


# Curriculum Map - Music (Performing / Composing / Appraising / Listening)



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 7	<p><b>The Developing Musician 1 - Exploring the Voice(Performing/Appraising)</b></p> <p><b>BQ: How can we, as musicians, consistently use our voices when singing</b></p> <p><b>Powerful knowledge</b></p> <p>What is Dynamics and Duration? and how can it be identified? What is Rhythm and how can it be identified? What is Structure and how can it be identified? What is Metre/Melody and how can it be identified? What is Instrumentation and how can it be identified? What is harmony and how is it identified?</p> <p><b>Notation</b></p> <ul style="list-style-type: none"><li>- Notation recognition (EGBDF / FACE)</li><li>- Note Lengths recognition (Crotchets / Dotted Crotchets / Quavers / Semibreves / Minims</li><li>- Vocal Range (SATB)</li><li>- Clefs identification through sight(Treble)</li><li>- Elements of Music identification (DRSMITH)</li><li>- Phrasing</li><li>- 3 / 4 part harmony</li><li>- Rounds</li><li>- Warm Up</li></ul> <p><b>End Point:</b> Assessed singing performance / written AP</p>	<p><b>The Developing Musician 2 - Keyboard/Ukulele (Performing/Appraising)</b></p> <p><b>BQ: What skills do we need to be able to develop as keyboard / Ukulele players?</b></p> <p><b>Powerful Knowledge</b></p> <p>How to play the instrument using correct posture How to play instrument using the correct technique How to play short pieces of music reading notation and chord charts Investigation of the instruments</p> <p><b>Notation</b></p> <ul style="list-style-type: none"><li>- Notation recognition (EGBDF / FACE)</li><li>- Note Lengths recognition (Crotchets / Dotted Crotchets / Quavers / Semibreves / Minims</li><li>- Clefs identification through sight (Treble)</li><li>- Elements of Music identification (DRSMITH)</li><li>- Phrasing</li><li>- Texture</li></ul> <p><b>End Point:</b> Assessed instrumental performance / written AP</p> <p><b>By the end of this unit, Students should have performed a piece of music on the Keyboard using, at least, their right hand</b></p>	<p><b>The Developing Musician 3 - World Music (Performing/Composing/Appraising)</b></p> <p><b>BQ: How is music used in different cultures?</b></p> <p><b>Powerful Knowledge</b></p> <p>How is music important within different cultures? How are different Instruments played in different cultures? What is the importance of some of these instruments within these cultures? How to identify features from pieces of music from different cultures (<b>Gamelan / Indian Classical / Samba</b>)</p> <p><b>Notation</b></p> <ul style="list-style-type: none"><li>- Identifying simple rhythmic patterns</li><li>- Texture (Monophonic/Homophonic/Polyphonic)</li><li>- How different instrumental music is transcribed</li><li>- Time Signatures (3/4 and 4/4)</li><li>- Elements of Music identification (DRSMITH)</li></ul> <p><b>End Point:</b> Assessed instrumental performance / written AP</p> <p><b>By the end of this unit, Students should have performed using percussive instruments from various cultures</b></p> <p><b>During this unit, students will gain experience of playing either emulations, or real examples of instruments from</b></p>			

	<p><b>By the end of this unit,</b> Students should have to perform as part of an ensemble and independently.</p> <p><b>During this unit,</b> Students should be developing their knowledge of how the voice works and key skills in ensuring good performance skills. They also should start to develop the ability to identify good performance points</p> <p><b>Links to KS2/previous units:</b></p> <ul style="list-style-type: none"> <li>- Singing musically with increasing confidence, fluency and control,</li> <li>- Playing and performing in solo and ensemble contexts.</li> </ul>		<p><b>During this unit,</b> students will gain experience in playing two dissimilar instruments, analysing different pieces and identifying methods of playing them effectively and efficiently. They will also be given opportunities to identify good performance skills</p> <p><b>Links to KS2/previous units:</b></p> <ul style="list-style-type: none"> <li>- Playing and performing in solo and ensemble contexts.</li> </ul>		<p>different cultures around the world. They will also learn religious and/or cultural significance and will develop their compositional skills.</p> <p><b>Links to KS2/previous units:</b></p> <ul style="list-style-type: none"> <li>- Playing and performing in ensemble contexts.</li> </ul>	
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2

