

Music Curriculum Map

Our music curriculum has been sequenced in order to build practical and theoretical knowledge in order develop our students into well-rounded musicians. Our KS3 units overlap and allow students to use prior knowledge that is revisited and expanded upon There is natural interleaving of concepts and skills.

The KS3 curriculum sequencing		
Year 7	Unit 1:	Musical Elements - An introduction to musical elements and music notation.
	Unit 2:	Keyboard Music - An introduction to keyboard performance techniques.
	Unit 3:	Music Technology - An introduction to music sequencing software and electronic popular music.
Year 8	Unit 4:	Band Work Pt1. - An introduction to band instruments and performance skills.
	Unit 5:	Band Work Pt2. - An introduction to smaller ensemble rehearsal and performance.
	Unit 6:	Theme and variation - An introduction to fundamental western music composition devices.
Year 9	Unit 7:	Four chords - An introduction to songwriting techniques.
	Unit 8:	Composing to meet a brief - An introduction to minimalist music composition techniques and the work of composers.
	Unit 9:	Samba - An introduction to Samba drumming performance techniques.

	Unit 1	Unit 2	Unit 3
Year 7	<p>Musical Elements</p> <p>An introduction to musical elements and music notation.</p> <p><i>To understand musical elements and how these can be recorded using musical notation.</i></p> <p>Musical literacy: treble clef notation, playing by ear.</p> <p>Music Theory: staff, treble clef, pulse, rhythm, time signature, bar, bar line, semibreve, minim, crotchet, quaver, pitch, dynamics, forte, piano, crescendo, diminuendo, ascending and descending pitch, melody, middle C, FACE, EGBDF, ledger line.</p> <p>Ensemble/ Rehearsal Skills: leading, following, keeping a steady pulse.</p>	<p>Keyboard Music</p> <p>An introduction to keyboard performance techniques.</p> <p><i>To understand keyboard techniques and how to perform from written notation.</i></p> <p>Musical literacy: bass clef notation.</p> <p>Music theory: glissando, bass part, grand staff, phrasing.</p> <p>Performance Skills: perform at a steady tempo, count whilst playing, five-finger position, resilience, coordination.</p> <p>Context: classical music.</p> <p>Listen: Ludwig Van Beethoven's 'Ode to Joy'</p>	<p>Music Technology</p> <p>An introduction to music sequencing software and electronic popular music.</p> <p><i>To understand sequencing techniques and how to compose using sequencing software.</i></p> <p>Musical literacy: music technology, digital literacy.</p> <p>Music theory: loop, loop region, fadeout, automation, copy, paste, synth, bass texture, structure ternary structure, layering, A section, B section, contrast, intro, outro, tension, release.</p> <p>Context: contemporary urban genres.</p> <p>Listen: contemporary urban music.</p>
How will students be assessed?	<p>Formative Assessment: 20 questions based on core knowledge outlined above.</p>	<p>Formative Assessment: Music performances given by the class.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Formative Assessment: Sharing completed compositions in class.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>

