

Music Curriculum Map

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn 1	<p><u>Rhythm & Pulse</u></p> <p>Remember: Rhythm notation names & durations; how to notate individual notes discreetly</p> <p>Understand: The relationship between rhythm and pulse and between different rhythms themselves, how to notate whole rhythms</p> <p>Apply: Learn, perform and notate a variety of polyrhythmic pieces</p> <p>Analyse: Watch and discuss the performances of others – are they playing the right thing at the right time? Are they playing with each other?</p> <p>Create: Compose and notate our own rhythmic pieces</p> <p>Evaluate: Review our own performances and the performances of others – how do we improve?</p>	<p><u>Patterns in Music</u></p> <p>Remember: Names and definitions of musical patterns</p> <p>Understand: Recognise the patterns in listening activities</p> <p>Apply: Perform a variety of pieces that display the patterns studied in the unit</p> <p>Analyse: Watch/listen to performances of others – which pattern are they playing? Is there more than one type? How do I know?</p> <p>Create: Summarise the features of each pattern and where we would find them</p> <p>Evaluate: Review our own performances and the performances of others – how do we improve?</p>	<p><u>Pop Music – Part 1</u></p> <p>Remember: Names/definitions/functions of each musical feature of Pop music; definition of triads; basic structure of a pop song; names of instruments found in genre</p> <p>Understand: Recognise features through a series of listening tasks</p> <p>Apply: Perform/compose throughout unit; interpret pre-existing progressions/basslines to further understanding</p> <p>Analyse: Watch/listen to and discuss performances from famous artists, and each other – which instruments have they used and why? How/why have they structured their song like that? Which chords have they used? Have they conveyed the mood of the lyrics in the music as well? How have they used melody?</p> <p>Create: Compose own chord progression and bassline in Pop genre</p> <p>Evaluate: Review our own performances and the performances of others – how do we improve?</p>	<p><u>Music Theory - Part 1</u></p> <p>Remember: Note values of semibreve, minim, crotchet, quaver and semiquaver, and their equivalent rests. Tied notes. Single dotted notes. 2 Simple time signatures of , bar-lines and the grouping of the notes listed above within these times. The staff. Treble (G) and bass (F) clefs. Names of notes on the staff, including middle C in both clefs. Sharp, flat and natural signs, and their cancellation.</p> <p>Understand: How to read basic musical scores in treble and bass clef</p> <p>Apply: Perform/compose rhythms and a selection of different pitched notes.</p> <p><u>Composition Skills - Part 1</u></p> <p>Remember: The functions of the recording software such as the metronome, BPM, track types, playback functions and how to quantise.</p> <p>Understand: How to record a pop drum groove using a mixture of crotchet, quavers, semi-quavers and rests.</p> <p>Apply: Compose a drum groove on the recording software.</p>	<p><u>Unit 2: Creating a Music Product</u></p> <p>Remember: The process of creating an album, how to promote it, how to identify the target audience and work collaboratively as a team.</p> <p>Understand: The roles and responsibilities of your assigned role; Agenda Coordinator, Graphic Designer, Minute Taker, Studio Schedule Manager, Sound Engineer, Studio Technician, Session Musician, Social Media Director, Finance Team, Fundraiser.</p> <p>Apply: As a team, plan, prepare, compose and promote for your album during weekly team meetings, studio sessions, fundraiser events etc. Create an evidence folder to document your positive contribution to the product's creation specifically focusing on your assigned job role.</p> <p><u>Unit 1: The Music Industry</u></p> <p>Remember: The different types of venues and the type of work each undertakes including; small and medium local venues, spaces that range from clubs to small theatres that host music regularly or as part of mixed arts performances, host a wide range of music, from small niche genres and styles, to pop and club bands and singers.</p> <p>Understand: Understand the advantages and disadvantages of each type of venue, and what makes them suitable or unsuitable for different types of live music event, large multi-use spaces, host touring productions linked to TV</p>

					<p>programmes, rock and pop acts, stand-up comedy, site-specific theatre. crocuses and festivals.</p> <p>Remember: The laws and responsibilities of venues.</p> <p>Understand: What is involved in the health and safety of both audience and employees in venues and its importance. How to consider the location and what constraints might exist in terms of access, noise, disruption, power and security.</p> <p>Apply: To consider risk within venues and know the venues' policies and procedures relating to health, safety and security by creating a risk assessment.</p>
