

Music Curriculum Map - Based on 2 lessons a fortnight for KS3
Appraisal, Performance and Composition.

Year	Unit	Name	Big Ideas	Journey	ARE/why now?	Rationale	KNOW IDEAS
7	1	West African Drumming	P/a	Pupils start their musical journey at GA from a variety of previous musical experiences. This first unit of WAD aims to bridge the gap between pupils and give them a solid musical foundation to climb their own musical mountain. We start with rhythm being the main focus of this unit, exploring terms like crochet, minim and pulse. Understanding the history of WAD, looking at the different instruments used and exploring how to play them through ensemble play, call and response and improvisation.	Pupils have a mixed set of abilities and need grounding with a good foundation of music which is rhythm. Rhythm is the way of life.	In this unit pupils are introduced to the concept of performing rhythmic patterns through West African Drumming. Enhancing performing skills and learning the beginning to rhythmic notation. Pupils are learning this to be able to perform in an ensemble and understand rhythmic patterns in music. At the end of this unit pupils will achieve an ensemble performance using rhythmic notation.	Rhythm, Crochet, Minim, Quaver, Rest, Syncopation, call and response, holding drum, open tone, bass tone, tempo, pulse, beat, ensemble skills, singing, structure, improvisation, dynamics, mbube, cross-rhythm, accents, Balafon, Kora, Thumb piano, griots, West African musical history
7	2	Music Through the Ages (500 - 1850)	A/p	Building on the Rhythm, Pulse and Notation, we introduce further concepts of staff notation and Instrumentation through the history of Western Classical Music. students will begin to recognise and perform certain melodic devices found in the Western Classical Canon.	Students have been introduced to staff notation in WAD (durations), building upon that, they then learnt that durations can be applied to pitch. Pupils will build on	In this unit pupils will enhance their knowledge of notation by understanding to read treble and bass clef. This will be done through the study of instrumentation throughout the Western Classical Canon. Pupils will learn to read treble and bass clef by playing the 'essential' composers works and learning what instruments should be played when playing different composers' music. Pupils will also begin to learn the melodic devices (conjunct, disjunct, rising, falling), recognise these and perform them as well.	Appraisal skills, Pitch, Treble Clef, Bass Clef, Vocals, Singing, keyboard skills, rising and falling melodies, Conjunct, Disjunct, Harpsichord, Violin, Flute, Piano, melody, Viola, Cello, Double Bass, Clarinet, Oboe, Flute, Hildegard of Bingen, Tallis, Dowland, Bach / Caccini, Mozart, Haydn, Beethoven, Chopin, C. Schumann
7	3	Blues	P/a	Building upon rhythmic and Melodic concepts taught in WAD and MTA 1,	Building on the rhythm, pitch and melodic concepts	Pupils are introduced to their first in-depth study of a genre of music,	Call and Response, Major, Blues Scale, 12 bar blues,

				pupils will learn about the melodic scale of Blues and begin to (learn how to) compose a melody from this knowledge. Harmony will be introduced in this unit, learning the three chords to create a blues song.	learnt in WAD and MTA1 pupils apply this knowledge to creating and performing their own blues pieces. Being exposed to harmonic structure as the 12 bar blues in a 4/4 time signature.	where they will be enhancing their composing skills by learning how Blues music is written, and using these methods to compose their own Blues song. Pupils will achieve at the end of this unit, a group and solo composition through improvising and notation.	swing, syncopation, keyboard, shuffle, walking bass, Improvisation, Mainly a consolidation unit in the vessel of blues, swing, guitar, trumpet, drum, double bass
Year	Unit	Name	Big Ideas	Journey	ARE/why now?	Rationale	KNOW IDEAS
8	1	Global Music	P/a	Building upon Instrumentation, rhythmic, melodic and harmonic concepts taught in Year 7, pupils will be introduced to new concepts of Rhythm and Melody. Pupils will perform in new styles of music and enhance performance skills as an ensemble.	Building on melodic concepts taught in Unit 2 of Year 7 and Blues, pupils will be introduced to melodic, harmonic and instrumentation concepts of music from around the Globe, learning the Raga scale, Pentatonic scale, and Modes (Maqamat). Rhythmic elements from WAD will be built upon, and introduce new rhythmic devices (Syncopation, Time Signatures)	Throughout this unit pupils will explore 4 non-western genres of music. Indian, javanise, Middle Eastern and Brazilian people enhance their performing skills through this. This is taught to create an inclusive culture in music at GA. Pupils will achieve a combination of Solo and Ensemble performances to enhance performance skills.	Global Music, Gamalan, Samba, Middle East, Indian classical, pentatonic, raga, metalphone, gong, Samba drums, Agogo, Sitar, syncopation, Call and response, Sitar. Tambura, Tabla, rhythm, conjunct, disjunct, major, minor, intervals, syncopation, structure, Alap, Tala, Kurd, 5/8, 7/8
8	2	Music Through the Ages (1850-Present)	A/p	Building upon rhythm, melody, harmony, instrumentation, texture and introducing sonic concepts (looping and phasing) and enhancing appraisal skills from Global Music and Unit 2 from Year 7..	Pupils will be able to build upon their knowledge of the musical elements and learn new concepts surrounding rhythm (triplets, tied notes, time signatures (waltz)) , Melody (inversion, retrograde), Harmony (added notes, chord progressions, chromaticism, atonality, ground bass), Structure	In this unit pupils will explore 4 areas of Western Music: Late Romantic, Serialism, Minimalism and Pop to enhance their appraisal skills through this. Pupils will also build on performance and compositional skills and build upon the prior knowledge of Rhythm. Melody, harmony, instrumentation, texture, and will be introduced to new sonic concepts (looping and phasing).	Appraisal skills, Pitch, Treble Clef, Bass Clef, Vocals, Singing, keyboard skills, Late Romantic, Serialism, Minimalism, Pop, Melody Dominated Homophony, Rondo, Verse-Chorus, inversion, retrograde, triplets, tied notes, added notes, chromaticism, atonality, ground bass, through

