

Music Curriculum Map 2020 - 2021

Key Stage 3:		Autumn 1 (6 wks)	Autumn 2 (6 wks)	Spring 1 (6wks)	Spring 2 (6wks)	Summer 1 (6 wks)	Summer 2 (6 wks)
Year 7	Units:	Musical Elements/ Keyboard Skills	Orchestra	Word is Composition	Ukulele and Singing	Indian Music	Finding Your Voice
	Key Skills	Understanding of the key musical elements using DR. T. P. SMITH, understand how to use keyboards to complete successful performances, adding variations to a theme.	Understanding key musical elements; learning about the orchestra and its sections. Understanding how to play the Violin and how to create successful performances.	Students will gain an understanding of how to apply musical elements to develop and strengthen their own compositions.	Students will gain an understanding of how to use ukuleles and voice to complete successful performances.	Students will develop an awareness of the cultural and historical background of Indian music; understanding of scales, improvisation and notation.	Exploring the voice through singing different types and styles of songs, developing their ability to sing music in two (or more) parts.
	Key Assessment	Final performance assessment	Christmas Concert performance (Class assessment if absent)	Composing and performing on keyboards	Spring Concert performance (Class assessment if absent)	Composing and performing <i>raga</i> and <i>tala</i>	Summer Concert performance (Class assessment if absent)
	Enrichment Opportunities	CAREER LINKS: Composer/ Arranger, Musician & Music Critic LORIC: Communication FURTHER LEARNING: • Use resources in the practice rooms to create and learn new performance material • Take peripatetic instrumental lessons.	CAREER LINKS: Musician, Performer, Orchestral Musician, Conductor & Accompanist LORIC: Resilience FURTHER LEARNING: • Listen to examples of other instrumentalists. • Take peripatetic instrumental lessons. • Compose a Violin melody.	CAREER LINKS: Composer, Arranger & Music Publisher LORIC: Initiative, Organisation FURTHER LEARNING: • Compose your own piece, experimenting with textural layering and harmony.	CAREER LINKS: Musician, Accompanist, Backing Singer, Conductor & Session Musician LORIC: Resilience FURTHER LEARNING: • Join school Ukulele Ensemble or choir • Use school resources i to learn new material for performance	CAREER LINKS: Composer, Musician & Arranger LORIC: Communication FURTHER LEARNING: • Make connections across cultures and gain an informed sense of the history and culture of India.	CAREER LINKS: Singer, Musician & Choral Director LORIC: Leadership FURTHER LEARNING: • Join a vocal ensemble • Listen to experimental vocal music by composers such as John Cage and Trevor Wishart
Year 8	Units:	Recycled Rhythms	Christmas Song Writing	Theme and Variation	Blues Music	Musical Theatre	Ukulele and Singing
	Key Skills	Ostinato, rhythm and form and structure; exploration of how “junk” objects can be used to create a number of different timbres; rhythmic and melodic ostinato patterns	Composing lyrics for a song to be recorded onto a 4 chord track; secular and sacred lyrics, structure, rhyming and repetition in songs and their lyrics.	Musical variation; use of tonality and rhythm to provide musical variation; learn how Theme, Variations and Ground Bass give Form and Structure to a musical composition	Learn the social, cultural and historical context of Blues music; components of Blues music (bassline, chords, blues walking bassline); the Blues scale; Blues improvisation.	Explore the history and developments of elements of a musical; evaluate the impact of an “opening number” (‘All That Jazz’) in terms of chords and vamps. Full class performance of ‘Cellblock Tango’	Review key musical elements using DR. T. P. SMITH. Understand how to use ukuleles and voices in performances.
	Key Assessment	Composition of “junk” percussion piece - “The Kitchen”,	Composition, performance and recording of a Christmas song.	Composition and performance	Performance of a Blues piece of music	Group performance of a song from a musical	Summer Concert performance (Class)