Autumn 2	<p><u>Graphic Scores & Elements of Music</u></p> <p>Remember: Names of the Elements of Music; the words to describe them; what graphic scores are</p> <p>Understand: The relationship between the elements, how they sound together, and how they are expressed visually</p> <p>Apply: Learn, perform and write graphic scores with consideration of all elements of music</p> <p>Analyse: Watch and discuss the performances of others – have they communicated their intention? Study existing graphic scores – what do the symbols mean musically?</p> <p>Create: Compose and write a graphic score in accordance to a brief (sounds from a Haunted House)</p> <p>Evaluate: Review our own work and the work of others – how do we improve?</p>	<p><u>Variations</u></p> <p>Remember: Definition of 'theme and variations' in musical terms; names and definitions of variation techniques</p> <p>Understand: Recognise the various techniques through a series of listening tasks</p> <p>Apply: Perform a theme and apply variation techniques</p> <p>Analyse: Watch and discuss the performances of others – which technique did they use? How do I know that? How could I recreate that?</p> <p>Create: Compose a theme and variation form piece using the techniques learnt in the unit</p> <p>Evaluate: Review our own work and the work of others – how do we improve?</p>	<p><u>Pop Music – Part 2</u></p> <p>Remember: Names/definitions/functions of basic parts of DAW; names/definitions/ functions of editing and production tools/techniques in music software</p> <p>Understand: Identify editing/production techniques through a series of listening tasks. Describing and explaining how to use DAW.</p> <p>Apply: Record in pre-existing Pop song using DAW</p> <p>Analyse: Listen to and discuss pieces from famous artists, and each other – which techniques have they used and why? Which elements of a DAW would they have used? How would they have set it up?</p> <p>Create: Composing drum beat for project and adding extra instrumental layers to song</p> <p>Evaluate: Review our own work and the work of others – how do we</p>	<p><u>Music Theory - Part 2</u></p> <p>Remember: Construction of the major scale, including the position of the tones and semitones. Scales and key signatures of the major keys of C, G, D and F in both clefs, with their tonic triads (root position), degrees (number only), and intervals above the tonic (by number only). Some frequently used terms and signs concerning tempo, dynamics, performance directions and articulation marks.</p> <p>Understand: How to play C, G, D and F major scales and their triad chords.</p> <p>Apply: Perform the major scales and compose a chord progression</p> <p><u>Composition Skills Part 2</u></p> <p>Remember: How to add a track, change a MIDI instrument sound and the functions of a bass line, chord progression and melody.</p> <p>Understand: How to compose and record a bass line, chord progression and melody using the</p>	<p><u>Unit 1: The Music Industry</u></p> <p>Remember: The different types of organisations within production and promotion in terms of who does what, why it is done and when it is done for new music products. Including; recording companies, major and independent, music publishing, major companies, self-publishing, promoters, concert, club, festival, broadcasting, TV, radio, internet, marketing and distribution, online, high street stores, social media.</p> <p>Understand: The links between production and promotion and how each activity is a crucial part in the process. The importance of support of others and understanding who does what is crucial to a successful career in the music industry as a musician.</p> <p>Apply: Responding to scenarios within the record label organisation and identifying what roles would work together and how.</p>

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Spring 3	<p><u>Instruments & Notation</u></p> <p>Remember: Names of instrumental families and individual instruments; pitches' names/places on treble clef stave.</p> <p>Understand: The correlation between written and sounding pitch, the relationship between rhythm and pitch. Classify instruments into correct families.</p> <p>Apply: Learn and perform music on the keyboard from written notation</p> <p>Analyse: Identify different instruments and/or instrumental families from ear. Watch and discuss the performances of others – are they playing the correct pitches? Are they playing the correct rhythms?</p> <p>Create: Assign instruments to a specific compositional function (e.g. brass to create an exciting atmosphere)</p> <p>Evaluate: Review our own performances and the performances of others – how do we improve?</p>	<p><u>Rock and Roll</u></p> <p>Remember: Stylistic/musical features & instrument names and definitions; definition of triads</p> <p>Understand: Recognise the stylistic/musical features and instruments through a series of listening tasks. Understand the relationship between the genre and its historical context.</p> <p>Apply: Perform as class to existing songs, and in pairs – 12 bar blues, walking bassline, improvisation</p> <p>Analyse: Watch and discuss the performances of others – are they playing the correct chords/pitches? Does their improvisation suit the style? Why/why not?