

# Curriculum Map: MUSIC

Nothing Short of Remarkable  
We are Ambitious • We are Committed • We are Proud



	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1	<p><b>TOPIC / KNOWLEDGE</b>  <b>Creative Creatures</b> – baseline assessment  <b>Pulse and Rhythm</b>  Knowledge of beat, ostinato, rhythm and the elements of music. Instruments of the orchestra</p> <p><b>SKILLS</b>  <b>Composing</b> to a brief in a group with performance and appraisal of final piece  Introduction to <b>Performing</b> to a pulse, composing rhythmic and melodic ostinatos.  <b>Performing</b> in a class piece. Learning, playing and notating rhythm patterns.  Learning to identify instruments of the orchestra when <b>listening</b>.</p>	<p><b>TOPIC / KNOWLEDGE</b>  <b>Song unit</b> – including the Song Contest. Knowledge of chords and accompaniment patterns, and how they fit with a melody.  <b>Indian Music</b>  Knowledge of musical characteristics and instruments in Indian Classical music.</p> <p><b>SKILLS</b>  Retrieval of playing chords, with development to inversions and accompaniment patterns.  <b>Ensemble</b> playing as a pair or individual performance playing hands together.  <b>Performing</b> as a class for the song contest.  Learning to <b>improvise</b> in an Indian style and performing in a four-part ensemble.  Understanding and identifying characteristics when <b>listening</b>.</p>	<p><b>TOPIC / KNOWLEDGE</b>  <b>Samba</b> – knowledge of musical characteristics and instruments used in Samba music.  <b>Rock n Roll</b>  Retrieval of 12 bar blues. Understanding of four-part vocal harmony, and typical characteristics of rock n roll</p> <p><b>SKILLS</b>  To <b>perform</b> samba music as a class and small group.  To learn by rote and perform scat sing patterns in harmony.  To <b>compose</b> a vocal melody to fit with them. Performing vocally in a small group.  Understanding and identifying characteristics when <b>listening</b>.</p>	<p><b>TOPIC / KNOWLEDGE</b>  <b>Language for learning</b> – MAD T SHIRT  <b>World Music</b>: African / Samba / Bhangra / Indian / Calypso / Israeli / Palestinian  <b>Revision of Film Music</b></p> <p><b>SKILLS</b>  Revisit and build on KS3 knowledge of language for learning and film music, including <b>listening</b> baseline assessment.  Create and complete first <b>composition</b> - Composing to a brief.  To complete two solo <b>performances</b> for self-marking and teacher assessment.  To perform, understand and be able to identify through <b>listening</b> each of the world music topics.</p>	<p><b>TOPIC / KNOWLEDGE</b>  Focus on completion of NEA composition 1  Revision of <b>world music</b> listening topics.</p> <p><b>SKILLS</b>  To <b>create, complete, reflect and improve</b> on their free <b>composition</b>, and to improve individual and ensemble <b>performances</b> for NEA.  Retrieval and revision of world music topics, including exam question practise and a mock exam.</p>
Term 2	<p><b>TOPIC / KNOWLEDGE</b>  <b>Changing Places</b>  Knowledge of reading and writing treble clef notation, use of keyboard and keyboard technique, graphic scores and melodic structure.</p> <p><b>SKILLS</b>  Introduction to</p>	<p><b>TOPIC / KNOWLEDGE</b>  <b>The Blues</b>  Knowledge of musical characteristics of early Blues music., including the 12-bar blues chord progression and bassline.</p> <p><b>SKILLS</b></p>	<p><b>TOPIC / KNOWLEDGE</b>  <b>Film Music</b> – learning keywords and retrieval of MAD TSHIRT , performing James Bond and composing a short piece of film music.</p> <p><b>SKILLS</b>  To understand and be able to identify characteristics</p>	<p><b>TOPIC / KNOWLEDGE</b>  <b>World music revision</b> &amp; assessment  <b>The Concerto through time</b>  Preparation for Performance exam (w/c 28/4/23)  Mock - free choice composition</p> <p><b>SKILLS</b></p>	<p><b>TOPIC / KNOWLEDGE</b>  Revision of listening topics  Completion of Composition set to brief.  Final recordings of performances (if not done)</p> <p><b>SKILLS</b>  To <b>create, complete, reflect and improve</b> on their brief</p>