							assessment if not in attendance)
	Ethos, Values and Community	<p>CAREER LINKS: Arranger, Composer, Instrument Designer and Builder</p> <p>LORIC: Organisation, Initiative</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Listen to other "junk percussion" artists e.g. Donald Knaack aka "The Junkman" Join school Samba Ensemble 	<p>CAREER LINKS: Songwriter, Composer Lyricist, Recording Engineer & Music Editor</p> <p>LORIC: Communication, Leadership</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Use practice rooms outside of lesson time to develop skills further. Take peripatetic instrumental / vocal lessons. 	<p>CAREER LINKS: Composer/ Arranger & Musician</p> <p>LORIC: Resilience</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Compose variations for school ensembles Listen to Balinese and Javanese gamelan and other music in variation form or featuring a ground bass 	<p>CAREER LINKS: Composer/ Arranger, Accompanist & Session Musician</p> <p>LORIC: Communication</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Make your own arrangements of a Blues songs in groups Attend concerts which include arrangements of Blues music 	<p>CAREER LINKS: Music Video Director, Arranger, Composer, Backing Singer, Choreographer, Production Manager</p> <p>LORIC: Resilience, Organisation</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Attend a live production of a musical Watch the 2002 film version of the musical "Chicago" 	<p>CAREER LINKS: Musician, Session Musician & Singer</p> <p>LORIC: Resilience, Organisation, Leadership</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Join school Ukulele Ensemble or school choir. Use resources in the practice rooms to learn new material for performance
Year 9	Units:	Popular Music	Ukulele & Singing	Film Music	Samba	Parody Songs	Plan a Festival
	Key Skills	Learn about different musical devices used in popular songs including sequencing structural elements; textural layers, hooks and riffs and their function in popular songs.	Review key musical elements using DR. T. P. SMITH. Understand how to use ukuleles and voices in performances.	Understand the challenges and musical devices used in film soundtrack composition, focusing on three genres of film soundtrack: <i>Action/Thriller</i> , <i>'Western'</i> and <i>"Horror Movie"</i> . Use of <i>Leitmotifs</i> , <i>Themes</i> , <i>Concords</i> , <i>Discords</i> and extremes of <i>Pitch</i> to evoke contextual atmosphere	Learn about the roots and polyrhythmic style of Latin American Samba. Analyse the foundation of rhythmic music: looping rhythms, polyrhythms, call and response and improvisation. Understand the sounds and roles of each instrument used in Samba and experience the impact of percussion ensemble music	Learn about the context of the Parody genre. Perform an original parody as a group. Gain the skills to write lyrics and create a performance of their piece.	Learning about industry practise, the elements needed to plan a festival and the links with business theory and careers within the industry.
	Key Assessment	Compose an original pop song or perform a new arrangement of a pop song	Christmas Concert performance (Class assessment if absent)	Composition of own film soundtrack	Spring Concert performance (Class assessment if absent)	Composing and performing Parody songs.	Group presentation and documentation.
	Careers and Next Steps	<p>CAREER LINKS: Session Musician, Accompanist, Singer, Arranger</p> <p>LORIC: Initiative, Organisation</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Make own arrangements of a Popular song Attend concerts which include arrangements of Popular music 	<p>CAREER LINKS: Arranger, Composer, Instrument Designer and Builder & Music Director</p> <p>LORIC: Communication, Resilience</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Join school Ukulele Ensemble or choir Use practice rooms outside of lesson time to develop skills further.. 	<p>CAREER LINKS: Music Producer, Jingle Writer, Songwriter, Composer & Instrumentalist/</p> <p>LORIC: Resilience, Initiative</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Research changes in film music over time Perform a THEME SONG from a film 	<p>CAREER LINKS: Session Musician, Ensemble/ Band, Arranger & Composer</p> <p>LORIC: Communication, Leadership</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Watch performances of Samba bands and Samba schools in carnivals Join school Samba Ensemble 	<p>CAREER LINKS: Composer, Arranger, Musical Director & Songwriter</p> <p>LORIC: Communication, Initiative</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Make own arrangements of a Parody song Use school practice rooms to develop skills. 	<p>CAREER LINKS: Events Management, Booking Agent, Stage Manager & Tour Manager</p> <p>LORIC: Communication, Organisation, Leadership</p> <p>FURTHER LEARNING:</p> <ul style="list-style-type: none"> Research existing festivals

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Key Stage 4:		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Unit(s):	Unit 1 – The Music Industry	Unit 2 - Managing a Music Product			Unit 3 - Introducing Live Sound	
	Key Skills	Gain a secure understanding and overview of the industry and the shape of the modern industry; the emergence of the role of the self-employed producer, performer and promoter.	Plan, develop and promote a music product such as a live concert or event using industry practice.			Understand, set up, and operate systems required for music performances using industry practice.	
	Key Assessment	Ongoing exam practice - BTEC Exam January	Coursework, teacher observations, organising and running of Spring Concert			Coursework, teacher observations, organising and running of sound for Summer Concert	
Year 11	Unit(s):	Unit 3 – Introducing Live Sound	Unit 4 – Introducing Music Composition Unit 5 – Introducing Music Performance Unit 6 – Introducing Music Recording Unit 7 – Introducing Music Sequencing			Completion of all coursework / Working on preparing for any retakes of Unit 1	
	Key Skills	Understand, set up, and operate systems required for music performances using industry practice.	Unit 4 - Address specific creative & practical requirements in response to a brief. Unit 5 - Practise and rehearse a chosen piece to present a polished final performance to an audience. Unit 6 - Record from audio sources including instruments and vocals; control and mix sounds into a finished, processed recording.				

		Unit 7 - Create a completed audio file using a variety of edited and enhanced sounds.	
Key Assessment	Coursework, teacher observations, organising and running of sound for Summer Concert	Coursework, teacher observations, final product	Ongoing exam practice - BTEC Exam June
Exam Details	<p>BTEC First - Pearson BTEC Level 1/Level 2 First Award in Music</p> <p>Exam board - Pearson (Edexcel)</p> <ul style="list-style-type: none"> • Unit 1 Exam Entry Code: 21512E • QAN Code - 600/6818/8 • Unit Entry codes Unit 1; Unit 2; Unit 3; Unit 5 <p>Exam composition -</p> <p>Unit 1: The Music Industry - External examination (1 hour, 50 marks)</p> <p>Unit 2: Managing a Music Product - Internal Synoptic</p> <p>Unit 3: Introducing Live Sound - Internally assessed</p> <p>Unit 4: Introducing Music Composition - Internally assessed</p> <p>Unit 5: Introducing Music Performance - Internally assessed</p> <p>Unit 6: Introducing Music Recording - Internally assessed</p> <p>Unit 7: Introducing Music SEquencing - Internally assessed</p>		