Curriculum Map

Subject: **Music** Year: **7** **Mission:** To ensure all students have some level of music literacy.

Year 7 have 3 lessons of Music per fortnight, so they cover 3 units of work per term.

**Data drops: 1:** Rhythm and Pulse and Key terms test (in Sing Together) combined, 2: Pitch and Notation and Gamelan

|  | **Autumn 1** | **Autumn 2** | **Autumn 3** | **Spring 1** | **Spring 2** | **Spring 3** | **Summer 1** | **Summer 2** | **Summer 3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Content** | **Rhythm and Pulse**Students learn how rhythm and pulse work together. They learn to read, write and perform a range of ostinati and create a performance in small groups. | **Pitch and Notation**Students learn how to read pitch on the stave and combine this with their knowledge of rhythm notation in order to play a short piece of music on the keyboard. | **Sing Together** Students will be introduced to the elements of music, learn about the mechanics of singing and participate in various group singing tasks. | **Gamelan**Students combine knowledge of pitch and rhythm in order to compose a piece of music in the style of Indonesian gamelan. | **Carmen**Students learn how to glean meaning from operatic music by studying Carmen by Bizet. They compose their own piece of music based on one of the themes from the opera. | **Singing 2**Students will be learning how songs tell stories in shows and films. Focus on harmony singing and creating scenes based on songs. | **Reading and writing music consolidation** Students will revise how to read rhythm and pitch and how to write these down accurately. | **The Planets**Students are introduced to the instruments of the orchestra by listening to selections from *The Planets* by Holst. They compose a piece of music using one of the planets as a stimulus. | **Pictures at an Exhibition**Students look at the links between music and painting by studying Mussorgsky’s .*Pictures at an Exhibition*. They create a piece of music based on a painting. |
| **Skills** | **Performing:**Ensemble performing skills**Listening/appraising:**Reading and writing rhythm notation | **Performing:**Keyboard introductionBasic keyboard techniques**Listening/appraising:**Pitch notation introduction | **Performing:**Singing - Warm ups, unison singing and singing in 2 parts.**Listening/appraising:**Learn about the mechanics and how our bodies produce sound. | **Performing:**Timing and ensemble**Composing:**Pitch and rhythm combined**Listening/appraising:**Learning about the culture of gamelan in Indonesia | **Performing:**Timing and ensemble**Composing:**Using elements to create expressive musicNotation: pitch and rhythm combined**Listening/appraising:**Learning about OperaMusical elements | **Performing:**Singing in songs in harmony, building singing technique and create their own scene**Listening/appraising:**Listen to a range of music that tells stories | **Performing:**Developing keyboard techniques and ensuring students know where the notes are on the keyboard.**Listening/appraising:**Pitch notation with focus on revision of how to write on the treble clef and introduction to aural dictation using simple rhythms and conjunct melodic phrases. | **Performing:**Timing and ensemble**Composing:**Using elements to create expressive music**Listening/appraising:**Learning about the orchestraMusical elements | **Performing:**Timing and ensemble**Composing:**Using elements to create expressive music**Listening/appraising:**Analysing music and visual artMusical elements |
| **Assessment** | Performance, written notation | Performance | Written assessment on the elements of music and how our bodies produce sound. | Composition, performance, written notation | Composition, performance, written notation | Performance | Google form assessment of Keywords and terms Multiple choice questionsPerformance and written notation  | Composition, performance, written notation | Composition, performance |

Curriculum Map

Subject: **Music** Year: **8 Mission:** To develop and hone ensemble skills so that all students can play in time.

