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**Long Term Mapping**

**MUSIC KS5**

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|  | | **Cycle 1** | **Cycle 2** | **Cycle 3** |
| **(2022 – 2023)** | **(2023 - 2024)** | **(2024 – 2025)** |
| **Autumn** | **1** | Musical Elements | Notation | Reading Music | Scales | Tor View Radio | Podcasting |
| **2** | Open Awards Accreditation  *Exploring Music* | Open Awards Accreditation  *Exploring Music* | Open Awards Accreditation  *Exploring Music* |
| **Spring** | **1** | Latin America | Samba  African Drumming | Music Production  *(Electronic Dance | House | Techno | Drum & Bass | Trance)* | Popular Music Through the Ages  Rock ‘n’ Roll | Blues | Jazz |
| **2** | Beatboxing | Using our Voice Expressively | Music Production  *(Videography | Creating a Film Trailer | Creating a Soundtrack | Creating a Music Video)* | Musicals | Orchestra | Concerto |
| **Summer** | **1** | Drumming Using Technology | Music Production | Lyrical Writing  *(Grime | Hip Hop | Rap)* | Film Music | Soundtracks | Cartoons |
| **2** | Creating Music with Junk | Junk Percussion | Videogame Soundtracks | Creating a Videogame | Performance Workshop |

