



Music Curriculum Map

Year	What do students learn?	Why?	Tier 3 keywords	Threshold concepts	Literacy	Assessment
7	<p>Key Essentials: They will be taught the basics of keyboard, drums and guitar and will use these instruments to deepen and extend their knowledge of the Elements of Music. They will be taught how social and historical events impacted different musical styles and genres.</p> <p>Elements of Music: Students will be introduced to the elements of music and apply their knowledge to short practical & listening tasks. They will learn about note values, the rhythm pyramid and the treble clef. They will be taught how to understand staff notation and develop keyboard technique by locating notes on the keyboard.</p> <p>Ten Pieces: Students will understand simple composition techniques (eg. ostinato and motif) and explore and appreciate the qualities of ten pieces of music. They will develop knowledge into staff notation and an understanding of different timbres.</p> <p>Developing Instrumental Skills: Students will be taught to understand how different instruments contribute to an ensemble. They will learn about the construction of different instruments and how to read and use tab notation for drums and guitar. They will also develop their vocal technique</p> <p>Traditional Music Students will learn about music of a different culture (African, Caribbean or British Folk Music). They will develop an</p>	<p>The elements of music are the fundamental building blocks of all aspects of music.</p> <p>To gain a grounding of where students have come from and where they are moving towards. To ensure students are aware of the key terminology needed for the course, and to ensure they have this glossary to hand.</p> <p>Group based Music skills to develop confidence with this before moving to solo composition. Key words: Dynamics, tonality, ensemble, solo, instruments of the orchestra.</p> <p>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used. Students can appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self-discipline. Students build confidence to verbalise responses in listening tasks. Students build perseverance and self-discipline in rehearsal of solo performances Students build confidence in solo performance</p> <p>Recap elements of music through listening with a focus on timbre Participate in warmup songs and harmony singing in an ensemble Rehearse in groups to learn a piece of music Perform this ensemble piece to the class</p> <p>Know the elements of music Apply the elements of music in listening activities Develop an understanding of composition techniques.</p>	<p>Elements of Music; Rhythm Pitch Timbre Texture Tempo Dynamics Stave Treble clef Semibreve, minim, crotchet, quaver, semiquaver Solo Timbre Variations Cappella Vocal Composition Rhythmic Composition Polyrhythm Isicathamiya Ostinato</p>	<p>Elements of Music; Note Values Rhythm Pyramid Treble Clef Music style and genres Vocal Composition Rhythmic Composition Polyrhythm Isicathamiya Ostinato</p>	<p>Oracy Students will respond to pieces of music with answers and contribute to discussions in class. Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p>Reading Students will read key terminology that is presented to them Students will read staff notation</p> <p>Writing Students will write definitions for the elements of music Students will write responses to listening extracts, referring to the elements of music</p>	<p>Term 3 DOYA MCQ Listening exam – 10 questions which assesses understanding of key terminology and aural skills</p> <p>Term 6 DOYA MCQ Listening exam</p>

	understanding of composition techniques and perform a of range music from a variety of cultural starting points. They will develop ensemble skills on an instrument of their choosing and perform within an ensemble to the rest of the group.					
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8	<p>Key Essentials: Students will broaden and deepen their knowledge of musical genres using the elements of Music. They will begin to understand how historical & cultural context can impact genres.</p> <p>Year 8 Unit Titles Baroque Music: Students will know the elements of music and use them to recognise the characteristics of the Baroque period. They will learn about the history and context of Baroque music. They will understand what a Ground bass is and how it is used in compositions. They will learn how to perform the ground bass of Pachelbel's Canon & combine it with their own constructed melodies. They will use Pachelbel's Canon ground bass as a stimulus for composition</p> <p>Blues Music: Students will develop instrumental techniques through Blues music (keyboard, guitar, bass, drums or voice) and develop ensemble skills</p> <p>They will Learn about the origins, history and social context of Blues music, the structure of the 12 Bar Blues and how to play a 12-bar blues chord sequence. Students will build on knowledge of the Elements of Music by learning how to play a walking bass and combine this with the 12 bar blues chords. They will also learn about the structure and characteristics of blues vocals and develop improvisation skills.</p>	<p>Students know key terminology and can apply this in responding to pieces of music, identifying how the elements of music are used. Students know the context and origins of Baroque, Blues, Popular and Film music and can apply this to listening activities.</p> <p>Students can appreciate music across different styles and genres. In doing so they will develop a secure foundation to build confidence, perseverance and self-discipline. Students listen to Baroque, Blues Popular and film music and understand the components of the different genres. Students build confidence to verbalise responses in listening tasks. Students build perseverance and self-discipline in rehearsal of own part. Students develop the ability to listen to others and understand how their part fits in a wider ensemble. Students build confidence in ensemble performance.</p>	<p>Rhythm Pitch Timbre Texture Tempo Dynamics</p> <p>Baroque – harpichord, continuo, sequence, ground bass Stave Treble clef Semibreve, minim, crotchet, quaver, semiquaver Sharp, flat and natural</p> <p>Blues Music - Slavery Geographical information Plantations Bar Chord – C F G Walking bass 12 bar blues Improvisation Blues scale Sharp, flat, natural and blue notes Scat singing AAB lyrics Ensemble</p> <p>Pop song – introduction, verse, chorus, bridge, instrumental, coda</p>	<p>Baroque – harpichord, continuo, sequence, ground bass Stave Treble clef Semibreve, minim, crotchet, quaver, semiquaver Sharp, flat and natural</p> <p>Blues - 12 bar blues chords Walking bass Improvisation Social Context Historical Context</p>	<p>Oracy Students will respond to pieces of music with answers and contribute to discussions in class. Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p>Reading Students will read key terminology that is presented to them Students will read staff notation</p> <p>Writing Students will write definitions for the elements of music Students will write responses to listening extracts, referring to the elements of music</p>	<p>Term 3 DOYA Listening Exam</p> <p>Term 6 DOYA Listening Exam</p>