**Data drops:** 1: Structure and Melody, 2: Ukulele, Film and Blues combined

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Content** | **Structure and Melody**Students explore a common musical structure used in pop/rock music by listening, performing and composing. | **Ukulele**Students are taught how to play the ukulele.They develop their individual skills and learn to play as part of a larger group, in time with a backing track. | **Film Music**Students learn how music is used in film to create a mood and enhance the visual aspect of film. They will learn how to use a DAW to create their own music. | **Blues**Students learn the context for Blues music; learning about its beginnings in the slave trade and how it has evolved over time.They learn to play a piece of blues music in small groups. | **Salsa**Students learn the context for Salsa; where it comes from and what it consists of.They learn to play a piece of salsa music in small groups. | **Reggae**Students learn the context for Reggae. They study music by Bob Marley and the Wailers and learn to perform a piece in small groups. |
| **Skills** | **Performing:**Performing compositions accurately and in time.**Composing:**Working with contrast in an AABA piece. Exploring conjunct and disjunct melodies.Notation: rhythm, pitch and elements combined**Listening/appraising:**Appraisal of structures within music, specifically AABA | **Performing:**Learning to play riffs and chordsPlaying in time with a backing track | **Composing:**Composing a piece of music to accompany a film clip using a DAW.**Listening/appraising:**Analysis of film musicAppraisal and evaluation of musical elements in listening workUnderstanding the importance of leitmotifs | **Performing:**Ensemble skills (several parts at once) improvisation**Listening/appraising:**Understanding of blues tradition and structure, blues scaleLearning about the primary chords | **Performing:**Learning to play melody, harmony, *guajeo*, bassline & *son clave*Performance: ensemble skills (several parts at once)Singing, multiple instruments.**Listening/appraising:**Understanding of SalsaWritten notation. | **Performing:**Create a performance of *Three Little Birds* with attention to style.**Listening/appraising:**Understanding basic features of reggae music |
| **Assessment** | Composition, performance, written notation | Performance | Composition. | Performance  | Performance | Performance |

Curriculum Map

Subject: **Music** Year: **9 Mission:** All students should know what the primary chords are and should be able to use a DAW.

**Data drops:** 1: Chords, 2: Chords & Programme Music, 3: Hip Hop, Composing using a DAW & Ukulele\* combined. \*If there is a clash of ukulele classes, we will omit this from the data drop.

|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| --- | --- | --- | --- | --- | --- | --- |
| **Content** | **Chords**Students learn how to use chord sequences and they compose their own pieces of music using chords and a melody.  | **Programme Music**Students will study the concept of Programme Music, focusing on how music can be used to tell a story. | **Hip Hop**Students learn about the origins of Hip Hop and how it has evolved.They compose and perform their own hip hop pieces. | **Composing using a DAW**Students will learn how to use a DAW to create a melody and chord sequence. | **Ukulele**Students develop the skills acquired on the ukulele in year 8 by learning to play 3 different songs, each with different challenges. | **Electronic Dance Music**Students learn the conventions of EDM and use a digital audio workstation in order to create a short piece of EDM. |
| **Skills** | **Performing:**Performing compositions accurately and in time.**Composing:**Creating a chord-based composition in binary formNotation: rhythm, pitch and musical elements, layering melody and chords.**Listening/appraising:**Theory: building triads and matching chords to a melody | **Performing:**Performing a piece of programme music and their own compositions accurately and in time.**Composing:**Creating a piece of music to tell a story. Students will explore texture, ostinati, accelerando, orchestral timbres, minor tonality and chromaticism.**Listening/appraising:**Understanding of how the musical elements are used to tell a story.  | **Performing:**Timbre, accuracy and ensemble.Stylistic performance.**Composing:**Composing a piece using rap, plus any combination of bassline/percussion/chords.**Listening/appraising:**Learning about the cultural context of Hip HopAppraising different pieces to learn how they are constructed | **Composing:**Create a short composition with a melody and chords using a DAW. Develop understanding of music technology.**Listening/appraising:**Building on knowledge acquired in the autumn term in order to recognise how to match a melody and chords.  | **Performing:**Learning to play chord sequences and more advanced chordsPlaying in time with a backing trackWorking on posture and technique | **Composing:**Composing a short piece in an EDM style using a drum machine, chord sequence, bass riff and melodic riffDeveloping skills on BandLab**Listening/appraising:**Learning about key aspects of EDM |
| **Assessment** | Composition, performance, written notation | Composition, performance, written notation | Composition, performance, written notation | Composition, music technology | Performance | Composition |