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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 | |
| **KS5 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** | | **OPEN AWARDS ACCREDITATION** | | **MUSIC PRODUCTION**  **ELECTRONIC MUSIC** | | | **MUSIC PRODUCTION**  **VIDEOGRAPHY** | | **MUSIC PRODUCTION**  **LYRICAL WRITING** | | **VIDEO GAME**  **SOUNDTRACKS** |
| **AUTUMN 1** | | **AUTUMN 2** | | **SPRING 1** | | | **SPRING 2** | | **SUMMER 1** | | **SUMMER 2** |
| **SKILL FOCUS:**  GROUP PERFORMANCE |  IMPROVISATION | | **SKILL FOCUS:**  ALL | | **SKILL FOCUS:**  COMPOSITION |  INDIVIDUAL PERFORMANCE | | | **SKILL FOCUS:**  APPRASIAL & EVALUATION | | **SKILL FOCUS:**  COMPOSITION |  GROUP  PERFORMANCE | | **SKILL FOCUS:**  LISTENING | CREATIVITY |
| **ELEMENT FOCUS:**  RHYTHM | DYNAMICS | | **ELEMENT FOCUS:**  ALL | | **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.**  **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. | | **Focusing on key musical skills, techniques and abilities in order to work towards the Open Award for *Exploring Music.***  **Learning Outcomes:**  ***Be able to appreciate music.***  ***Be able to identify a musical instrument.***  ***Play a musical instrument with others.***  ***Be able to perform solo pieces on an instrument/voice.***  ***Be able to appraise solo performances.***  **Assessment Criteria:**  ***Listen to music and state feelings the music evokes.***  ***Identify a musical instrument and its sound.***  ***Play a musical instrument in a group.***  ***Express feelings from playing in a group.***  ***Listen to music and express feelings about the piece and preferences.***  ***Sing or play a short solo piece.***  ***Show some technical control of the chosen instrument/voice.***  ***Show some sense of expression in performances.***  ***Identify the strengths and weaknesses of solo performances.***  ***Identify how to address weakness(es).***  ***Show an attempt to improve solo performances.***  **Cultural Capital Opportunities:**  Exposure to a variety of new artists and genres.  Developing research skills which can be used across the curriculum.  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. | | **Electronic Music:**  **Theory | History | Musical Elements | Emotions, e.g. how does the music make you feel?**  **Suggested Music:**  *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 Sounds**  **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. | | **Film Soundtracks:**  **Identifying famous film music | Matching music to a mood or emotion | Matching music to a character, e.g. Darth Vader theme = scary | Matching music to a particular genre**  **Suggested Music:**  *Jaws | James Bond | Darth Vader | Harry Potter | Indiana Jones | Mission Impossible | Good, Bad & Ugly | Exorcist | Psycho | Musicals | Frozen | High School Musical etc.*  **Microsoft Publisher:**  **Create an effective and attractive movie poster / advertisement (linked to iMovie project below)**  **iMovie:**  **Create a film trailer | Create a music video | Understanding film genre | Matching appropriate soundtracks to differing film genres | Editing skills | Using titles | Making credits | Using effects & transitions**  **Cultural Capital Opportunities:**  Exposure to a variety of different film genres. Exposure to new genres that students may not be aware of.  Exposure to a wide range of new technologies, e.g. iMovie, filmmaking, publisher, editing (skills for the future). Exposure to classic music and film scores – matching music to the correct genre. | | | **Grime | Hip Hop | Rap:**  **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*  **Suggested Apps:**  **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. Rap, grime, hip-hop – music students may not normally be exposed to.  Exposure to a wide range of music technologies (see above), providing modern skills for future employment. | | **Video Game Music:**  **Why is it important | Where is it used in a game | Creating music for a specific character, e.g. hero / villain | Creating music to set the mood & atmosphere | Considering gaming genre | Creating music for different genres**  **Create a piece of videogame music using keyboards / MIDI keyboards**  **Suggested Music:**  *Super Mario Brothers*  *Legend of Zelda*  *Pokémon*  *Sonic the Hedgehog*  *Metroid Prime*  *Silent Hill*  *Street Fighter*  *Donkey Kong*  *Shadow of the Beast*  *Tetris*  **Cultural Capital Opportunities:**  Exposure to a variety of new videogames and videogame genres.  Exposure to a wide range of new technologies,  providing modern skills for future employment, e.g. videogame development. |
| **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.** | | **Appreciate, Identify, Musical Instrument, Perform, Solo Piece, Voice, Appraise, Feelings, Group Performance, Preferences, Technical Control, Expression, Strengths, Weaknesses, Improvement.** | | **Steady Beat, Rhythm, Polyrhythm, App, Technology, Effects, Electronic, Looping, Mixing, Synthesising, Bass, Backing Track, Techno, Drum & Bass, House, EDM, Trance, SFX, FX.** | | **Leitmotif, Atmosphere, Mood, Storyboard, Soundtrack, Character, Genre, Musical Clichés, Sound Effects, Theme, Motif, Good & Evil, Villains, Heroes, Emotion, Trailer, Credits, Effects, Transition, Titles.** | | | **Steady Beat, Rhythm, Polyrhythm, App, Technology, Effects, Electronic, Looping, Mixing, Synthesising, Bass, Backing Track, Grime, Hip Hop, Rap, SFX, FX.** | | **Soundtrack, Sound Effects, Chiptunes, Synthesiser, Character Motif, Themes, Genre, Pitch, Tempo, Atmosphere, Mood, Good & Evil, Villains, Heroes, Emotion, Technology.** |
| **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:** Identifying musical instruments. Appreciating different types of music.  **Week 3-4:** Group performances.  **Week 5-6:** Solo performances.  **Week 7:** Appreciation & assessment. | | **Week 1:** Theory | History  **Week 2:** How does the music make you feel? Discussing emotions  **Week 3:** Sensory rave  **Week 4:** Beat Maker Go  **Week 5 & 6:** Launchpad – Practice | Record | Perform | Use SFX like DJ  **Week 7:** Assessment | | **Week 1:** Listen & appraise | Introducing genre | Matching music to characters  **Week 2:** Understanding how music can set a mood | Matching music to a genre  **Week 3, 4 & 5:** iMovie project in small groups  **Week 6:** Publisher – create a movie poster  **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  **Week 5 & 6:** Launchpad – Practice | Record | Perform | Perform rap with mic  **Week 7:** Assessment | | **Week 1:** Videogame music quiz  **Week 2:** Listen & appraise | Introducing genre | Matching music to characters  **Week 3:** Understanding how music can set a mood | Matching music to a genre  **Week 4:** Create a piece of music on keyboards to match a certain genre  **Week 5 & 6:** Design a basic video game  **Week 7:** Assessment |