	<p>They will also learn how to rehearse as part of a group and how to perform to the rest of the class.</p> <p>Hooks, Riffs & Song writing: Students will be taught the components and structure of a popular song. They will understand how musical parts are arranged and they will create an arrangement of musical components of a popular song using technology. Using ICT software they will compose an original song which feature components of popular music which they will perform to the class.</p> <p>Film Music: In this Unit of work students will understand the purpose of music for film, develop a deeper understanding of motif and create an original remix using film motifs from James Bond. They will also develop use of ICT software in Music.</p> <p>They will create a story board with a clear narration that explores the concept of character motifs, they may use extended writing to articulate their ideas, they will recap understanding of ostinato and use this to create an ostinato as part of a soundtrack for a short film clip. They will create an extended film composition and perform this composition to the class with the film clip running in the background.</p>		<p>Chord Chord sequence Major/Minor Riff Hook Lyric Arrangement – loop, track, metronome Bassline Drums, bass guitar, keyboard, vocals, guitar, ukulele, vocals Harmonies Ensemble</p> <p>Film Music - Arrangement – track Metronome Effects Loops Storyboard Motif Melody Chord Ostinato Sequence Dissonance Pedal note</p>			
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9	<p>Term1 & 2: Key concepts and ideas. Theory and terminology based. Group composition and group performances. Blues group performance which can link into solo performances too.</p>	<p>Term1 & 2: To gain a grounding of where students have come from and where they are moving towards. To ensure students are aware of the key terminology needed for the course, and to ensure they have this glossary to hand.</p> <p>Group based Music skills to develop confidence with this before moving to solo composition. Key words: Dynamics, tonality, ensemble, solo, instruments of the orchestra.</p>	<p>Solo Ensemble Dynamics Tonality Romantic Classical Melody Tonality Metre Rhythm Dynamics</p>	<p>Students need to understand the musical elements that are reflected in theory and terminology-based tasks.</p> <p>Once achieved, they are able to apply to</p>	<p>Oracy Students will respond to pieces of music with answers and contribute to discussions in class. Students will provide verbal feedback to each other and engage in discussion about their own progress</p>	<p>Y9 PPE Term 6 Based on composition or solo/ensemble performance.</p>

