



Curriculum Map

Subject: Music

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 7	Content, Knowledge & Skills	Building Bricks Exploring the Elements of Music, Descriptive and Programme Music and Graphic Notation and Graphic Scores.	Keyboard Skills Exploring effective keyboard performance technique.	I've Got Rhythm Exploring rhythm grid notation, single line rhythm notation and note values.	Form and Structure Exploring Question and Answer phrases, Binary and Ternary Forms and song structure.	Sonority City Introduction to the orchestra followed by exploring one orchestral section per lesson.	Folk Music Exploring the Folk Tradition and harmony and accompaniments.
	Prior Knowledge	Wider experience of listening skills developed in KS2 lessons.	Understanding of Treble Clef notation from previous lesson.	Understanding of beat and pulse on music linking back to Building Bricks.	Understanding of structure verse and chorus from previous Keyboard Skills work.	Understanding of Timbre linking back to KS2 music and Building Bricks.	Basic notation and keyboard skills from previous learning.
	Assessment	Baseline assessment activities using Beethoven's "Ode to Joy" Performance and listening task.	Performance and listening task, 'Songs in C' performance from independent practice and seasonal song selection.	Performance and listening task using grid notation to compose own rhythms and then perform them.	Performance of simple pieces within given musical structures and separate listening task.	Performance of a keyboard piece and 'The Last Post' and listening task on different classical instruments.	Performance and listening task of: "Drunken Sailor", and "Scarborough Fair."
	Key Vocabulary/ reading materials	Pitch, Tempo, Dynamics, Duration, Texture, Timbre, Sonority.	Layout of a Piano/Keyboard, Black Notes, Sharps, Flats, Scale, Left Hand (LH), Right Hand (RH), Melody, Fingering (1-5), Keyboard Chords, Octave, Warm-Up, "Middle C."	Rhythm, Pulse, Beat, Time Signature, Conducting, Accent, Semibreve, Minim, Crotchet, Quaver, Pair of Quavers, Bar, Bar Line, Ostinato, Cyclic Rhythm, Polyrythm.	Question and Answer/Call and Response, Phrase(s), Binary Form (AB), Ternary Form (ABA), Melody, Drone, Ostinato, Harmony.	Strings, Woodwind, Brass, Percussion, Tuned Percussion, Untuned Percussion, Orchestra, Ensemble, Section/Family, Conductor.	Folk Song, Work Song, Sea Shanty, Instrumental; Oral Tradition; Folk Song Accompaniments: Pedal, Drone, Ostinato, Chords.
	Enrichment/ Co-Curricular offer	Use of own artwork as a starting point for composing, including pictures they may have created or taken.	Watch a recorded a recital of a variety of piano pieces in different styles on YouTube.	Watch a live performance/recording of a junk percussion group/band such as STOMP! or Weapons of Sound.	Explore how artists have used form and structure within visual art.	Watching and listening to live musical performances of fanfares performed in different places	Attending or watching concerts which include arrangements of folk music.



						e.g. on Remembrance Day.	
Year 8	Content, Knowledge & Skills	Hooks and Riffs Exploring repeated musical patterns in Western Classical and Popular music.	Offbeat Exploring the origins of reggae music and the importance of bass lines in reggae music and how offbeat chords are a key feature of music in this genre.	Variations Exploring ways to develop musical ideas through changing and adding to a theme.	All That Jazz Exploring 12-bar song structure, improvisation and walking bass lines through the genre of Jazz.	Video Game Music Exploring character themes and development, ground themes and sound effects in computer game music.	Soundtracks Exploring Leitmotifs and how Themes have been used in film soundtracks and performing a number of “James Bond” Themes.
	Prior Knowledge	Understanding of Treble clef symbols and basic music notation.	Understanding of both standard and grid-based notation.	Understanding of layering and development of instrumental texture.	Understanding of scales, chords and basic song structure.	Understanding of theme development.	Developed skills, knowledge and understanding of the elements of music.
	Assessment	Performance of Body Percussion piece and listening activity on Queen and Cameo.	Performance of ‘Three Little Birds’ and listening activities with the music of Bob Marley.	Composing of a new theme from an initial idea using the techniques explored in class.	Performance of a Blues sequence/song with added improvisation using a pentatonic scale.	Composition of different character themes and performance of computer game theme tunes.	Performance of the James Bond Leitmotif and composition of a soundtrack to a given stimuli.
	Key Vocabulary	Repeat, Repetition, Repeat Symbol, Hook, Melodic Hook, Rhythmic Hook, Verbal Hook, Riff and Ostinato.	Arrangement, Bass Line, Beat, Chords, Offbeat, On beat, Reggae, Strong and Weak Beat.	Theme, Variation, Canon/Round, Ground Bass, Counter Melody, Inversion, Retrograde, Pedal and Drone.	Blues, Swing, 12-Bar Structure, Improvise, Bass Line	Chip Tune, Synthesiser, Sound Effect, Motif and Cue.	Cue sheet, Concord, Discord, Storyboard, Timing Clicks and Leitmotif.
	Enrichment/ Co-Curricular offer	Workshop visits to a Gamelan orchestra or watching performances on YouTube.	Watching further live performances of reggae by Bob Marley and reggae artists and groups.	Watching and listening, or attending live musical concerts, which include ‘theme and Variations’ music.	Watching YouTube videos of Jazz workshops e.g. Wynton Marsalis.	Watching the YouTube documentary on the role of the composer in the gaming industry.	Attending or watching theatrical productions with live original music, e.g. some carefully chosen musicals.
Year 9	Content, Knowledge & Skills	Music Through the Decades: Explore the development of popular song through the decades. Explore the life and times, music and cultural impact of key musical icon e.g. The Beatles.		What Makes a Good Song? Explore Hooks/Riffs, Structure, Melody and Lyrics through listening and analysis and performing parts of each song as short musical Arrangements.		Dance, Disco & EDM Explore sequencing (DAW) and keyboard/instrument skill development through the genre of Dance music. Investigate the impact of Music Technology on the Music Industry/Business.	
	Prior	Prior keyboard skills and knowledge and		Knowledge of both bass and treble clef		Developed keyboard skills, knowledge and	



