



MUSIC CURRICULUM MAP

TRIAL EXAMS

Performance: Y11 'Spring Soirée'

EXAMS

FURTHER STUDY

- Music Performance • Music Composition • Musicology • Music Technology • Production • Sound Design • Education • Journalism • Theatre • Business •

CAREER PATHS

- Performer • Band Musician • Songwriter / Composer • Musical Director • DJ • Producer • Recording Engineer • Studio Engineer • Mastering Engineer • Session Musician • Tour Manager • Instrument Technician • Roadie • Merchandiser • Promoter • A&R • Radio DJ/Producer • Music Journalist • Music Therapist • Teacher

SKILLS

- Instrumental Skills • Performing Skills • Composing Skills • Listening Skills • Analysis • Confidence • Communication • Cultural Understanding • Expression • Evaluation • Music Literacy/Notation • Organisation • Research • Patience • Resilience • Creativity

INTEREST

Experience & develop a love for music through a breadth of musical genre and style whilst growing overall musical understanding. This is experienced through musical thinking (knowledge) and music making (skills).

Component 1: Areas of Study Revision

NEA: Finalising 'My Music'

NEA Deadline Study Pieces Revision

Component 1: Understanding Music Revision

NEA: 'My Music'

Performance: Christmas Concert

End of Year Assessment

NEA: Composition

YEAR 11
AO1
AO2
AO3
AO4

NEA: 'My Music' Free Composition Solo Performance

Area of Study 3: Traditional Music Set Study – Paul Simon's *Graceland*

Area of Study 4: Western Classical Tradition Since 1910

Area of Study 1: Western Classical Tradition 1650-1910 Set Study – Mozart's *Clarinet Concerto*

Rehearsals - The 'Big Show'!



Options



End of Year Assessment

Performance: Christmas Concert

Area of Study 2: Popular Music



Floor Fillers

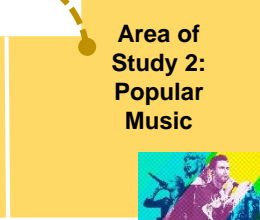
Fusions

Offbeat

Cover Version

YEAR 10
AO1
AO2
AO3
AO4

MAD TSHIRT: The Musical Elements



End of Year Assessment



Rehearsals - The 'Big Show'!



Chart Topper!

Just Play! Icons

YEAR 9
AO1
AO2
AO3
AO4

SOUNDTRACKS

VARIATIONS

Brilliant Broadway



Performance: Chart Topper Competition

End of Year Assessment



I've Got Rhythm

Sonority City

hooks and riffs

YEAR 8
AO1
AO2
AO3
AO4

All That Jazz

What Makes a Good Song?

Developing Music Literacy

Performance: Remembrance Service

ASK: What does music mean to you?

Rehearsals - The 'Big Show'!

BUILDING BRICKS

Just Play & Find Your Voice!

Music & Me

YEAR 7
AO1
AO2
AO3
AO4



A01 PERFORMING MUSIC
Singing & Playing

A02 COMPOSING MUSIC
Improvising & Creating

A03 MUSICAL KNOWLEDGE APPRAISING MUSIC
Critical Engagement & SMSC



KS3 MUSIC CURRICULUM MAP

INTEREST

FURTHER STUDY

- Music • Music Technology • Music Performance • Music Composition • Musicology • Music Production • Sound Engineering • Digital Music Technology • Ethnomusicology • Musical Theatre • Music Journalism • Popular Music • Sound Design • Music Education • Music Business • Conducting

CAREER PATHS

- Performer • Band Musician • Songwriter / Composer • Musical Director • DJ • Producer • Recording Engineer • Studio Engineer • Mastering Engineer • Session Musician • Tour Manager • Instrument Technician • Roadie • Merchandiser • Promoter • A&R • Radio DJ/Producer • Music Journalist • Music Therapist • Teacher

SKILLS

- Instrumental Skills • Performing Skills • Composing Skills • Listening Skills • Analysis • Confidence • Communication • Cultural Understanding • Expression • Evaluation • Music Literacy/Notation • Organisation • Research • Patience • Resilience • Creativity

Experience & develop a love for music through a breadth of musical genre and style whilst growing overall musical understanding. This is experienced through musical thinking (knowledge) and music making (skills).

