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**Long Term Mapping**

**MUSIC KS4**

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|  | | **Cycle 1** | **Cycle 2** |
| **(2021 – 2022)** | **(2022 - 2023)** |
| **Autumn** | **1** | Musical Elements | Notation | Reading Music | Scales |
| **2** | *‘My Music’* | Arts Award | Artist Research Project | *‘My Music’* | Arts Award | Individual Performance |
| **Spring** | **1** | *Rhythms from Around the World*  African | Samba | Calypso | Drumming using Technology | Junk Percussion | *The Concerto Through Time*  Baroque | Classical | Romantic | Orchestra | Musicals |
| **2** | *Soundtracks*  Film | Videogames | Cartoons | Musicals | *The Conventions of Popular Music*  Rock n Roll | Blues | Rock Anthems, Metal & Punk | Power Ballads | Hip Hop | Electronic | Modern Pop & Solo Artists |
| **Summer** | **1** | *Music Production*  Videography | Creating a Film Trailer | Creating a Soundtrack | Creating a Music Video | *Music Production*  Electronic Dance | House | Techno | Drum & Bass | Trance | Hip Hop | Grime |
| **2** | *Using our Voices Expressively*  Tor View Radio | Podcasting | Beatboxing | *‘My Music’* | Arts Award | Group Performance |

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| **MEDIUM-TERM PLANNING** | | | | | | | | | | | | | |
| ***Aspiration for Life*** | | | Differentiated, aspirational targets dependent on pupil needs. | | ***Language for Life*** | | Explicit teaching / exposure to new and know vocabulary | | | ***Learning for Life*** | | Opportunities to develop cross curricular skills e.g. drama | |
| **KS4 MUSIC CYCLE TWO (2020 – 2021)** | ***INTENT****: To instil in our students a love of music and a wide range of genres. To modernise the music curriculum to bring it in line with advancements in musical tastes, technology and potential future careers to provide creative, contemporary and engaging musical opportunities for our students. To provide musical performance opportunities that showcase the talents our outstanding students possess, promote Tor View in the wider community and develop confidence and self-esteem within our students.* | **NOTATION**  **READING MUSIC**  **SCALES** | | **MY MUSIC | ARTS AWARD**  **ARTIST RESEARCH PROJECT** | | **THE CONCERTO THROUGH TIME** | | | **THE CONVENTIONS OF POPULAR MUSIC** | | **MUSIC PRODUCTION**  **ELECTRONIC MUSIC** | | **MY MUSIC | ARTS AWARD**  **GROUP PERFORMANCE** |
| **AUTUMN 1** | | **AUTUMN 2** | | **SPRING 1** | | | **SPRING 2** | | **SUMMER 1** | | **SUMMER 2** |
| **SKILL FOCUS:**  GROUP PERFORMANCE |  IMPROVISATION | | **SKILL FOCUS:**  APPRASIAL & EVALUATION | | **SKILL FOCUS:**  CREATIVITY |  LISTENING | | | **SKILL FOCUS:**  CREATIVITY |  LISTENING | | **SKILL FOCUS:**  COMPOSITION |  INDIVIDUAL PERFORMANCE | | **SKILL FOCUS:**  GROUP PERFORMANCE |  CREATIVITY |
| **ELEMENT FOCUS:**  RHYTHM | DYNAMICS | | **ELEMENT FOCUS:**  N/A (RESEARCH PROJECT) | | **ELEMENT FOCUS:**  TEXTURE | | | **ELEMENT FOCUS:**  TIMBRE | TONE | | **ELEMENT FOCUS:**  TEMPO | | **ELEMENT FOCUS:**  PITCH |
| **SUGGESTED AREAS OF STUDY | SUGGESTED PIECES OF MUSIC** | | | | | | | | | | | |
| **Crochets | Quavers | Rests | Minims | Semibreves**  **Explore notes & scales**  **using boom whackers & xylophones**  **Group performance of songs using boom whackers & xylophones, e.g. following colour coded scores**  **Compose beats using body percussion, e.g. crochet – clap, quaver – stomp**  **Use chalk outdoors and create beats using notation.**  **Use the sound beam and colour coded beat pads to create a colour coded score for students to copy.**  **Use the Skoog interactive cube to follow a colour coded score.**  **Cultural Capital Opportunities:**  Exposure to a variety of traditional musical ideas/symbols and what they represent, e.g. crotchets and quavers  Exposure to a wide variety of new instruments.  Exposure to new technologies to explore musical notation (skills for the future). | | **Aims:**  **Show a basic understanding of a range of art forms | Discover how a range of art forms connect with their own lives | Gain a basic understanding of artists and their work.