Year 8	<p><b>The Evolving Musician 1- Keyboard (Performing/Appraising)</b></p> <p><b>BQ: What skills do we need to be able to evolve as keyboard players?</b></p> <p><b>Powerful Knowledge</b>  How to play the instrument using correct posture  How to play instrument using the correct technique  How to play longer pieces of music reading notation and chord  Instrument investigation recap</p> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>- Notation recognition (EGBDF / FACE / GBDFA / ACEG )</li> <li>- Note Lengths recognition (Crotchets / Dotted Crotchets / Quavers / Semibreves / Minims</li> <li>- Clefs identification through sight (Treble / Bass)</li> <li>- Elements of Music identification (DRSMITH)</li> <li>- Phrasing</li> <li>- Texture</li> </ul> <p><b>End Point:</b> Assessed instrumental performance / written AP</p> <p><b>By the end of this unit,</b> Students should have performed a piece of music independently on the Keyboard.</p> <p><b>During this unit,</b> students will have regained and evolved their skills in playing Keyboard. They will have opportunities develop their knowledge of Bass clef and to play longer pieces using both hands</p> <p><b>Links to KS2/previous units:</b></p>	<p><b>The Evolving Musician 2 - Blues (Performing/Appraising)</b></p> <p><b>BQ: How and why is 12 Bar Blues relevant still to this day?</b></p> <p><b>Powerful Knowledge</b>  History Of The Blues - American Slavery  12 Bar Blues</p> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>- Notation recognition (EGBDF / FACE / GBDFA / ACEG )</li> <li>- Note Lengths recognition (Crotchets / Dotted Crotchets / Quavers / Semibreves / Minims</li> <li>- Clefs identification through sight (Treble / Bass)</li> <li>- Elements of Music identification (DRSMITH)</li> <li>- Phrasing (Swung rhythms)</li> <li>- Texture</li> <li>- Scales (Improvisation)</li> <li>- Staccato/Legato</li> </ul> <p><b>End Point:</b> Assessed instrumental performance / written AP</p> <p><b>By the end of this unit,</b> Students should have performed 12 Bar Blues on the Keyboard independently or as an ensemble.</p> <p><b>During this unit,</b> students will have regained and evolved their skills in playing Keyboard or their instruments (should they take peripatetic lessons). They will have opportunities to develop their knowledge of the history of Blues music.</p> <p><b>Links to KS2/previous units:</b></p> <ul style="list-style-type: none"> <li>- Playing and performing in solo and ensemble contexts.</li> </ul>	<p><b>The Evolving Musician 3 - Composition: Theme and Variation (Composing/Performing/Appraising)</b></p> <p><b>BQ: How does varying a theme keep music interesting to a listener?</b></p> <p><b>Powerful Knowledge</b>  What is the 'theme' within a piece of music and how do I compose one?  What is a 'variation' and how can it be utilised to keep the music interesting?</p> <p><b>Notation</b></p> <ul style="list-style-type: none"> <li>- Notation recognition (EGBDF / FACE / GBDFA / ACEG )</li> <li>- Note Lengths recognition (Crotchets / Dotted Crotchets / Quavers / Semibreves / Minims</li> <li>- Clefs identification through sight (Treble / Bass)</li> <li>- Elements of Music identification (DRSMITH)</li> <li>- Phrasing Texture</li> </ul> <p><b>End Point:</b> Assessed composition</p> <p><b>By the end of this unit,</b> Students should have composed and performed</p>	<p><b>The Evolving Musician 4 - Music Technology (Production)</b></p> <p><b>BQ: how has music technology changed music over the years</b></p> <p><b>Powerful Knowledge</b>  Different examples of music technology  How to arrange audio samples  What is done in the industry currently (producing, mixing and mastering music)</p> <p><b>Notation</b></p> <p>Understanding DAWs  Recognising lengths of samples and cells  Identifying correct BPMs  Identifying genres of music through elements of music</p> <p><b>End Point:</b> Assessed piece of music on </p> <p><b>By the end of this unit,</b> Students should have arranged a composition within a genre of music.</p>
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	<ul style="list-style-type: none"> <li>- Playing and performing in solo and ensemble contexts.</li> <li>- Developing skills from Year 7 Keyboard unit</li> </ul>	<ul style="list-style-type: none"> <li>- Utilising knowledge from both keyboard units</li> </ul>	<p>their example of Theme and Variation.</p> <p><b>During this unit</b>, students will develop their understanding of how small melodic ideas are formed and altered to preserve interest within a piece of music.</p> <p><b>Links to KS2/previous units:</b></p>	<p><b>During this unit</b>, students will develop their understanding of how music technology has made making music undoubtedly easy for beginners. They will begin to think about what producers/composers are thinking when making music.</p> <p><b>Links to KS2/previous units:</b></p>
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Year 9	<p><b>The Innovative Musician 1 - Musical Eras (Appraising)</b></p> <p><b>BQ:</b></p> <p><b>Powerful Knowledge:</b> How have instruments developed over the years? Composers from different eras and their innovative ideas implemented <i>How musical elements were implemented to develop a style or identifiable features</i></p> <p><b>End Point: Written AP</b></p> <p><i>By the end of the unit</i></p> <p><b>During this unit</b>, students should be immersing themselves within eras of music from the past, understanding implications leading to the development of these periods</p> <p><b>Links to KS2/previous units:</b></p>	<p><b>The Innovative Musician 2 - Music Technology (Composing/Performing)</b></p> <p><b>BQ:</b> How has music technology changed music over the years?</p> <p><b>Powerful Knowledge:</b> Different examples of music technology Focus on editing audio (producing, mixing and mastering music)</p> <p><b>End Point:</b> An improved piece of music from MT unit in Year 8 / Written AP</p> <p><b>By the end of the unit</b>, students should be confident in explaining, analysing and editing using the DAW</p> <p><i>During this unit, students will be focussing on how to edit and improve the quality and interest of short melodic phrases arranged by them in a previous unit.</i></p> <p><b>Links to KS2/previous units:</b></p>	<p><b>The Innovative Musician 3 - Band Skills (Performing/Appraising)</b></p> <p><b>BQ:</b> How is each band member's role important to the success of their group?</p> <p><b>Powerful Knowledge:</b> Contemporary Songs Use of musical elements within music Dynamics F/P/Mf/Mp Tempo Articulation Phrasing Expression Band/ensemble set-up One ledger line</p> <p><b>End Point:</b> Assessed ensemble performance / Written AP</p> <p><b>By the end of the unit, students should have performed in an ensemble</b></p> <p><b>During this unit</b>, students should develop a critical understanding of each band member's role within a group. They will look at the different methods each instrumentalist will use to keep the audience engaged and informed.</p> <p><b>Links to KS2/previous units:</b></p>
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