					(verse-chorus, through-composed) Texture (melody-dominated homophony), Instrumentation (electrified instruments, modern vocals) and are introduced to the new concept of sonic elements (looping and phasing).		composed, tied notes, looping, phasing, Puccini, Johann Strauss II, Schoenberg, Michael Nyman, Steve Reich, Elton John, Adele / Chappel Roan, Pop band (electric guitars, drum kits, keyboards, bass guitars)
8	3	Music for Film	C/a	This unit takes the playing, appraising skills and applies it to creating their own music through the vehicle of film music. Allowing pupils to explore how music can create atmosphere.	Pupils are building their knowledge on the musical elements learned throughout their journey at GA. Pupils will learn new melodic, harmonic, rhythmic and Instrumental concepts while learning the new skill of Foley. This provides an introduction to the DAW used, and begins students learning Mixcraft skills and concepts, ready for Year 9.	In this unit pupils are enhancing their composing and DAW skills through learning about Film Music, and will compose a piece of music / create sound FX for a film clip. This is taught to provide pupils with the ability to compose for a brief and appraisal skills to link music to an atmosphere.	Sound = Mood, atmosphere. Direct and non dejective. Pedal Sus and rhythmic. Genres music choices. Harmony and dissonances. Major, Minor, Tempo, Foley, Accuracy Synced. Mixcraft Sampling, importing, leitmotif, John Williams, Danny Elfman, repetition, dynamics, Hans Zimmer, rhythms, pitch, Ostinato, Rachel Portman, DAW, inputting in to a DAW, Recording in to a DAW
Year	Unit	Name	Big Ideas	Journey	ARE/why now?	Rationale	KNOW IDEAS
9	1	Musical Theatre	A/p	Using the appraisal and performance skills learnt in year 7 and 8 to dive into the world of Musical Theatre. A political unit.	Pupils now use their knowledge of concepts taught and learnt in year 7 and 8 by applying it to a more analytical lens. Looking at different musicals and the musical elements that make up the songs. Such as, rhythm, pitch, structure, tonality,	This unit will provide an in-depth study on the Musical Theatre genre, to enhance appraisal and performance skills. Pupils will build a 'research portfolio' and learn about the composers, their works, and enhance their musical elements knowledge through the study of the genre.	Lion King Drumming, Singing, Major, Minor, Dissonance, intervals, 4th, 5th, tritone. Tempo, Sweeny Todd, Wicked, Classic, Jukebox, Stephen Sondheim, Leonard Bernstein, West Side Story, Orchestra and Keyboard, Stephen Schwartz, Andrew

					harmony, how some shows use scales from around the world. With this turn to the more analytical focus we will introduce further Harmonic concepts (perfect, plagal, unfinished and imperfect cadences) to pupils.		Lloyd-Webber, Historical impact on musical theatre, Solo character songs, Duets, Action Songs, Chorus Numbers, Structure, time signatures
9	2	RAP	A/c	Exploring the Genre of RAP	Building on their knowledge of rhythm from year 7,8 and linking to our English curriculum. Pupils have the opportunity to express themselves by creating a RAP and beat combining all these skills.	This unit will provide an in-depth study on the RAP genre. Pupils will learn the political context of the history of RAP while learning musical, sonic, and literary elements of RAP music. Pupils will learn how to compose and perform in a RAP style and enhance their compositional and performance skills.	Political context, rhythm, metaphor, simile, Grandmaster flash, Hyperbole, Superlative, rhyming, Snare, hi-hat, Bass/Kick, Hip-hop drum beats, Queen Latifah, Salt 'n' pepper, Kendrick Lamar, Drum machine, Sampling, Synthesiser, Riff, Bass line, Imagery, Repetition, Rapping over a beat, Sonic elements, improvisation, little Simz, Chance the Rapper, time signature,
9	3	Remix it	C/a	Pupils build on the prior learning of using a DAW and applying sonic concepts to compositions. This unit will provide pupils with the opportunity of learning the musical elements of a new genre and applying these concepts to an electronic composition. Pupils will improve their performance skills through recording and playing in, and build upon their knowledge of Melody, Rhythm, Harmony, Instrumentation, Texture, Tempo and	Chords explored in year 7 and 8 are expanded and compounded in this unit. Pupils take a simple chord progression and explore 3 different genres using DAW software to prepare them for KS4.	This unit introduces pupils to the idea of learning musical and sonic elements relating to a different genre and applying them to a composition. This unit introduces pupils to Production techniques and enhances their ability to use a DAW. This is taught to prepare pupils for the BTEC Component 2 and Component 3 and their ability to reflect on a DAW production / composition.	Reggae, Syncopation, Rhythm, Melody, chords, 4 chord progression, Disco, 4 on the floor, Drumming patterns, DAW, ambient music, Reverb, Delay, Sampling, 'clicking' in to a DAW, Recording in to a DAW, composing, Sonic elements, Musical Elements,

				enhance their production abilities by learning 'effects'. Students will become comfortable with all musical and sonic concepts by the end of this unit.			
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