**  **Choose a favourite artist or band and conduct online research them using iPads / laptops or using books from the library etc. Students can interview someone else about their chosen artists, e.g. a staff member with some knowledge of the artist.**  **Design and make an arts log record of what they found out about the artist and their work, e.g. songs, albums, why they enjoy listening to them etc.**  **Students can print pictures / artwork / album covers of their artist or do their own artwork.**  **Possible Research Areas:**  **Singles | Albums | Artwork | Genre | Interesting Facts | Lyrics | Reasons for liking chosen artist | Reasons for being successful | Biography | Instrument choices, guitar styles etc |**  **Cultural Capital Opportunities:**  Exposure to a variety of new artists and genres.  Developing research skills which can be used across the curriculum. | | **Definition of ‘Concerto’ | What is an orchestra | What instruments are used in an orchestra | Instrument families & sections | What is the role of a soloist | What is the role of the conductor | Discuss musical elements – dynamics, tempo, texture | Discuss emotions of the concerto – happy, sad, relaxing, frantic etc.**  **Create an orchestra (A3 paper) | Cut out different instrument families and arrange in different ways.**  **Technology opportunities:**  **Use Garageband to improvise & experiment with orchestra instruments, e.g. brass, strings, woodwind, percussion families | Explore interactive orchestras online – develop a greater understanding of instrument ‘families’**  **Allow students to take the role as conductor | Conductor to ‘control’ the class | Conductor to decide if the orchestra plays fast or slow, loud or quiet, go/stop etc.**  **Cultural Capital Opportunities:**  Exposure to a variety of traditional and classic musical.  Exposure to musical history.  Exposure to a wide variety of new orchestral instruments. | | **Suggested discussion topics / areas:**  **What instruments are used | Are they acoustic or electric | Discuss pitch & melody | Discuss playing speed & tempo | Discuss dynamics | Who do you think the music is aimed at | Origins | How has popular music changed throughout the decades | What part has technology played in changes | Make comparisons between different periods of popular music**  **Rock n Roll & Blues Suggested Music:**  *Elvis Presley | Buddy Holly | Beach Boys | Chuck Berry | BB King | Fats Domino | Little Richard | The Beatles | Rolling Stones*  **Punk Rock, Rock Anthems, Metal Suggested Music:**  *Queen | ACDC | Metallica | Guns n Roses | Ramones | The Clash | The Who | Led Zeppelin*  **Power Ballads, 80s Pop Suggested Music:**  *Elton John | Celine Dion | Whitney Houston | Michael Jackson | Madonna | Bon Jovi etc*  **Modern Pop Suggested Music:**  *Justin Bieber | Taylor Swift | Katy Perry | Mariah Carey | Rhianna | Ed Sheeran | Bruno Mars*  **Cultural Capital Opportunities:**  Exposure to a variety of modern and popular genres, e.g. rock, blues, pop etc – music students may not normally be exposed to. | | | **Electronic Music | Hip Hop | Trance | House etc:**  **Theory | History | Musical Elements | Emotions, e.g. how does the music make you feel?**  **Writing a Rap | Thinking about Lyrics**  **Suggested Music:**  *Dre / Snoop Dogg – Still DRE*  *Kanye West – Stronger*  *Sugarhill Gang – Rapper’s Delight*  *Grandmaster Flash – Message*  *Run DMC – Tricky*  *Coolio – Gangstas Paradise*  *Vanilla ICE – Ice Ice Baby*  *MC Hammer – Can’t Touch This*  *Salt N Pepa – Push It*  *Darude – Sandstorm*  *Sash – Encore un Fois*  *Underworld – Born Slippy*  *Faithless – Insomnia*  *General Levy – Incredible*  *Livin’ Joy – Dreamer*  *Wildchild – Renegade Master*  *Avicii – Wake me Up*  **Suggested Apps:**  **Beat Pads**  **MIDI Keyboards**  **Launchpad Software**  **Beat Maker Go**  **Music Maker Jam**  **Garageband**  **Skoog**  **Beamz**  **Chrome Music Lab**  **Sampulator**  **Splice Sound**  **Cultural Capital Opportunities:**  Exposure to a variety of new and modern genres, e.g. house, techno, trance etc – music students may not normally be exposed to.  