

Music Curriculum map 2022/23

Year 7	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge (NC driven)	Domains of knowledge: Rhythm (texture, structure, sonority, dynamics, cultural connection) Key concepts <ul style="list-style-type: none"> Feeling a pulse Follow musical direction Describing music using elements Recognising instrument sounds Reading graphic notation Note values Reading rhythmic staff notation 		Domains of knowledge: Melody & Texture (structure, music, sonority, cultural connection) Key concepts <ul style="list-style-type: none"> Feeling a pulse Follow musical direction Describing music using elements Recognising instrument sounds Note names (pitch) Reading staff notation 		Domains of knowledge: Texture & Structure (rhythm, dynamics, sonority, cultural connection) Key concepts <ul style="list-style-type: none"> Reading guitar TAB Ensemble skills / awareness Creating rhythmic patterns Feeling syncopation Playing syncopated rhythms Reading ukulele chord diagrams Follow musical direction and singer 	
Topic/ Resources e.g txts, experiments, material area, sport etc	Building Bricks Orchestral music African songs Samba call & response	I've Got Rhythm Samba music African drum music	Power of the Pentatonic Blinding Lights riff Chrome Music Lab Improvising with pentatonic scale	The Four-chord Trick 2 note chords Triad chords Chord patterns in pop songs	Hooks & Riffs Band group work instrument technique Smoke on the Water	Around the World Hawaiian traditional music Cuban Salsa STOMP
Assessment		Performance of African drum piece on djembes (group) End of term knowledge assessment on Google Forms Quiz	Performance on keyboard with partner	Individual instrument skills (accuracy) End of term knowledge assessment on Google Forms Quiz	Performance in group of Smoke on the Water riff	End of term knowledge, understanding, listening and appraising assessment on Google Forms Quiz

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Year 8	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge (NC driven)	Domains of knowledge: Harmony / Tonality (rhythm, texture, structure, dynamics, music connection to time & place) Key concepts <ul style="list-style-type: none"> Structure of 12-bar blues Building triad chords on keyboard Improvising catchy riffs on keyboard Creating song lyrics Reading ukulele chord diagrams Strumming patterns and rhythmic playing technique singing and playing ukulele chords at the same time Arranging and structure of mash-up 		Domains of knowledge: Rhythm / Structure (texture, sonority, dynamics, music connection to time & place) Harmony (rhythm, texture, structure, dynamics, music connection to time & place) Key concepts <ul style="list-style-type: none"> Tonality - major / minor Elements of music Film composer job skills and responsibilities Describing the use of tonality and musical elements Creating character motifs Improvising musical ideas suitable for given film scene Describing instrument roles within different ensembles Reading TAB and drum notation 		Domains of knowledge: Texture (melody, structure, texture, music connection to time & place) Key concepts <ul style="list-style-type: none"> Composing musical ideas, both rhythmic and melodic Using music technology to record and edit musical ideas Describing instrument roles within different ensembles Performing along to a backing track 	
Topic/ Resources e.g txts, experiments, material area, sport etc	Blues Songs 12 bar blues Guitar TAB	Ukulele Pop Mash-Ups 3&4 chord pop songs Christmas songs	Soundtracks <i>Lifted</i> animation 007 Leitmotif and themes Movie songs <i>See You Again</i>	School of Rock Rock riffs <i>Iron Man/Seven Nation Army</i> Guitar riffs Guitar power chords	EDM BandLab - Music technology Creating backing tracks Electronic Dance Music styles	
Assessment	Performance of their own blues song (group) Creative skills assessed if taking on board improvisation part	Performance of pop song mash-up on ukulele (group) End of term knowledge, understanding, listening and appraising assessment on Google Forms	Creative work assessed: original soundtrack for <i>Lifted</i> animation	Performance of rock riffs (solo or group) End of term knowledge, understanding, listening and appraising assessment on Google Forms	Creative skills assessed Performance of the main riff along with own backing track	

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Year 9	1		2		3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge (NC driven)	Domains of knowledge: Form / Texture (texture, structure, sonority, dynamics, music connection to time & place) Key concepts <ul style="list-style-type: none"> • Tonality - major / minor • Elements of music • Developing a musical idea • Adding and changing musical ideas • Instrument technique • Ensemble skills and awareness 		Domains of knowledge: Melody (structure, texture, music connection to time & place) Key concepts <ul style="list-style-type: none"> • Recognising chord changes • Reading all band instrument notation • Building triad and extended chord • Reading syncopated rhythms: dotted note values • Reggae instrumentation • Listening and recognising the offbeat groove 		Domains of knowledge: Harmony (rhythm, texture, structure, dynamics, music connection to time & place) Key concepts <ul style="list-style-type: none"> • Music industry job roles • Job role responsibilities • Careers within the music industry • Live music event process 	
Topic/ Resources e.g txts, experiments, material area, sport etc	Variations <i>Faded</i> by Alan Walker <i>Canon in D</i> <i>With or Without You</i> by U2		Off Beat Reggae music <i>Three Little Birds</i> by Bob Marley <i>Buffalo Soldier</i> by Bob Marley		Live Lounge Cover songs Chord charts / guitar TABs / lyric sheets	
Assessment		End of term knowledge assessment on Google Forms Quiz	Performance of Buffalo Soldier in groups Performance of rock riffs (solo or group) Performance of pop song on chosen band instrument (groups)	End of term knowledge assessment on Google Forms Quiz		End of term knowledge assessment on Google Forms Quiz

