



Curriculum Map: Subject: MUSIC

Overview:

Music can be separated into three different disciplines: Performing music, Composing music and Listening & Appraising music. The three strands of Music are taught and developed together which aims to build skills that students can draw upon to fulfil their potential in music, in the wider context of school life and beyond.

At APS, the music curriculum has been set up to offer each year group an opportunity to develop the three strands of music and these are integral in all topics to prepare them for study of music at KS4. Listening, Performing and composing elements feature in all topics and also the reading of text and extended writing opportunities are embedded into schemes too.

Our intent is to develop skills such as team work, organisation, responsibility, cultural history, listening skills, confidence, social skills, discipline, self-evaluation and interpersonal skills. These skills are essential and are embedded in schemes. This allows skills to be honed through a broad range of topics at KS3 which in turn, prepares them for KS4.



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Year 7

Term	Unit of Work	Knowledge and Skills	Assessment
1	Graphic Scores	Knowledge: Elements of music, Instruments of the orchestra, Graphic notation Skills: Bassline test will include small listening, performance, composition and technology tasks. Throughout the unit students will develop skills in: listening, ensemble, singing and composition.	Initial bass line testing to determine initial skill level linked to APS Bands. Group composition Listening Task
2	Arriba!	Knowledge: Stave notation, Ostinato/melody/phrasing/structure Skills: Analysis skills, introduction to keyboard skills, staff notation (focusing on treble clef).	Paired performance assessment Listening/theory
3	Concerto through time	Knowledge: Baroque, Classical and Romantic Concerto Comparison of written texts (4 seasons), Skills: Building on keyboard skills from term 2 Further development of staff notation	Performance (Vivaldi: Autumn from The Four Seasons)
4	Programme music	Knowledge: This links to the Vivaldi aspect of the previous unit. In this topic, students explore programmatic music and will compose to a stimulus. Skills: Listening to a variety of different programme music Introduction of composition using graphic notation from term 1 and staff notation from term 2.	Group composition task Listening Task
5	Gamelan	Knowledge: To understand music from a different culture and how Gamelan is central to life in Indonesia. Textures in music (monophonic/heterophonic/polyphonic) Skills: Develop performance skills and an understanding of the gamelan tuning system, develop skills in using tuned percussion	Performance Listening
6	Samba	Knowledge: Understanding of different world music cultures. Students will learn about polyrhythmic textures, and structures of Samba. Skills: Untuned percussion skills, performing on Samba-specific instruments in groups. Students will have the opportunity to create their own rhythms, Samba breaks and introductions/endings as well as perform pre-created ones. This unit will help develop ensemble performance skills as well as skills in rhythm and playing in time.	Performance/composition/improvisation



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Year 8

Term	Unit of Work	Knowledge and Skills	Assessment
1	Africa	Knowledge: Building on knowledge of world music from year 7. In this unit students will learn about features of African drumming and singing and the different styles of music in the various regions of Africa Skills: Drumming skills, including the ability to perform polyrhythms, cyclic patterns, improvisation, leadership skills in the role of Master Drummer. African singing and ensemble skills	Group composition and performance Listening
2	Blues/tech	Knowledge: History of blues (slave trade) Chords and the I IV V chord progression (12 bar blues), blues scale, Blues Melody (Head), Skills: Students will be able to develop keyboard skills, along with skills in Technology, singing and composition/performance of blues song.	Performance, Improvisation/composition, Technology/sequencing skills, Listening.
3	Reggae	Knowledge: Students explore the origins of Reggae music from Mento, Ska and Rock Steady and look at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. Students learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line. This builds on the Africa and Blues topics studied previously. Skills: Students harmonic language is extended and developed. They will construct chords I, II, IV and V in A Major ("Three Little Birds"), performing these in the traditional offbeat Reggae style.	Group Performance Instrumental skills Listening
4	Theme and Variation	Knowledge: Further exploration of musical structure To identify the ways a melody can be varied and apply this to create a set of variations on a theme. Skills: Composition skills, music technology skills, notation and score reading.	Composition assessment Technology
5	Film Fanfares	Knowledge: Harmonic series, melody writing Creating a musical texture Representation of written ideas through music Skills: Students will use keyboard and music technology skills to apply their understanding of musical fanfares to compose their own film music fanfare to accompany a small clip from a film.	Composition Listening Technology
6	Band Skills	Knowledge: Rock 'n' Roll music genre looking at combination of country and western/rhythm and blues. Chords, triads constructed from bass lines. Song structure Skills: Students will be able to learn to play in groups on one of a selection of instruments. They will have the chance to learn instrument maintenance skills, specific playing techniques and ensemble performance skills.	Performance/composition/improvisation Listening



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Year 9

Term	Unit of Work	Knowledge and Skills	Assessment
1	Live Lounge	Knowledge: Understanding of popular song conventions: riffs, structures, instrumentation, harmony and textures. Students will also look at song lyrics and how these are created and used in the songs. Skills: Students will first learn how to play key ideas on specific instruments, understanding the nature of band style ensemble performances and through listening understand the key features of the songs they will be able to learn. After developing specific rehearsal skills and instrument skills, students will then be able to create instrumental and vocal group performances of choice of popular songs for a final performance and recording which they can then evaluate.	Performance/composition Ensemble skills Listening
2	EDM	Knowledge: review of sequencing and composition skills, students will continue to develop their understanding of popular song conventions: riffs, structures, instrumentation and textures. Using this to, plan and create their own EDM track. Skills: Students will learn how to create a build, drop, breakdown, mix out as well as layering the tracks and adding/changing sampled songs.	
3 and 4	Time Lapse/ Time Lapse sequencing	Knowledge: To understand music of the 20 th century with a focus on Minimalism, with the opportunity to revisit prior learning about classical music structures and conventions to develop understanding of music history and the style of Michael Nyman. Skills: to perform as an ensemble, to compose in pastiche of Michael Nyman's style, to understand the features of minimalist music and where features of earlier music are re-used. Students will also learn to sequence given parts using technology and then have the opportunity to compose their own musical ideas and develop their own arrangement of Time Lapse.	Performance/composition Sequencing/using music technology Listening/extended writing
5 and 6	Film Music	Knowledge: Students will develop their knowledge of the purpose of film music and the decisions and challenges a composer of film music faces. Leitmotifs are an important aspect of film music and pupils explore how composers have used these to represent certain characters/situations and environments. Students will learn how (through the manipulation of the elements of music) motifs can be changed to suit different on-screen situations. Skills: Students will compose and perform film music, using both classroom instruments and music technology.	



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