End of Year Assessment

Cover Version

- What is a musical arrangement?
- How can you arrange a piece of music?
- How can you perform with increasing confidence & conviction in an ensemble?

1 *Composition – Creating structurally coherent music to a brief*

Chart Topper!

- How can you use the musical elements to create a successful song to a brief?

Performance Competition: Who Stole the Xmas No.1?



Floor Fillers

- Why does music make you dance?
- How has dance music evolved?
- What musical devices are typical to dance music?

Fusions

- How is music 'global'?
- How are different musical styles and genres inter-linked?

Offbeat

- What is syncopation?
- How can you rehearse in an ensemble with increasing independence & success?

End of Year Assessment

Performance: Playing in a Band demonstrating a highly secure level of technical control, expression & interpretation

Just Play! Icons

- How can you secure technical control and develop expression & interpretation whilst playing?
- How can you play using an increasing range of techniques and musical devices?

A01
A02 YEAR 9
A03
A04

SOUNDTRACKS

- How can music technology be used to create composition?
- How can you create an effective soundtrack utilising the musical elements?
- Why is there music in film/TV and media?
- What compositional techniques do film composers use?
- How can music create and manipulate mood/emotion?

Composition – Using musical devices to create imaginative ideas



ASK: How can I use my knowledge and skills from previous units to apply to a composition?



What Makes a Good Song?

- What are primary and secondary chords?
- What is a popular song structure?
- How can the musical elements be used to create a 'good song'?

Brilliant Broadway

- How can music 'tell a story'?
- What are extended chords?
- How can you develop ensemble performance skills?

Cross-curricular: The 'Arts'. Link: The 'Big Show'!

VARIATIONS

- Why is musical contrast important?
- How can you develop a melody?
- How did the great composers keep musical interest?

- How can music create and manipulate mood/emotion?

End of Year Assessment

ASK: Why is repetition important in music?

ASK: Why is tonal colour important?

All That Jazz

- Why is the Blues so significant?
- What are musical devices from the blues/jazz that are significant to composition?

A01
A02 YEAR 8
A03
A04

hooks and riffs

- Why are hooks/riffs and ostinati significant?
- How can musical compositions be built upon hooks/riffs and ostinati?
- How can hooks/riffs develop texture?

Sonority City

- What is timbre and sonority? How can you identify timbre/sonority when listening?
- How can timbre develop musical expression?

Developing technical control (accuracy)

Thinking musically – applying the musical elements

Developing technical control (accuracy)

Just Play!

- How can you develop keyboard and vocal technical control?
- What is a 'brilliant' posture?
- What are musical notations?

Vocal Performance: Remembrance Service



An introduction to music and fundamental knowledge & skills. Finding out what you know and prior experiences

Music & Me

- What are your musical experiences?
- What are your current musical skills and knowledge?
- How can you develop playing and ensemble skills?

I'VE GOT RHYTHM

- What is rhythm, metre and pulse?
- How can you develop playing skills through rhythm?
- How can we notate rhythm?

Find Your Voice!

A01

A02

A03

A04

PERFORMING MUSIC

COMPOSING MUSIC

MUSICAL KNOWLEDGE APPRAISING MUSIC

Singing & Playing

Improvising & Creating

Critical Engagement & SMSC





KS4 MUSIC CURRICULUM MAP

FURTHER STUDY

CAREER PATHS

SKILLS

INTEREST

Music • Music Technology • Music Performance • Music Composition • Musicology • Music Production • Sound Engineering • Digital Music Technology • Ethnomusicology • Musical Theatre • Music Journalism • Popular Music • Sound Design • Music Education • Music Business • Conducting

Performer • Band Musician • Songwriter / Composer • Musical Director • DJ • Producer • Recording Engineer • Studio Engineer • Mastering Engineer • Session Musician • Tour Manager • Instrument Technician • Roadie • Merchandiser • Promoter • A&R • Radio DJ/Producer • Music Journalist • Music Therapist • Teacher

Instrumental Skills • Performing Skills • Composing Skills • Listening Skills • Analysis • Confidence • Communication • Cultural Understanding • Expression • Evaluation • Music Literacy/Notation • Organisation • Research • Patience • Resilience • Creativity

Experience & develop a love for music through a breadth of musical genre and style whilst growing overall musical understanding. This is experienced through musical thinking (knowledge) and music making (skills).