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Year 10 2022/23	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	Component 1: Exploring music products and styles <ul style="list-style-type: none"> performing a cover version with accuracy and fluency performing with stylistic characteristics for chosen instrument create original song within a given structure create musical idea for a given purpose 		Component 2: Music skills development <ul style="list-style-type: none"> performing a cover version with accuracy and fluency performing with stylistic characteristics for chosen instrument create original song within a given structure create musical idea for a given purpose 			
Resources Topic/ e.g txts, experiments, material area, sport etc	Explore range of musical styles such as: <ul style="list-style-type: none"> Ground Bass Pop Songs Reggae Salsa 			Use sample assignment set by Pearson <ul style="list-style-type: none"> Music management company is looking for artists to develop a new product on the theme of 'identity' contribute 2 musical outcomes 	Complete set assignment from Pearson	
Assessment	Record group performances in front of class audience Perform at Live Lounge December / Winter Fest 2022		12 hours supervised assessment time Complete task 1 in 5 hours complete task 2 in 7 hours	Performance skills Creative skills Music production skills	23 hours to complete set task	

Year 11 2023/24	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	Component 3: Responding to a music brief <i>This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows students to apply the musical skills and techniques they have explored and developed.</i> <ul style="list-style-type: none"> performing stylistically accurate cover version creating original music using exiting stylistic frameworks and traits stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point 		Component 3: Responding to a music brief <i>This external component builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2 and allows students to apply the musical skills and techniques they have explored and developed.</i> <ul style="list-style-type: none"> performing stylistically accurate cover version creating original music using exiting stylistic frameworks and traits stylistic use of a DAW and associated hardware to create an original piece of music from a given starting point 			
Resources Topic/ e.g txts,	Set by Pearson Use sample set task with following musical styles and piece of music:		Set by Pearson Available May/June only (2024)			

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experiments, material area, sport etc	<ul style="list-style-type: none"> • Rock and roll • Jazz • EDM • Synth Pop <p>Bee Gees - Stayin' Alive Europe - The Final Countdown Big Mama Thornton - Hound Dog Hans Zimmer - Dunkirk (theme song) Sia - The Greatest Nina Simone - Feeling Good</p>					
Assessment	External synoptic 48GLH 12 week supervised assessment period timetabled by Pearson			(23 hours to complete set task)		

Year 10 2021/22	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	Unit 5 Introducing Music Performance How to prepare for a music audition at L.I.P.A. <ul style="list-style-type: none"> • Audition preparation skills • Rehearsal skills • Personal management skills • Target setting skills • Evaluate and review personal progress 			Unit 2 Managing a Music Product Managing a live music event for the school and wider community (Beb Fest / Stage the Sound) Developing a greater understanding of all the necessary job roles needed to organise an event. <ul style="list-style-type: none"> • Creating a live event theme • Promotional material content for product and audience • Health & safety constraints of venue • Sound equipment 		
Resources Topic/ e.g txts,	Getting Better Set performance piece		Getting Better Set performance piece	Planning & Promotion	The Big Event & Review School performance space	

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experiments, material area, sport etc	Chord charts The Big Day Recording equipment		Chord charts The Big Day Recording equipment	Sound equipment for rehearsals Chromebook promotional material	Chromebook event review	
Assessment	Learning aim A practical coursework	Learning aim A & B written and practical coursework	Learning aim A & B written and practical coursework	Learning aim A & B written and practical coursework	Learning aim A & B written and practical coursework	Learning aim C written coursework

Year 11 2022/23	Term 1		Term 2		Term 3	
	HT1	HT2	HT3	HT4	HT5	HT6
Key knowledge	Unit 1 The Music Industry Organisations that make up the music industry Job roles in the music industry and their responsibilities		Unit 3 Introducing Live Sound Planning and setting up sound equipment for a live music event in school (Live Lounge)		Unit 1 The Music Industry Organisations that make up the music industry Job roles in the music industry and their responsibilities	
Resources Topic/ e.g txts, experiments, material area, sport etc	Learning aim A <ul style="list-style-type: none"> Venues Health & safety and security at venues Service companies and agencies Unions Learning aim B <ul style="list-style-type: none"> Performance/creative job roles Management and promotion job roles Recording job roles Media job roles Employment patterns Payment 		Learning aim A <ul style="list-style-type: none"> planning the sound equipment for a live music event Learning aim B <ul style="list-style-type: none"> Health & safety considerations when setting up/de-rigging sound equipment Learning aim C <ul style="list-style-type: none"> Setting up and using live sound systems 		Learning aim A <ul style="list-style-type: none"> Venues Health & safety and security at venues Service companies and agencies Unions Learning aim B <ul style="list-style-type: none"> Performance/creative job roles Management and promotion job roles Recording job roles Media job roles Employment patterns Payment 	
Assessment	Unit 1 exam paper	Unit 1 exam paper	Learning aim A and B written coursework tasks	Learning aim B & C practical evidence	Unit 1 exam paper (Summer season)	

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