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	<p><b>performing</b> a melody on the keyboard with correct keyboard technique, in time with a backing.</p> <p><b>Compose</b> their own melody on the keyboard to a given rhythm and notate it in treble clef.</p> <p>To identify graphic scores and melodic shape when <b>listening</b> to music.</p>	<p>Learning an extended chord progression with a more complex bassline.</p> <p><b>Improvising</b> on the blues scale in a style appropriate way.</p> <p><b>Compose</b> lyrics for a blues song.</p> <p><b>Performing</b> a blues song in a small ensemble.</p> <p>Understanding and identifying characteristics when <b>listening</b>.</p>	<p>through <b>listening</b> in film music.</p> <p>To <b>compose</b> a short piece of film music.</p> <p>To <b>perform</b> a more complex film theme as a solo or in a pair.</p>	<p>Retrieval of world music topics and assessment.</p> <p>Create and complete second <b>composition</b> – free choice.</p> <p>To complete a solo and ensemble <b>performance</b> for mock exam.</p> <p>To understand and be able to identify characteristics through <b>listening</b> in the concerto topic.</p>	<p><b>composition</b>, and to improve individual and ensemble <b>performances</b> for NEA.</p> <p>Retrieval and revision of all topics, including exam question practise and a mock exam.</p>
Term 3	<p><b>TOPIC / KNOWLEDGE</b></p> <p><b>Voices in layers</b> –</p> <p>Understanding of vocal skills and technique.</p> <p>Knowledge of performance techniques in group composition</p> <p><b>Caribbean Music</b> –</p> <p>Knowledge of chords</p> <p>Understanding of the cultural history of steel drums</p> <p>Practical hands-on experience of a Steel band</p> <p><b>SKILLS</b></p> <p>Introduction to</p> <p><b>Arranging and performing</b> a vocal piece, using techniques learnt.</p> <p><b>Performing</b> chords and riffs in time with a track.</p> <p>Introduction to Steel drums.</p> <p>Identifying vocal techniques through <b>listening</b>.</p>	<p><b>TOPIC / KNOWLEDGE</b></p> <p><b>Programme Music</b> -</p> <p>Understanding the concept and characteristics of Programme music and recreating this through composition.</p> <p><b>Body percussion</b> -</p> <p>Retrieval of pulse and rhythm.</p> <p>Understanding composing advanced rhythmic ostinato and how polyrhythmic textures work.</p> <p><b>SKILLS</b></p> <p><b>Compose</b> their own piece based on a non-musical stimulus and <b>note</b> and <b>perform</b> it.</p> <p>Understanding and identifying characteristics when <b>listening</b>.</p> <p><b>Composing and notation</b> of longer rhythmic ostinato.</p> <p><b>Performing</b> of work in paired and class ensemble.</p>	<p><b>TOPIC / KNOWLEDGE</b></p> <p><b>4 chord songs</b></p> <p>Develop chord accompaniment patterns and understand how these fit into a song structure.</p> <p><b>Rap</b> -</p> <p>To understand the history of rap music.</p> <p>To understand how to set word to a rap beat.</p> <p><b>SKILLS</b></p> <p><b>Arranging</b> a chord sequence to fit the style of song.</p> <p><b>Performing</b> as part of an ensemble</p> <p>Understanding and identifying characteristics when <b>listening</b>.</p> <p>To <b>compose</b> lyrics in a rap style and <b>perform</b> to a track.</p>	<p><b>TOPIC / KNOWLEDGE</b></p> <p>Own choice composition</p> <p>Re-recording of performances</p> <p>Revision of all topics so far for mocks – <b>MAD TSHIRT, World Music, Concert, Film Music</b></p> <p>New topic - <b>Popular Song AoS</b></p> <p><b>SKILLS</b></p> <p>Retrieval of world music, film and concerto topics for mocks.</p> <p>Create first NEA <b>composition</b> – free choice.</p> <p>To complete a solo and ensemble <b>performance</b> still outstanding.</p> <p>To understand and be able to identify characteristics through <b>listening</b> in the popular song topic.</p>	<p><b>TOPIC / KNOWLEDGE</b></p> <p>Revision of listening topics:</p> <p><b>MAD TSHIRT</b></p> <p><b>World Music</b></p> <p><b>The Concerto through Time</b></p> <p><b>Film Music</b></p> <p><b>The Popular Song</b></p> <p><b>SKILLS</b></p> <p>Retrieval and revision of all topics, including <b>listening</b> and exam question practise.</p>

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Career Pathways					