</p> <p>Create: Improvise a melody over a 12-bar blues</p> <p>Evaluate: Review our own performances and the performances of others – how do we improve?</p>	<p><u>Hip Hop – Part 1</u></p> <p>Remember: Names/definitions/functions of each musical feature of Hip Hop music; names of instruments found in genre</p> <p>Understand: Recognise features through a series of listening tasks</p> <p>Apply: Perform/compose throughout unit; interpret pre-existing Hip Hop tracks to further understanding</p> <p>Analyse: Watch/listen to and discuss performances from famous artists, and each other – which instruments have they used and why? How/why have they structured their song like that? Have they conveyed the mood of the lyrics in the music as well? How have they used music technology?</p> <p>Create: Compose own rap in the Hip Hop style; experiment with turntablism and music technology such as synthesizers and drum machines</p> <p>Evaluate: Review our own performances and the performances of others – how do we improve?</p>	<p><u>Unit 4: Introducing Composition</u></p> <p>Remember: What a major chord, minor chord and riffs are.</p> <p>Understand: How to compose a variety of chord progressions and riffs in contrasting styles.</p> <p>Apply: Compose 4 contrasting compositional ideas that could form the basis of a whole composition and that explores different key signatures, chord progressions and riffs, as well as using key stylistic features from different genres of popular music.</p>	<p><u>Unit 1: The Music Industry</u></p> <p>Remember: Companies that provide services to artists, venues and production companies: Royalty collection agencies, PRS for Music, MCPS (formerly the Mechanical Copyright Protection Society, PPL PRS Ltd The Music Licence, artists' representation, management, public relations, agents, stylists, hire companies, hire of sound and lighting equipment, rehearsal and studio space, transport companies, to transport equipment and materials for touring.</p> <p>The type of equipment that may be needed and what might be available for hire from service companies and agencies.</p> <p>Understand: The importance of adhering to legal requirements in terms of licensing, i.e. PPL licensing.</p> <p>How service companies' products and agencies support the music industry and why they are important. and the pros and cons for musicians of working with agencies. It is important to understand who does what and how they can help.</p> <p>Apply: Identify the pros and cons of hiring service companies or agencies for a musician.</p> <p>Select the right services and companies for given scenarios in this field.</p> <p>Remember: The different types of Unions and what support they provide. Including; the Musicians</p>

					<p>Union (MU), Equity and BECTU.</p> <p>Understand: How unions support those in the music industry: monitoring employment conditions and contracts between employees and employers, advice for freelancers on tax and National Insurance (NI), support in relation to negotiation of minimum rates of pay and working conditions, handling of disputes, other services – networking opportunities, information about insurance and pensions, information and updates about changes to relevant legislation.</p> <p>Apply: Identify what Unions would be suitable for certain job roles and the issues or advice they are seeking.</p>
Spring 4	<p><u>Music & Mood</u></p> <p>Remember: Names of compositional techniques and their functions</p> <p>Understand: The relationship between compositional techniques and eliciting different mood</p> <p>Apply: Learn and perform major/minor triads and melodies; change orchestration, tempo, dynamics, tonality to match different moods</p> <p>Analyse: Identify different aspects of visual stimuli whose mood can be represented by music, watch and discuss the work of others – Does that group’s music represent that mood? How does it compare to mine?</p> <p>Create: Compose a piece of music representing the mood of a painting, using the composition techniques learnt throughout the unit</p>	<p><u>Protest Music</u></p> <p>Remember: Definition of ‘Protest Music’; genre names, dates and features; names and definitions of song-writing features</p> <p>Understand: Recognise stylistic/musical features through a series of listening tasks. Understand the social/political context behind genres/lyrics.</p> <p>Apply: Learn to play chord progressions and riffs from famous protest songs on keyboard</p> <p>Analyse: Watch/listen to performances of protest music, and work of peers – How is it protest music? Why is it part of this genre? Which instruments are playing the chords/riffs? What are the lyrics about?</p> <p>Create: Compose own protest song using techniques studied in the unit.</p> <p>Evaluate: Review our own performances and the performances of others – how do</p>	<p><u>Hip Hop – Part 2</u></p> <p>Remember: Names/definitions/functions of basic parts of DAW; names/definitions/ functions of editing and production tools/techniques in music software</p> <p>Understand: Identify editing/production techniques through series of listening tasks. Describing and explaining how to use DAW.