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<p>Year 8</p>	<p>Band Work Part 1.</p> <p>An introduction to band instruments and performance skills.</p> <p><i>To understand how to learn pop/rock music on guitar, drums and keyboard.</i></p> <p>Musical literacy: guitar chord boxes, lead sheets, drum notation, playing by ear.</p> <p>Music Theory: off-beat, syncopation, chords/chord sequence, hook/riff, snare, hi-hat, bass/kick drum, electric guitar, acoustic guitar, bass guitar, cymbal.</p> <p>Performance Skills: strum, pluck, project.</p> <p>Ensemble/ Rehearsal Skills: listening, leading, counting, count-in, eye contact.</p> <p>Context: Contemporary rock/pop genres</p> <p>Listen: The Weekend's Blinding Lights, The White Stripes' Seven Nation Army, Marshmellow and Bastille's Happier.</p>	<p>Band Work Part 2.</p> <p>An introduction to smaller ensemble rehearsal and performance.</p> <p><i>To understand how to rehearse and perform pop/rock music in a band.</i></p> <p>Musical literacy: guitar chord boxes, lead sheets, drum notation, playing by ear.</p> <p>Music Theory: off-beat, syncopation, chords/ chord sequence, hook/riff, verse, pre-chorus, chorus, snare, hi-hat, bass/kick drum, electric guitar, acoustic guitar, bass guitar, cymbal.</p> <p>Performance Skills: dynamic control.</p> <p>Ensemble/ Rehearsal Skills: listening, counting, leading, count-in, eye contact, adjustment.</p> <p>Context: Contemporary rock/pop genres.</p>	<p>Theme and Variation</p> <p>An introduction to fundamental western music composition devices.</p> <p><i>To understand the concepts of theme and variation and ground bass and looking at how these devices have been applied in a range of different pieces.</i></p> <p>Musical literacy: the grand stave music notation.</p> <p>Music Theory: theme and variation, ground bass, basso continuo, tonality, scale, minor scale, major scale, whole-tone scale, chromatic scale, interval, semitone, whole tone</p> <p>Performance Skills: dynamic control, accuracy, fluency, articulation</p> <p>Ensemble/ Rehearsal Skills: Listening, leading, counting, count-in, eye contact, adjustment</p> <p>Context: Baroque and contemporary pop musical styles</p> <p>Listen: Johann Sebastian Bach's Goldberg Variations, Johann Pachelbel's Cannon in D, Henry Purcell's' Dido's Lament</p>

<p>How will students be assessed?</p>	<p>Formative Assessment: 20 questions based on core knowledge outlined above.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Formative Assessment: Music performances given by the class</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Formative Assessment: Performing completed compositions in class</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>
<p>Year 9</p>	<p>Four Chords</p> <p>An introduction to songwriting techniques.</p> <p><i>To understand how songwriters have exploited the I, IV, V and VI chord sequence to create instantly appealing songs.</i></p> <p>Musical literacy: guitar chord boxes, lead sheets, drum notation.</p> <p>Music Theory: the I, IV, V and VI chord sequence, primary chords, triads, off-beat, syncopation, chords/ chord sequence, hook/riff, verse, pre-chorus, chorus, snare, hi-hat, bass/kick drum, electric guitar, acoustic guitar, bass guitar, cymbal.</p> <p>Performance Skills: strum, pluck, project.</p>	<p>Composing to meet a brief</p> <p>An introduction to minimalist music composition techniques and the work of composers.</p> <p><i>To understand how composers, apply minimalist music techniques and utilise music technology to create music to match a brief.</i></p> <p>Musical literacy: midi and piano roll input.</p> <p>Music Theory: drone, bass part, chord sequence, ostinato, layering, texture, pentatonic scale, syncopated rhythms, contrast, quantize, software instrument diegetic, non-diegetic sound, metronome, tempo.</p> <p>Context: film music, commercial music, minimalist music.</p> <p>Listen: Brian Eno's An Ending (Ascent) Steve Reich's Electric Counterpoint.</p>	<p>Samba</p> <p>An introduction to Samba drumming performance techniques.</p> <p><i>To understand how music can bring communities together through large percussion based ensembles.</i></p> <p>Musical literacy: playing by ear, oral tradition.</p> <p>Music Theory: agogo, ganza, caixa, surdo bateria, repinique, tamborim, Rio de Janeiro, carnival, syncopation, call and response, polyrhythm, Brazil, ostinato, rest, apito, groove, break, percussion, dynamics.</p> <p>Performance Skills: dynamic control, rhythmic accuracy, keeping a steady tempo, leading and following.</p> <p>Context: African music traditions, carnival culture, samba music of Brazil.</p> <p>Listen: Black Eyed Peas' Mas Que Nada, Airtto Moreira's Celebration Suite.</p>