Exposure to a wide range of music technologies (see above), providing modern skills for future employment. | | **Aims:**  **Show commitment in arts activities | Take part in a range of structured arts activities | Respond to the ideas of others and demonstrate enjoyment in the arts | Undertake clearly defined tasks.**  **Choose an instrument to explore and learn, such as guitar / bass / keyboard / singing / drumming etc.**  **For example, student may choose to focus on the acoustic guitar, learn a small range of chords and be able to perform a piece of music.**  **Less able students may work together, whilst being conducted by an abler student, to produce a piece of music.**  **Students will demonstrate what they have learnt using an arts log – this can have photos, notes, pieces of work or drawings etc providing evidence.**  **Group performance to the rest of the class. Students are encouraged to share what they enjoyed about the performance. They can also explain what they enjoyed about the arts award, e.g. learning a new instrument, working as a team or researching their favourite artist. Students will record their thoughts and opinions in the arts log.**  **Cultural Capital Opportunities:**  Learn to play a new instrument of choice.  Exposure to new instruments that students may not have seen / explored before.  Working collaboratively with others and performing/presenting in front of others. |
| **KEY MUSICAL VOCABULARY** | | | | | | | | | | | |
| **Notation, Musical Symbols, Chords, Crochets, Quavers, Rests, Minims, Semibreves, Note, Scale, Boom Whacker, Score, Beat, 4/4 Common Time Beat, Polyrhythm, Whole Note, Half Note.** | | **Research, Art Forms, Artist, Group, Band, Interview, Design, Art Log, Album Cover, Artwork, Singles, Albums, Genre, Facts, Biography, Opinion, Instrument.** | | **Concerto, Orchestra, Conductor, Soloist,**  **Romantic, Classical, Baroque, Instrument Family, Percussion, Woodwind, Brass, Strings, Tempo, Dynamics, Texture.** | | **Electric Instruments, Bass, Guitar, Drum Kit, Keyboard, Microphone, Acoustic, Origins, Periods, Rock n Roll, Metal, Punk, Pop, Electronic, Ballad, Band, Singer, Artist.** | | | **Steady Beat, Rhythm, Polyrhythm, App, Technology, Effects, Electronic, Looping, Mixing, Synthesising, Bass, Backing Track, Grime, Hip Hop, Rap, SFX, FX.** | | **Research, Art Forms, Artist, Group, Band, Interview, Design, Art Log, Album Cover, Artwork, Singles, Albums, Genre, Facts, Biography, Opinion, Instrument.** |
| **IMPLEMENTATION** | | | | | | | | | | | |
| **Week 1:** Crochets | Quavers  **Week 2:** Crochets | Quavers | Rest  **Week 3:** Minims | Semibreves  **Week 4:** Perform colour coded score using BW  **Week 5 & 6:** Group composition / performance using BW  **Week 7:** Assessment | | **Week 1 & 2:** Biography | Interesting Facts  **Week 3:** Albums | Singles | Genres  **Week 4 & 5:** Artwork | Imagery | Album Covers  **Week 6:** Lyrics | Instrument styles | Giving opinions  **Week 7:** Assessment | | **Week 1:** Baroque Era  **Week 2:** Romantic Era  **Week 3:** Instrument families  **Week 4:** Role of the conductor / soloist  **Week 5 & 6:** Garageband  **Week 7:** Assessment | | **Week 1:** Rock n Roll / Blues  **Week 2:** Metal, Rock Anthems, Punk.  **Week 3:** Power Ballads / 80s Pop  **Week 4:** Modern Pop  **Week 5 & 6:** Making comparisons between the eras  **Week 7:** Assessment | | | **Week 1:** Theory | History  **Week 2:** How does the music make you feel? Discussing emotions  **Week 3:** Lyric writing | Designing a rap | Using rhyme  **Week 4:** Beat Maker Go | Sensory rave  **Week 5 & 6:** Launchpad – Practice | Record | Perform | Perform rap with mic  **Week 7:** Assessment | | **Week 1:** Research chosen instrument  **Week 2, 3 & 4 –** Practice chosen instrument, e.g. guitar / keyboard.  **Week 5 & 6:** Complete arts log / class performance  **Week 7:** Assessment |