EXAMS

Further Study – A Level Music/Music Technology, Level 3 BTEC Music...

Component 1: Understanding Music Revision

- Unfamiliar Listening – Contextual Understanding
- What musical devices and features are typical to the Areas of Study?
- Musical Terminology
- Cadences, Intervals, Melodic & Rhythmic Dictation, Phrasing
- Exam Technique & Misconceptions

NEA Deadline Study Pieces Revision

- NEA Submission – CRFs
- Mozart's Clarinet Concerto Revision
- Paul Simon's Graceland Revision

Component 2: Performance - Christmas Concert



TRIAL EXAMS

Component 2: Performance - Y11 'Spring Soiree' (Solo & Ensemble Performance)

NEA: 'My Music'

- Completing Composition to a Brief
- Developing Musical Ideas
- Scores
- Programme Notes
- Solo/Ensemble Performance

Component 1: Areas of Study Revision

- Unfamiliar Listening – Contextual Understanding
- What musical devices and features are typical to the Areas of Study?
- Musical Terminology
- Cadences, Intervals, Melodic & Rhythmic Dictation, Phrasing

NEA: Finalising 'My Music'

- NEA Completion
- Performance Scores & Recordings (Solo & Ensemble)
- Composition Recordings, Scores & Programme Notes (Free & Brief)

TRIAL EXAMS

Component 2: Performance - Solo and Ensemble Performance

NEA: Composition

- Completing Free Composition
- Composition to a Brief (Released 15th September)
- Completing Composition Logs
- Creating Music from the Musical Elements

A01
A02
A03
A04

YEAR 11

NEA: 'My Music'

- Preparing for Free Composition – A Toolkit
- Deciding on Intentions - Writing a Compositional Brief
- Free Composition (Component 3)
- Solo/Ensemble Performance (Component 2)

Area of Study 3: Traditional Music

- Set Study – Paul Simon's Graceland
- Blues Music from 1920-1950
- Fusion Music incorporating African and/or Caribbean Music
- Contemporary Latin American Music
- Contemporary Folk Music of the British Isles

Component 2: Performance - Christmas Concert

Component 1: Understanding Music

Area of Study 2: Popular Music

- Music of Broadway: 1950s-1990s
- Rock Music of the 1960s and 1970s
- Film and Computer Gaming Music 1990s – Present
- Pop Music 1990s – Present
- Playing & Performing Popular Music

Area of Study 1: Western Classical Tradition 1650-1910

- Set Study – Mozart's Clarinet Concerto
- The Coronation Anthems & Oratorio's of Handel
- The Orchestra Music of Haydn, Mozart and Beethoven
- The Piano Music of Chopin & Schumann
- The Requiem of the Late Romantic Period



Area of Study 4: Western Classical Tradition Since 1910

- The Orchestral Music of Copland
- British Music of Arnold, Britten, Maxwell-Davies & Tavener
- The Orchestral Music of Zoltán Kodály and Béla Bartók
- Minimalist Music of John Adams, Steve Reich & Terry Riley
- Composing Minimalist Music

Component 1: Understanding Music – Deepening Knowledge of the Musical Elements

MAD TSHIRT: The Musical Elements

- What musical devices and terms are common to each musical element?
- Identifying and Describing musical elements aurally
- Analysing music using musical terminology
- How to Listen – Active Listening Skills

A01
A02
A03
A04

YEAR 10



A01
PERFORMING MUSIC
Singing & Playing

A02
COMPOSING MUSIC
Improvising & Creating

A03
MUSICAL KNOWLEDGE APPRAISING MUSIC
Critical Engagement & SMSC