	<p>Ensemble and Rehearsal Skills: listening, leading, counting, count-in, eye-contact.</p> <p>Context: songwriting in contemporary Rock/Pop genres.</p> <p>Listen: Adele's Hello, Red Hot Chili Peppers' Under the Bridge, Beyoncé's If I Were a Boy, Green Day's When I Come Around.</p>		
<p>How will students be assessed?</p>	<p>Formative Assessment: Class performance of a 4-chord song or mash up.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Formative Assessment: Completed music composition shared in class.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Formative Assessment: Student-lead samba ensemble performance.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>
<p>Year 10</p>	<p>Unit 1: The Music Industry Learning Aim B: to understand job roles in the music industry. (2 lessons a fortnight).</p> <p>Unit 5: Introducing Music Performance Learning aim A: develop your music performance skills and review your own practice (3 lessons a fortnight).</p> <p>Musical literacy Music notation, chord box notation, drum notation</p>	<p>Unit 1: The Music Industry Learning Aim A: to understand different types of organisations that make up the music industry (2 lessons a fortnight).</p> <p>Unit 5: Introducing Music Performance Learning aim A: develop your music performance skills and review your own practice (3 lessons a fortnight).</p> <p>Musical literacy Music notation, chord box notation, drum notation</p>	<p>Unit 1: The Music Industry Learning Aim A: to understand different types of organisations that make up the music industry. Learning Aim B: to understand job roles in the music industry. (3 lessons a fortnight).</p> <p>Unit 5: Introducing Music Performance Learning aim B: use your music performance skills within rehearsal and performance. (2 lessons a fortnight).</p> <p>Musical literacy Music notation, chord box notation, drum notation</p>

	<p>Music Theory Tuning, improvisation, phrasing dynamics, intonation, vibrato repertoire</p> <p>Performance Skills Accuracy of pitch, rhythm and timing, intonation, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following an accompaniment, learning repertoire</p> <p>Ensemble/Rehearsal Skills Rehearsal discipline, independent practice, attendance, time management (adhering to rehearsal schedules), readiness to work (including bringing correct equipment, if necessary), listening to instruction/direction, observing safe working practices, willingness to try things out, concentration and focus within the, showing sensitivity towards others, appropriate interaction with others – trust and cooperation musical interaction</p> <p>Context Contemporary music making</p> <p>Listen Student lead</p>	<p>Music Theory Tuning, improvisation, phrasing dynamics, intonation, vibrato repertoire</p> <p>Performance Skills Accuracy of pitch, rhythm and timing, intonation, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following an accompaniment, learning repertoire</p> <p>Ensemble/Rehearsal Skills Rehearsal discipline, independent practice, attendance, time management (adhering to rehearsal schedules), readiness to work (including bringing correct equipment, if necessary), listening to instruction/direction, observing safe working practices, willingness to try things out, concentration and focus within the, showing sensitivity towards others, appropriate interaction with others – trust and cooperation musical interaction</p> <p>Context Contemporary music making</p> <p>Listen Student lead</p>	<p>Music Theory Tuning, improvisation, phrasing dynamics, intonation, vibrato repertoire</p> <p>Performance Skills Accuracy of pitch, rhythm and timing, intonation, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following an accompaniment, learning repertoire</p> <p>Ensemble/Rehearsal Skills Rehearsal discipline, independent practice, attendance, time management (adhering to rehearsal schedules), readiness to work (including bringing correct equipment, if necessary), listening to instruction/direction, observing safe working practices, willingness to try things out, concentration and focus within the, showing sensitivity towards others, appropriate interaction with others – trust and cooperation musical interaction</p> <p>Context Contemporary music making</p> <p>Listen Student lead</p>
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<p>How will students be assessed?</p>	<p>Unit 1 Formative Assessment: Unit 1 Written exam - Sections A, B and C</p> <p>Unit 5 Formative Assessment: Students will be recorded rehearsing and will submit their written practise diary entries</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Unit 1 Formative Assessment: Unit 1 Written exam - Sections A, B and C</p> <p>Unit 5 Formative Assessment: Students will be recorded rehearsing and will submit their written practise diary entries</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Unit 1 Summative Assessment: Written exam - Sections A, B and C</p> <p>Unit 5 Summative Assessment: Students will give a music performance to an assessor.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>
<p>Year 11</p>	<p>Unit 7 Introducing Music Sequencing</p> <p>Learning aim A: explore music sequencing techniques:</p> <p>Musical literacy Digital Music software</p> <p>Music Theory Note input and editing Adding notes with a mouse, playing notes in with a MIDI keyboard, adding notes in musical steps, importing MIDI material, editing the properties of note events: duration, note position, pitch, velocity, copy and paste using mouse copy and paste using keyboard shortcuts, choosing loops and samples looping regions, using software instruments selecting preset sounds. Effects, use of effects to enhance music, software mixer, digital effects – EQ, chorus, reverb.</p>	<p>Unit 7 Introducing Music Sequencing</p> <p>Learning aim B: use music sequencing software to create music.</p> <p>Unit 2 Managing a Music Product Learning Aim A: plan, develop and deliver a music product:</p> <p>Musical literacy Digital Music software</p> <p>Music Theory Note input and editing Adding notes with a mouse, playing notes in with a MIDI keyboard, adding notes in musical steps, importing MIDI material, editing the properties of note events: duration, note position, pitch, velocity, copy and paste using mouse copy and paste using keyboard shortcuts, choosing loops and samples</p>	<p>Unit 2 Managing a Music Product</p> <p>Learning Aim B: promote a music product.</p> <p>Learning Aim C: review the management of a music product.</p> <p>Musical literacy Digital Music software</p> <p>Music Theory Note input and editing Adding notes with a mouse, playing notes in with a MIDI keyboard, adding notes in musical steps, importing MIDI material, editing the properties of note events: duration, note position, pitch, velocity, copy and paste using mouse copy and paste using keyboard shortcuts, choosing loops and samples looping regions, using software instruments selecting preset sounds. Effects, use of effects to enhance music, software mixer, digital effects – EQ, chorus, reverb.</p>

