deeper understanding of how different styles traditional music are created (analysis skills).</p>



		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
		<p>skills), analysis of set musical theatre study pieces and an insight into gaming music.</p> <p>Students experience a breadth of learning through the study of Rock music, musical theatre and gaming music in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.</p>	<p>Students experience a breadth of learning through the study coronation anthems, orchestral music, piano music and requiems in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.</p>	<p>Students experience a breadth of learning through the study of Jazz and Blues, African, Caribbean, Latin and Folk music in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.</p>
Year 11 / GCSE 2	Theme	<p>Area of study focus: Western Classical tradition since 1910</p> <p>During this unit pupils will study:</p> <ul style="list-style-type: none"> • The orchestral music of Copland • British music of Arnold, Britten, Maxwell-Davies and Tavener • The orchestral music of Kodaly and Bartok • Minimalist music of John Adams, Steve Reich and Terry Riley <p>Controlled assessment focus: Composition to a brief</p>	<p>Area of study focus: Western Classical Tradition (Retrieval), including study of set work</p> <p>Traditional music (Retrieval)</p> <p>During this unit pupils will revisit two areas of study – Western Classical Tradition and Traditional music.</p> <p>Set work study:</p> <ul style="list-style-type: none"> • Mozart Clarinet Concerto in A major, K 622, third movement 	<p>Final Examination preparation</p> <p>During this unit pupils will revisit the four areas of study:</p> <ul style="list-style-type: none"> • Western Classical Tradition 1650-1910 • Popular Music • Traditional Music • Western Classical Tradition since 1910 <p>The focus will be:</p> <ul style="list-style-type: none"> • Exam technique • Key vocabulary

		Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
			Controlled assessment focus: Solo and Ensemble performance recordings	<ul style="list-style-type: none"> Extended answers techniques Set works revision
<p>Knowledge / skills</p>	<p>Knowledge</p> <p>Musical element:</p> <p>Melody: Ostinato, motifs, melisma. Harmony: Chromatic, dissonant, pedal. Tonality: Pentatonic, Whole tone, modal, tonal ambiguity. Timbre: Specific families of instruments, use of technology, synthesized and computer-generated sounds, instrumental techniques (vamping etc). Texture: Drones, imitative, layering. Tempo, rhythm and metre: Irregular, free, augmentation, diminution, anacrusis, hemiola, rubato, cross-rhythm, polyrhythm, syncopation, off-beat.</p> <p>Skills</p> <p>Performing: Pupils will begin to work on ensemble and solo performances to be recorded in term 2.</p> <p>Peripatetic staff will support pupils in their choice of pieces and progress will be reviewed throughout term 1.</p>	<p>Retrieval and deeper understanding</p> <p>Pupils will retrieve prior knowledge through listening and be able to identify the key features of each genre of The Western Classical Tradition from 1650-1910:</p> <ul style="list-style-type: none"> Baroque music (Handel) Classical music (Haydn, Mozart and Beethoven) Romantic music (Chopin and Schumann) <p>Study of Mozart Clarinet Concerto in A major movement 3:</p> <ul style="list-style-type: none"> Key features Use of the elements of music 8 mark question technique and practice <p>The key features of each genre of traditional music:</p>	<p>Retrieval and deeper understanding</p> <p>Pupils will retrieve prior knowledge through listening and be able to identify the key features of each genre of The popular song:</p> <ul style="list-style-type: none"> Musicals Rock music Film music Gaming music Pop music (1990's-present) <p>The key features of each genre of Western Classical tradition since 1910:</p> <ul style="list-style-type: none"> 20th Century orchestral music (Copland, Kodaly, Bartok) British modern orchestral music (Arnold, Britten, Maxwell-Davies, Taverner) Minimalism 	

