

## KS3-4 Curriculum Map: MUSIC

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	<u>African Music</u>  Core Ideas: Rhythm, singing & key terms, musical elements, listening skills, ensemble development, historical and political context	<u>Musical Characters</u>  Core Ideas: Melody writing, rhythm, DAW skills, musical elements, instruments of the orchestra, historical and political context	<u>Folk Music</u>  Core Ideas: Melody, rhythm, notation, keyboard skills, musical elements, historical and political context	<u>Vocal Project</u>  Core Ideas: DAW skills, basic audio manipulation, studio effects, musical elements, historical and political context	<u>Reggae</u>  Core Ideas: Melody, rhythm, chords, notation, keyboard skills, musical elements, historical and political context	<u>Ukulele</u>  Core Ideas: Chords, vocals, guitar family, a-b notation, musical elements, historical and political context
	Core Skills: Appraising, Performing, Composing and Singing					
Year 8	<u>The Blues</u>  Core Ideas: Chords, triads, wa	<u>Ukulele - Pachelbel's Canon</u>  Core Ideas: Tab notation, general ensemble skills, form & structure (ground bass), texture, chords, rhythm, musical elements, historical and political context	<u>Music in Media - Games &amp; Film</u> Core Ideas: Melody, rhythm, notation, keyboard skills - moving hand position, HT playing, historical context	<u>Music in Media - Water Audio</u> Core Ideas: Melody, rhythm, notation, keyboard skills - moving hand position, HT playing, historical context	<u>Afrobeats</u>  Core Ideas: DAW skills, texture/layering, SFX, musical elements, historical geographical and political context	<u>Wonderwall</u>  Core Ideas: Chords, triads, bass lines, notation, rhythm, form & structure (song), functional harmony, vocal, performing whilst singing, musical elements, historical and political context
	Core Skills: Appraising, Performing, Composing and Singing					
Year 9	<u>Ukulele</u>  Core Ideas: Chords, vocal skills, guitar family skills, musical elements, historical and political context	<u>Cool Jazz</u>  Core Ideas; DAW Skills, studio FXs, rhythm, melodies, riffs, functional harmony, extended chords, musical elements, historical and political context	<u>Music in Film - Behind the Action</u> Core Ideas: Melody, rhythm, notation (standard & alternative), keyboard skills, musical elements, historical and geographical context	<u>EDM - Italo House</u>  Core Ideas: DAW skills, rhythm, melody, riff, functional harmony, drum machine writing, musical elements, historical, geographical and political context	<u>Covers</u>  Core Ideas: Functional harmony, vocal & instrumental skills, ensemble skills, musical elements, historical and political context Notation, arrangement skills, The role and use of riffs	<u>Fresh Prince</u>
	Core Skills: Appraising, Performing, Composing and Singing					
Year 10	<u>Music Theory 101 &amp; Area of Study 1: Musical Forms &amp; Devices</u>  Core Ideas: To understand how the basic building block of music are used to create effective pieces of music.  Core Skills: Form: Binary, Ternary, Rondo, Theme and Variations, Strophic form	<u>Area of Study 2: Music for Ensemble I (Jazz / Chamber Music / Musical Theatre)</u>  Core Ideas: To understand the role and nature of chamber music from the Baroque period to the	<u>Area of study 4: Popular Music</u>  Core Ideas: To understand key concepts & musical feature of Toto's Africa Core Skills: Content: Context & background, instrumentation, lead &	<u>Area of study 3: Film Music</u>  Core Ideas: To understand key concepts & musical feature of Toto's Africa Core Skills: Leitmotif, theme & motif, chromatic movement,	<u>Revision &amp; NEA Component 2</u>  Core Ideas: Free composition  Core Skills: Revision on all topics covered during Year 10.	