	<p>Term 3&4: Group composition based on learning from term 1&2. Theory based around Areas of Study (AOS) within the spec (notably romantic and classical period to link in with part B of the exam).</p> <p>Term 5 & 6 Individual composition project (not to be one used for course work) End of term show case performance (ensemble of solo).</p>	<p>Term 3&4 Building on skills that have begun to develop in term 1&2. Aural work focussing around instrument recognition and AOS to understand the type of answers required for the exam.</p> <p>Term 5 & 6 To ascertain the skills developed in both composition and performance during the academic year. To build confidence in both of these skill areas as they are the two course work areas for the exam specification (60%)</p>	<p>Texture Structure Form Harmony Timbre Phrasing Articulation</p>	<p>composition and performance tasks.</p> <p>Understanding the main concepts of the romantic and classical period.</p> <p>Knowledge of how to apply the key terms to aural activities.</p>	<p>Reading Students will read key terminology that is presented to them Students will read staff notation</p> <p>Writing Students will write definitions for the elements of music Students will write responses to listening extracts, referring to the elements of music</p>	
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10	<p>Term 1 & 2: Launch of the course more formally, focus on weighting of what is being focused on. Students to work on solo performance for the end of term 2. Start to look at the set works, Haydn and Beatles (Beatles suggested as this has been covered in previous years by staff at HWA). Haydn is compulsory.</p> <p>Term 3 & 4: Launch of the free composition. Not to be completed this academic year. They will see examples of students' work from previous years to gain understanding of what is expected. Focus to be on the AOS that are needed and the elements for the compositions. (2 per area).</p> <p>Term 5 & 6: Continue to work on free composition which will enable further understanding of aural awareness which in turns helps for the exam. A real push on the Haydn, and (suggested) Beatles, to ensure students are clear on what is required of them for the exam. Home learning task to be set for the summer relating to the set works and solo/ensemble.</p>	<p>Term 1 & 2: Over view of the course to be more explicit to enable students fully understand requirements. Solo performances to be the focus for end of term 2, to start to gain evidence for course work (though not to be completed as not examining year). This is to ensure students know what is expected of them for their solo and ensemble performances. When focussing on set works students will gain an understanding of part B of the exam, but this will not be assessed in the first PPE.</p> <p>Term 3 & 4: To enable students to have an appropriate amount of time to draft and re draft their free composition, and to explore creatively the elements that are needed for this. When looking at previous work, students will gather the 'GCSE Music' style of composition, and what is required to gain the level they are being set.</p> <p>Term 5 & 6: Practical work through the composition will feed through into the aural understanding of the exam. Students will leave term 6 with an awareness of what part B fully looks like, and this is essential going into Term 1 of year 11.</p> <p>To prepare them fully for the next stage of the course.</p>	<p>Melody Tonality Metre Rhythm Dynamics Texture Structure Form Harmony Timbre Phrasing Articulation</p>	<p>Students need to understand and apply the musical elements that are reflected in theory and terminology-based tasks. Once achieved, they are able to apply to composition and performance tasks.</p> <p>Understanding the main concepts of the romantic and classical period and applying knowledge discovered to aural activities.</p> <p>Develop knowledge of how to apply the key terms to aural activities in particular exam style questions.</p>	<p>Oracy Students will respond to pieces of music with answers and contribute to discussions in class. Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p>Reading Students will read key terminology that is presented to them Students will read staff notation</p> <p>Writing Students will write definitions for the elements of music Students will write responses to listening extracts, referring to the elements of music</p>	<p>Term 6 Y10 PPE Term 6 To take part A of the specimen paper 2018. Part B to be focussed on in lessons, but not examined at this point. In addition, free composition to be completed by end of term 6, with just final edits to be done in year 11, to align with the specification stating that coursework must be completed in the assessing year.</p>
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<p>11</p>	<p>Term 1 & 2: Brief composition is launched, once received from the exam board. Before this free compositions to be completed, including scores and aural guides.</p> <p>Solo and ensemble performances to be completed by the end of term 2.</p> <p>Knowledge and understanding of the Haydn and Beatles will be focussed on to ensure students know the background of these works, and their place in the Music landscape. Each lesson should include bell work relating to key words and or a listening.</p> <p>Term 3 & 4 Brief composition to be completed. Score and aural guide also to be finished. All solo and ensemble performances to be completed. ALL COURSE WORK TO BE DONE.</p> <p>Term 5 & 6 Exam prep and finalising of course work should it be needed.</p>	<p>Term 1 & 2: To complete coursework for the free element, and to launch the brief will begin to cover the 60% course work requirement.</p> <p>During this time solo and ensemble schedules will be created, suggested to be done for term 2 to allow time to re-record. This will allow students to have more than one attempt at this process.</p> <p>To build on prior knowledge from year 10.</p> <p>To get students into the habit of using key terms and applying them to aural activities.</p> <p>Term 3 & 4 At this point in the course this is essential in allowing students to have a proper amount of time to work on the exam element of the course.</p> <p>Term 5 & 6 To ensure students are ready to face part A and B of the exam. Exam normally falls late May or early June.</p>	<p>Melody Tonality Metre Rhythm Dynamics Texture Structure Form Harmony Timbre Phrasing Articulation</p>	<p>Students need to understand and apply the musical elements in both their free and brief composition. They need to be able to apply the same terminology, where appropriate to both solo and ensemble performances.</p> <p>Understanding the main concepts of the romantic and classical period and applying knowledge discovered to aural activities. This is particularly essential with the PPEs this academic year.</p> <p>Continue to develop and apply the key terms to aural activities.</p>	<p>Oracy Students will respond to pieces of music with answers and contribute to discussions in class. Students will provide verbal feedback to each other and engage in discussion about their own progress</p> <p>Reading Students will read key terminology that is presented to them Students will read staff notation</p> <p>Writing Students will write definitions for the elements of music Students will write responses to listening extracts, referring to the elements of music</p>	<p>Term 2 Y11 PPE</p> <p>Term 3 Y11 PPE</p>
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