	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>Composition: Completion of the programme note for the free composition to be completed during weeks 1 and 2. Composition to a brief to begin in week 3. 30% of examination</p> <p>Listening: Continue to develop deeper listening skills based on the musical elements and exam style questions for area of study 4, focusing on key vocabulary and extended responses.</p>     	<ul style="list-style-type: none"> • Blues • Fusion (African and Caribbean) • Latin dances (Samba, Salsa, Tango, cha-cha-cha, rumba) • Irish Folk music <p>Performance: Pupils will record their solo and ensemble performances. 30% of examination</p>  <p>Listening: Listening will focus on exam style questions and revisiting of key terminology and key features of areas of study 1 and 3.</p>   	<p>Revisit study piece from area of study 2 (Little Shop of Horrors):</p> <ul style="list-style-type: none"> • Key features • Use of elements of music • 8 mark question technique and practice    <p>Final exam preparation, techniques and practice.</p>
Rationale	<p>This unit of work focuses on area of study 4 (Western Classical Tradition since), building on prior learning at Key Stage 3 (Minimalism). Pupils are introduced to a wider range of music vocabulary and continue to build skills in exam technique and responses to exam style questions. Performance tasks continue to focus on building instrumental skills, in preparation for recording in term 2. Composition is focused on the second</p>	<p>This unit of work focuses on the retrieval of prior knowledge for areas of study 1 and 3 and developing exam techniques and extended answer responses (4 and 8 mark questions). Solo and ensemble performances are recorded during term 2 to allow the maximum time for pupils to develop their instrumental technique. All areas of study and controlled assessments will be covered by the end</p>	<p>This unit of work focuses on all four areas of study (retrieval) and exam technique and practice to ensure pupils are fully prepared for the final examination. Pupils will focus on knowledge retrieval, exam style questions and revision techniques.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work continue to</p>



	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>composition controlled assessment (composing to a brief), ensuring that all composition controlled assessments are completed by the end of this term and enabling pupils to focus on performance and exam preparation in terms 2 and 3.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of music, reading of music notation and are linked to minimalism studied in Year 8, refining the students listening, performing and composing skills developed throughout KS3 and KS4.</p> <p>Students need a broad understanding of the application of the elements of music and a more in depth understanding of the music studied in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This unit will deepen their knowledge of the Western Classical tradition since 1910, including minimalism, alongside performance and composition skills in</p>	<p>of term 2 to allow for final exam preparation in term 3.</p> <p>Why: The knowledge and skills learnt and developed in this unit of work continue to embed a secure understanding of the elements of music, reading of music notation and are linked to prior learning in Year 10 with a focus on retrieval, alongside the study of the Mozart clarinet concerto, refining the students listening, performing and composing skills developed throughout KS3 and KS4.</p> <p>Students need a broad understanding of the application of the elements of music and a more in depth understanding of the music studied in order to access and develop their understanding of future learning in music listening, performance and composition.</p> <p>This unit will deepen their knowledge and understanding of the western classical tradition and traditional music, alongside performance and composition skills in order to develop and embed a deeper understanding of how different styles of</p>	<p>embed a secure understanding of all four areas of study in order to prepare students for their final examination.</p> <p>Students need a broad understanding of the application of the elements of music and a more in depth understanding of the music studied in order to access and develop their understanding in music listening, performance and composition.</p> <p>This unit will deepen their knowledge of different styles of the four areas of study, alongside performance and composition skills in order to embed a deeper understanding of how different styles of music are created (analysis skills), analysis of set study pieces and listening exam preparation.</p> <p>Students experience a breadth of learning through the four areas of study in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future study.</p>



	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (7 weeks)
	<p>order to develop and embed a deeper understanding of how different styles 20th Century orchestral music are created (analysis skills).</p> <p>Students experience a breadth of learning through the study of 20th and 21st century orchestral music and minimalism in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.</p>	<p>orchestral music are created (analysis skills), analysis of set western classical tradition study piece.</p> <p>Students experience a breadth of learning through the study of Western classical tradition and traditional music in order to secure transferrable skills in listening, performance and composition which will be revisited, developed and embedded to continue to develop students as a musician in future units of work.</p>	

Music Key Stage 3 National Curriculum:

MU1: play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

MU2: improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

MU3: use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

MU4: identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices

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MU5: listen with increasing discrimination to a wide range of music from great composers and musicians

MU6: develop a deepening understanding of the music that they perform and to which they listen, and its history.