	<p>Performance Skills N/A</p> <p>Ensemble and Rehearsal Skills N/A</p> <p>Context Contemporary music production</p> <p>Listen EDM, urban music styles</p>	<p>looping regions, using software instruments selecting preset sounds. Effects, use of effects to enhance music, software mixer, digital effects – EQ, chorus, reverb.</p> <p>Performance Skills Accuracy of pitch, rhythm and timing, intonation, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following an accompaniment,</p> <p>Ensemble and Rehearsal Skills Rehearsal discipline, independent practice, attendance, time management (adhering to rehearsal schedules), readiness to work (including bringing correct equipment, if necessary), listening to instruction/direction, observing safe working practices, willingness to try things out, concentration and focus within the, showing sensitivity towards others, appropriate interaction with others – trust and cooperation musical interaction</p> <p>Context Music industry practise, contemporary music/podcast production</p>	<p>Performance Skills Accuracy of pitch, rhythm and timing, intonation, expression and dynamics, phrasing, range, sight reading/singing, improvisation, breath control, vibrato, confidence, tuning, following an accompaniment,</p> <p>Ensemble and Rehearsal Skills Rehearsal discipline, independent practice, attendance, time management (adhering to rehearsal schedules), readiness to work (including bringing correct equipment, if necessary), listening to instruction/direction, observing safe working practices, willingness to try things out, concentration and focus within the, showing sensitivity towards others, appropriate interaction with others – trust and cooperation musical interaction</p> <p>Context Music industry practise, contemporary music/podcast production</p> <p>Listen Music podcasts e.g. Hip-hop saved my life, desert island disks etc.</p>
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<p>How will students be assessed?</p>	<p>Unit 7 Formative Assessment: Students submit a written commentary with annotated screenshots of their own sequencing project.</p> <p>Is it their project? See above yellow highlighting.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Unit 7 Formative Assessment: Students submit a music composition with a written commentary including annotated screen shots of the project.</p> <p>Unit 2 Formative Assessment: Learning aim A Student led meetings will be filmed in order to document the planning of a music product. Students will have to make considered decisions in relation to the demands of the work and carry out individual responsibilities with in the project.</p> <p>This isn't very clear, are they making a video?</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>	<p>Unit 2 Formative Assessment: Learning aim B Students submit imaginative promotional material appropriate to the product, that communicates information effectively to the target audience awareness of industry practice.</p> <p>Can podcast be used as a verb here? Not sure the above makes sense?</p> <p>Learning aim C Students submit a review explaining the strengths and weaknesses of the product, justifying conclusions, with reference to the management process.</p> <p>KIP Quiz: A quiz that tests the students on the knowledge they learn for weekly homework.</p>