</p> <p>Apply: Record in pre-existing Hip Hop song using DAW</p> <p>Analyse: Listen to and discuss pieces from famous artists, and each other – which techniques have they used and why? Which elements of a DAW would they have used? How would they have set it up?</p> <p>Create: Composing drum beat for project and adding extra instrumental layers to song; using loops and effects in project; composing melody in project to</p>	<p><u>Unit 4: Introducing Composition</u></p> <p>Remember: What the functions of a bass line, melody, chords, riff, counter riff and drum beat are in popular music.</p> <p>Understand: How to take the four initial ideas further than experimentation and exploration by extending and developing two of the musical ideas showing use of compositional techniques.</p> <p>Apply: Extend and develop two of the musical ideas showing use of compositional techniques, one of which to be a fully completed composition.</p>	<p><u>Unit 1: The Music Industry</u></p> <p>Remember: The wider range of personnel within the music industry in terms of who they are, what their areas of interest is, why their organisations exist and when they might be needed by others working in the music industry.</p> <p>Understand: How organisations interrelate and why these relationships are important. Relationships within the industry: how promoters match acts to venue, e.g. location and type of venue, size and scale of performance area, facilities, technical equipment/support available, audience capacity, type and intention of performance, timing and availability, financial considerations, the importance of effective communication between those working in the industry, how promoters and musicians evaluate the advantages and disadvantages of hiring and buying equipment, how promoters and musicians find</p>

	<p>Evaluate: Review our own performances and the performances of others – how do we improve?</p>	<p>we improve?</p>	<p>compliment accompaniment</p> <p>Evaluate: Review our own work and the work of others – how do we improve?</p>		<p>and select suppliers and installers of equipment, how trade bodies such as the Music Producers Guild (MPG), the Association of Professional Recording Services (APRS), PRS for Music and PLASA support their members and their industries, how promoters and musicians find and select transport companies for touring, how promoters secure funding for and market events.</p> <p>Apply: Organise a live show in the role of a Promoter, selecting the appropriate venue, liaising with the Venue Manager, Musicians, and Marketing.</p>
<p>Summer 5</p>	<p><u>Around the World!</u></p> <p>Remember: Names and details of time signatures; what syncopation is; names of different countries' traditional instruments; names of musical structures (jig, raga etc)</p> <p>Understand: The relationship between time signatures and beat types/totals per bar, the importance and place of music in society and culture across the globe.</p> <p>Apply: Learn to play pieces in different time signatures, perform and compose syncopated rhythms, continue developing notation (written and rhythm grid) skills</p> <p>Analyse: Watch and break down traditional performances from different countries – what time signature are they playing in? Are they celebrating an event? How do you know?</p> <p>Create: Compose rhythm sentences that include syncopation, compose melodic improvisation using Indian raag</p>	<p><u>Film Music</u></p> <p>Remember: Names and definitions of film score composition techniques (music and sound effects); names and works of famous film composers</p> <p>Understand: Recognise compositional techniques through a series of listening tasks.</p> <p>Apply: Perform a variety of film scores, assign specific sections of given film clips to different techniques (e.g. an opening door symbolised by a broken chord or ascending glissando)</p> <p>Analyse: Watch and compare the use of music/sound effects in different film clips – what techniques have they employed and why? How do you know? Was it successful? Why? Watch and discuss peers' work – what techniques have they employed and why? How do you know? Was it successful? Why?</p> <p>Create: Compose a film score for a given clip, including music and sound effects using the techniques studied in the unit</p>	<p><u>EDM – Part 1</u></p> <p>Remember: Names/definitions/functions of each musical feature of EDM; names of instruments found in genre</p> <p>Understand: Recognise features through a series of listening tasks</p> <p>Apply: Perform/compose throughout unit; interpret pre-existing EDM tracks to further understanding</p> <p>Analyse: Watch/listen to and discuss performances from famous artists, and each other – which instruments have they used and why? How/why have they structured their song like that? Which chords have they used? How have they used melody? How have they used music technology?