	<p>Features of Baroque, Classical, Romantic eras Repetition, contrast, sequence, ornamentation, ostinato, conjunct/disjunct movement, regular phrasing, syncopation, Chords, inversions, degrees of the scale Features of effective melodies, relationship between melody &amp; chords Simple chord progressions including cadences Diatonic harmony Pedal, canon, fanfare Harmonic rhythm Keys and simple modulation to V / relative min Metre (simple/compound/regular/irregular) Use and description of musical elements Aural, notation and listening skills</p> <p>Set Work: J S Bach 'Badinerie' from Orchestral Suite No.2 Baroque era, context and background, Instrumentation, basso continuo, binary form, melodic &amp; rhythmic motifs, motivic &amp; chordal analysis, key relationships, figured bass, cadences, texture, compositional devices, sequence, ornamentation, 2/2 metre, dynamics</p>		<p>20th Century.</p> <p>Core Skills: (Chamber Music) Instrumental combinations e.g. string quartet, wind quintet, trio sonata Basso continuo, Alto clef, Alberti bass, stylistic features of Baroque/Classical/Romantic eras</p> <p>Area of Study 2: Texture: monophonic, homophonic, melody &amp; accompaniment, polyphonic, unison, imitation, canon, countermelody. Accompaniment patterns Sonority: writing for piano, string techniques e.g. arco, pizz, double stopping, divisi, tremolo Describing a piece using musical elements and related vocabulary Aural, notation and listening skills</p>	<p>backing vocals, verse/chorus structure, melody &amp; word-setting, syllabic/melismatic key relationships &amp; cadences. Use of riffs, rhythmic features, instrumental solo/vocal improvisation African influences/fusion Tonal &amp; harmonic analysis Sectional analysis</p>	<p>dissonance, atonality, underscore, diegetic/non-diegetic, loops Minimalism, rhythmic devices, use of music to enhance moving image Use &amp; manipulation of musical elements to create a particular mood/effect Use of sonority to create colour/mood Use of dynamics to create effect</p> <p>Describing a piece using musical elements and related vocabulary Aural, notation &amp; listening skills</p>	<p>To plan and sketch ideas for the NEA composition Day</p>
Year 11	<p><u>Area of Study 2 : Music for Ensemble (Jazz/Chamber Music/Musical Theatre)</u></p> <p>Core Ideas: To understand texture and sonority through Musical Theatre &amp; Jazz</p> <p>Core Skills: (Jazz) Jazz instrumentation, voices &amp; stylistic features, jazz ensembles (e.g. trio, 5tet, Big Band), rhythm section, 12 bar blues, head, call &amp; response, improvisation, solo break, intro/outro, walking bass, riff blues scale, pentatonic scale,</p>	<p><u>Area of study 4: Popular Music</u></p> <p>Core Ideas: To understand and explore the musical idioms associated with a variety of popular music.</p> <p>Core Skills: Stylistic features of rock, pop, soul, hip-hop, reggae, ballad Strophic, verse/chorus, 32-bar song, middle 8, bridge, intro/outro, instrumental break Rock &amp; pop instrumentation, acoustic/amplified, melody</p>	<p><u>Area of Study 2 : Music for Ensemble (Jazz / Chamber Music / Musical Theatre)</u></p> <p>Core Ideas: To understand texture and through works for Musical Theatre.</p> <p>Core Skills: Song structure, vocal &amp; instrumental combinations, word-setting, word-painting, use of musical elements to create mood/effect/character 2, 3 &amp; 4 part textures, countermelody, descant, unison, solo, duet sonority: voice types (SATB),</p>	<p><u>Revision</u></p> <p>Core Ideas: Revision of set works and Areas of Study</p>	<p><u>Revision</u></p> <p>Core Ideas: Revision of set works and Areas of Study</p>	

	<p>modes, extended harmony rhythmic features e.g. syncopation, swing Texture: monophonic, homophonic, polyphonic, unison, imitation, call &amp; response, solo, countermelody, layers sonority: instrumental &amp; vocal performance techniques e.g. scat, muted, Describing music using elements &amp; related vocabulary, aural, notation &amp; listening skills</p>	<p>&amp; lyric-writing, primary &amp; secondary chords, cadences, standard chord, progressions, power chords, rhythmic features e.g. syncopation, driving rhythms keys &amp; modulation, fusion, bhangra, instrumental techniques e.g. belt, falsetto, rap, distortion, hammer-on, rim shot, slap bass Use of technology: panning, phasing, sampling, loops, reverb, echo Riff &amp; motif writing Accompaniment patterns/layers in Rock &amp; Pop Describing a piece using musical elements and related vocabulary Aural, notation &amp; listening skills</p>	<p>acapella, chorus, orchestra, pop/rock group, backing vocals, vocal techniques e.g. belt, falsetto, vibrato, rap musical theatre styles/features. Describing music using elements and related vocabulary Aural, notation and listening skills</p>			
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