MUSIC CURRICULUM MAP

THE BIG IDEAS:

What are the ‘big ideas ‘ in your subject? List them and think about when you will deliver them and how you will teach them.

Will a trip be necessary?

1 Music Theory - all year groups: note value & identification, musical terminology, score reading etc.
2 The Elements of Music - all year groups: Pitch, Melody, Rhythm etc.
3 Listening Skills: instrument identification, structure identification, etc
4 Performance Skills: technical skills, tone quality, fluency, etc
5 Composition Skills: idea generation, idea development, notation methods, etc.
6 Appraisal Skills: description & analysis of musical engagement

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY SKILLS	**All skills with a focus on The Elements of Music**	**All skills with a focus on Music Theory**	**All skills with a focus on Listening**	**All skills with a focus on Performance**	**All skills with a focus on Composition**	**All skills with a focus on Appraisal**
YEAR 7	**1.What Makes a Good Song?** Describe how riffs, structure, lyrics & melody are used in songs; perform parts of well known songs; compose simple riffs, melodies & lyrics.	**2.Latin Beat** Identify features of Latin American music aurally; maintain an instrumental part in a performance; contribute effectively to a group composition.	**3.Folk Tradition** Perform simple melodies from a range of notations; show awareness of different types of scales; contribute to a group performance by choosing parts.	**4.Rhythms of the Nile** Show awareness of their role in an ensemble performance; improvise & compose syncopated rhythms & melodies; describe & compare features of Egyptian music.	**5.Medieval Music** Compose their own medieval-style piece; analyse and compare features of medieval music using key vocabulary; refine and evaluate their work.	**6.Impressionism** Understand that a chord played in a particular spacing creates a distinctive effect; know how to space a chord or use a cluster to enhance an effect or mood.
YEAR 8	**1.Reggae** Participate in group arrangement tasks using a variety of notations; arrange pitches and rhythm patterns to show understanding of texture, pitch, duration and harmony.	**2.Making Connections** Explore relationships between sounds and show awareness of how different parts fit together; perform by ear and show awareness of other performers in an ensemble; improvise melodic and rhythmic phrases as part of a group.	**3.Going Solo** Explore the use of musical devices; perform independent parts from notation and memory and show awareness of their own contribution; analyse and compare the musical features of a variety of solo extracts.	**4.Jazz Improvisations** Improvise melodies and rhythms within given structures; analyse and compare the musical features of a variety of Jazz Music; create and perform call and response sequences keeping to a modal framework.	**5. Night Music** Explore the use of musical devices and how music reflects time and place; perform significant parts from notations and memory; suggest improvements to their own and others'work.	**6.British Film Music** Understand that a chord played in a particular spacing creates a distinctive effect; know how to space a chord or use a cluster to enhance an effect or mood.

YEAR 9	**1.Chords into Jazz** Identify and appraise the use of chords in a variety of jazz music; improvise using the blues scale; Compose a piece of jazz that uses primary chords, added note chords, seventh chords and improvisation sections.	**2.From Transylvania to the Balkans** Perform an independent part in a piece of music; recognise and discuss the use of ornaments; compose a piece of music using features of Balkan music; appraise and identify strengths and weaknesses in their own or others' work.	**3.Improvisation vs Organisation** Improvise on the notes of the D minor scale; compose, perform and improvise on an Indian raga; identify similarities and differences between Baroque organ toccatas and Indian ragas.	**4.Polyrhythm Into Minimalism** Perform a cyclic rhythm as part of a class polyrhythmic texture; perform the melody and harmony parts accurately and with a sense of rhythm; compose a minimalist piece using a melodic motif; organise the structure of the piece.	**5.Music for Special Occasions** Compose a two-part fanfare using the notes of the harmonic series; compare and contrast the features in music used for weddings and funerals; take part in a class performance; compose their own special occasion music.	**6.Making Arrangements** Compose a set of musical variations on a theme using different musical devices and elements; compare and create arrangements of a popular song; plan, organise and perform as part of a group in an end of key stage concert.
YEAR 10	Identify and describe key musical elements, analyse their use in context, apply this understanding to practical exercises, compose complex pieces, develop performance skills, and evaluate progress to set improvement goals.	Identify and describe key musical elements, analyse their function, apply this knowledge in practical tasks, compose more complex pieces, prepare and refine performances, and evaluate your progress for improvement.	Identify and describe key concepts within AoS1 Western Classical Music, analyse study piece and connect theory with practice, study classical forms, compose original pieces with varied texture, record and evaluate performances, and set goals for improvement.	Identify and describe key concepts of AoS2 - Popular Music, analyse the study piece, apply this understanding to compositions, gather ideas for independent work, refine performances based on feedback, and evaluate progress to guide further practice.	Identify and describe key concepts in AoS3 - Traditional Music, apply this understanding to exam preparation and listening questions, begin free compositions, plan and record solo and ensemble performances, and evaluate recordings and compositions to set improvement targets.	Identify and describe concepts in the Study pieces, apply musical language to listening and compositions, analyse and refine responses, develop free compositions with an audio track and guide, record performances for feedback, and evaluate progress to refine the portfolio and set improvement targets.

YEAR 11	Understand AoS4 Traditional Music with technical language, apply this knowledge to composition briefs, guide students in selecting and developing their briefs, choose and prepare final performance pieces, and evaluate and refine both compositions and performances based on feedback and set improvement goals.	Understand and finalise all study areas and pieces, apply compositional skills to meet briefs, refine compositions with feedback, prepare and organise performances with required logistics, and evaluate progress to set goals for further development.	Revise and consolidate understanding of study materials, complete compositions to meet briefs, submit drafts for feedback, prepare and refine recordings, and evaluate and adjust work to meet submission standards.	Revise and consolidate study materials, finalise compositions to exceed three minutes, prepare for performance reviews and submission, apply feedback to refine work, and ensure all compositions and recordings meet assessment criteria.	Revision for exam in the last few weeks.