</p> <p>Create: Compose own beat and bassline in EDM genre</p> <p>Evaluate: Review our own performances and the performances of others – how do we improve?</p>	<p><u>Unit 2: Creating a Music Product (Promotion)</u></p> <p>Remember: What promotion and target audience is.</p> <p>Understand: How promotion is used in the music industry, how the target audience directly impacts what form the promotion takes and what information needs to be included to communicate effectively with the target audience.</p> <p>Apply: Analyse a piece of promotional material and explain how it has been designed for a particular target audience. Create an imaginative piece of promotional material appropriate for the class's album that communicates information effectively to the product's target audience and show awareness of industry practice.</p> <p><u>Unit 1: The Music Industry</u></p> <p>Remember: The job roles associated with each sector of the music industry.</p> <p>Understand the job roles in two sectors of the music industry,</p>	

	<p>Evaluate: Review our own work and the work of others – how do we improve?</p>	<p>Evaluate: Review our own work and the work of others – how do we improve?</p>		<p>including: Creative and Performance and Recording. Management and Promotion, Recording, Media and others.</p> <p>Apply: Consider the skills and responsibilities of each performer, creative or recording role in terms of who does what and why it is important. Consideration should be given to the links between performers and creative roles and how the industry is built upon the relationships between skilled practitioners across the disciplines.</p>	
<p>Summer 6</p>	<p>Samba</p> <p>Remember: Names of samba drums and percussion instruments; names of samba playing techniques</p> <p>Understand: Recognise rhythms that have been written down/performed, understand relationship between written notation and the music we hear</p> <p>Apply: Perform and create samba rhythms in ensembles</p> <p>Analyse: Watch and break down performances of other – how were they playing that rhythm? Were they playing in time? How do I recreate that?</p> <p>Create: Compose rhythms of varying rhythmic complexity</p> <p>Evaluate: Review our own work and the work of others – how do we improve?</p>	<p>Decades</p> <p>Remember: Features of pop music from each decade (1960s – 2000s), key artists from each decade</p> <p>Understand: Recognise stylistic/musical features of each decade (and artist) through a series of listening tasks</p> <p>Apply: Learn to play songs written by artists from each decade on keyboard</p> <p>Analyse: Watch and discuss peers' work – are they playing the correct rhythms/pitches? Are they playing in time with each other/a pulse?</p> <p>Create: Give summaries on each decade, the progression of pop music in them and brief biographies/works of key artists – create a timeline</p> <p>Evaluate: Review our own work and the work of others – how do we improve?</p>	<p>EDM – Part 2</p> <p>Remember: Names/definitions/functions of basic parts of DAW; names/definitions/ functions of editing and production tools/techniques in music software</p> <p>Understand: Identify editing/production techniques through a series of listening tasks. Describing and explaining how to use DAW.</p> <p>Apply: Record in own EDM style song using DAW</p> <p>Analyse: Listen to and discuss pieces from famous artists, and each other – which techniques have they used and why? Which elements of a DAW would they have used? How would they have set it up?</p> <p>Create: Composing drum beat , bassline, chord progression and melody; selecting appropriate instruments for style</p> <p>Evaluate: Review our own work and the work of others – how do we improve?</p>	<p>Unit 2: Creating a Music Product</p> <p>Remember: The process of creating an album, how to promote it, how to identify the target audience and work collaboratively as a team.</p> <p>Understand: The roles and responsibilities of your assigned role; Agenda Coordinator, Graphic Designer, Minute Taker, Studio Schedule Manager, Sound Engineer, Studio Technician, Session Musician, Social Media Director, Finance Team, Fundraiser.</p> <p>Apply: As a team, plan, prepare, compose and promote for your album during weekly team meetings, studio sessions, fundraiser events etc. Create an evidence folder to document your positive contribution to the product's creation specifically focusing on your assigned job role.</p> <p>Unit 1: The Music Industry</p> <p>Remember: The job roles associated with each sector of the music industry.</p> <p>Understand: the job roles in two sectors of the music industry, including: Management and Promotion, Media and others.</p> <p>Apply: Consider the skills and responsibilities of management</p>	

				and promotional roles and media in terms of who does what and why it is important. Consideration should be given to the links between management and promotional roles and how the industry relies on skilled practitioners across the disciplines.	
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