	Knowledge	understanding of the elements of music.	notation, previous instrumental and singing experience.	understanding of song construction.
	Assessment	Practical activities Performance opportunity.	Practical activities Performance opportunity.	Practical activities Demonstration of skills & coursework using EDM software.
	Key Vocabulary	Blues, Soul, Disco, Rock, and Popular song structure	Popular Song Structure: Introduction (intro), Verse(s), Strophic, Chorus, Bridge/Middle 8, Coda (outro); Lyrics, Hook & Riff	Sequencing, EDM, 4 On The Floor, Disco, Copyright and Sampling
	Enrichment/ Co-Curricular offer	Watching YouTube videos on the different styles covered.	Watching YouTube videos of bands recording their music in a studio.	Watching different DJ'ing tutorials and 'The History of Pop' documentary on YouTube.
Year 10	Content, Knowledge & Skills	Introducing Music Performance Develop use and control of technical and interpretive music performance skills in practice and development. Demonstrate personal management skills and competent application of music performance skills in rehearsal. Perform music using relevant technical and interpretive performance skills competently.	Music Composition Explore how to creative stimuli to meet a given brief and how to develop, extend and shape their musical ideas into a completed piece.	Music Products and Styles Explore the techniques used in the creation of different musical products and investigate the key features of different musical styles and genres.
	Prior Knowledge	Developed performance skills, knowledge and understanding of staging/sound reinforcement and live performance.	Understanding of song structure and song writing skills covered in KS3 and KS4 lessons.	Understanding of world styles and different musical genres covered in KS3 and KS4 lessons.
	Assessment	Practical activities, coursework, and demonstration of skills.	Practical activities, course work and composition.	Practical activities, course work and composition.
	Key Vocabulary	Rehearsal, Schedule, Projection, Presence, Staging and Presentation.	Elements of Music, Song Structure, DAW, Notation, Sequencing, Genre and Brief.	Rehearsal, Schedule, Song Structure, Genre and Brief.
	Enrichment/ Co-Curricular offer	Performance opportunities in and out of school, e.g. performing in a school assembly.	Publishing completed compositions via uploading to the secure BandLab site.	Watching YouTube videos of the different musical styles in a studio. Creation of a playlist.
Year 11	Content, Knowledge & Skills	Music Skills Development Opportunity to develop two musical disciplines through engagement in practical tasks, while documenting progress and planning for further improvement	Responding to a Commercial Music Brief Develop and present music in response to a given commercial music brief.	Music Performance and Consolidation Undertake a project to rehearse and perform chosen pieces of either original or cover material. Consolidation of course work and skills.
	Prior Knowledge	Knowledge and understanding of staging/sound reinforcement and live performance.	Understanding of song structure and song writing skills covered in KS3 and KS4 lessons.	Developed performance skills, knowledge and understanding of staging/sound reinforcement and live performance.
	Assessment	Practical activities and course work	Practical activities, course work and composition.	Practical activities, demonstration of skills and course work.
	Key	Sound Engineer, Backline, Front of	Elements of Music, Song Structure, DAW,	Rehearsal, Schedule, Projection, Presence,



	Vocabulary	House (FOH), Mix, De-rigging, Balance and Staging.	Notation, Sequencing, Genre and Brief.	Staging and Presentation.
	Enrichment/ Co-Curricular offer	Staging a school performance using the in house PA equipment.	Publishing completed compositions via uploading to the secure BandLab site.	Performance opportunities e.g. taking part in a school assembly.