

Long Term Mapping MUSIC KS4

		Cycle 1 (2019 – 2020)	Cycle 2 (2020 - 2021)
Autumn	1	Musical Elements	Notation Reading Music Scales
	2	<i>'My Music'</i> Arts Award Individual Performance	<i>'My Music'</i> Arts Award Artist Research Project
Spring	1	<i>Rhythms from Around the World</i> African Samba Calypso Drumming using Technology Junk Percussion	<i>The Concerto Through Time</i> Baroque Classical Romantic Orchestra Musicals
	2	<i>Soundtracks</i> Film Videogames Cartoons Musicals	<i>The Conventions of Popular Music</i> Rock n Roll Blues Rock Anthems, Metal & Punk Power Ballads Hip Hop Electronic Modern Pop & Solo Artists
Summer	1	<i>Music Production</i> Videography Creating a Film Trailer Creating a Soundtrack Creating a Music Video	<i>Music Production</i> Electronic House Techno Drum & Bass Trance Hip Hop Grime
	2	<i>Using our Voices Expressively</i> Tor View Radio Podcasting Beatboxing	<i>'My Music'</i> Arts Award Group Performance



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 of 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 Research Project
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SKILL FOCUS: Group performance improvisation	SKILL FOCUS: Appraisal & 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					
<p>Crotchets Quavers Rests Minims Semibreves</p> <p>Explore notes & scales using boom whackers & xylophones</p> <p>Group performance of songs using boom whackers & xylophones, e.g. following colour coded scores</p> <p>Compose beats using body percussion, e.g. crochet – clap, quaver – stomp</p> <p>Use chalk outdoors and create beats using notation.</p> <p>Use the sound beam and colour coded beat pads to create a colour coded score for students to copy.</p> <p>Use the Skoog interactive cube to follow a colour coded score.</p>	<p>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.</p> <p>Choose a favourite artist or band and conduct online research, Students can interview someone else about their chosen artists</p> <p>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.</p> <p>Students can print pictures / artwork / album covers of their artist or do their own artwork.</p> <p>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 </p>	<p>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</p> <p>Create an orchestra (A3 paper) Cut out different instrument families and arrange in different ways.</p> <p>Technology opportunities: Use Garageband to improvise & experiment with orchestra instruments, e.g. brass, string families Explore interactive orchestras online – develop a greater understanding of instrument ‘families’</p> <p>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.</p>	<p>Suggested discussion topics / areas: What instruments are used Acoustic or electric Pitch & melody Speed & tempo Dynamics Who is aimed at Origins How has popular music changed What part has technology played in changes Compare different periods of popular music</p> <p>Rock n Roll & Blues, Suggested Music: <i>Elvis Presley Buddy Holly Beach Boys Chuck Berry BB King Fats Domino Little Richard The Beatles Rolling Stones</i></p> <p>Punk Rock, Rock Anthems, Metal Suggested Music: <i>Queen ACDC Metallica Guns n Roses Ramones The Clash The Who </i></p> <p>Power Ballads, 80s Pop Suggested Music: <i>Elton John Celine Dion Whitney Houston Michael Jackson Madonna Bon Jovi</i></p> <p>Modern Pop Suggested Music: <i>Justin Bieber Taylor Swift Katy Perry Mariah Carey Rhianna Ed Sheeran Bruno Mars</i></p>	<p>Electronic Music Hip Hop Trance House Theory History Musical Elements Emotions, e.g. how does the music make you feel? Writing a Rap Thinking about Lyrics</p> <p>Suggested Music: <i>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</i></p> <p>Suggested Apps: Beat Pads MIDI Keyboards Launchpad Software Beat Maker Go Music Maker Jam Garageband Skoog Beamz Chrome Music Lab Sumpulator Splice Sound</p>	<p>Aims: Show commitment in arts activities Take part in range of structured arts activities Respond to the ideas of others and demonstrate enjoyment in the arts Undertake clearly defined tasks.</p> <p>Choose an instrument to explore and learn, 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. 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.</p>

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

TOR VIEW

A SPECIALIST LEARNING COMMUNITY