

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

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| Career Pathways |        |        |        |         |         |