



# MUSIC CURRICULUM MAP

**TRIAL EXAMS**

Performance: Y11 'Spring Soirée'

**EXAMS**

**FURTHER STUDY**

- Music Performance • Music Composition • Musicology • Music Technology • Production • Sound Design • Education • Journalism • Theatre • Business

**CAREER PATHS**

- Performer • Band Musician • Songwriter / Composer • Musical Director • DJ • Producer • Recording Engineer • Studio Engineer • Mastering Engineer • Session Musician • Tour Manager • Instrument Technician • Roadie • Merchandiser • Promoter • A&R • Radio DJ/Producer • Music Journalist • Music Therapist • Teacher

**SKILLS**

- Instrumental Skills • Performing Skills • Composing Skills • Listening Skills • Analysis • Confidence • Communication • Cultural Understanding • Expression • Evaluation • Music Literacy/Notation • Organisation • Research • Patience • Resilience • Creativity

**INTEREST**

Experience & develop a love for music through a breadth of musical genre and style whilst growing overall musical understanding. This is experienced through musical thinking (knowledge) and music making (skills).

**Component 1: Areas of Study Revision**

**NEA: Finalising 'My Music'**

**NEA Deadline**

**Study Pieces Revision**

**Component 1: Understanding Music Revision**

Performance: Y11 'Spring Soirée'

Performance: Christmas Concert & LCM Exams

**End of Year Assessment**

**YEAR 11**

NEA: 'My Music' Free Composition Solo Performance

Area of Study 3: Traditional Music

Area of Study 4: Western Classical Tradition Since 1910

Area of Study 1: Western Classical Tradition 1650-1910

Set Study – Beethoven's Symphony No.1 in C



Rehearsals - The 'Big Show'!



**Options**



**End of Year Assessment**

Solo & Ensemble Performances

Performance: Christmas Concert & LCM Exams



MAD TSHIRT: The Musical Elements

Area of Study 2: Popular Music

Set Study – Queen – 3 tracks



**Floor Fillers**

**Fusions**

**Just Play! Icons**

**Cover Version**

**YEAR 10**

**End of Year Assessment**



Rehearsals - The 'Big Show'!



**Chart Topper!**

**Offbeat**

**YEAR 9**

**SOUNDTRACKS**

**VARIATIONS**

**Brilliant Broadway**



Performance: Chart Topper Competition

**End of Year Assessment**



Developing Music Literacy

**BUILDING BRICKS Part 2**

**Sonority City**

**hooks and riffs**

**YEAR 8**

**All That Jazz**

What Makes a Good Song?

Performance: Remembrance Service

ASK: What does music mean to you?

Rehearsals - The 'Big Show'!

**BUILDING BRICKS**

**Just Play & Find Your Voice!**

**Music & Me**

**YEAR 7**



**A01 PERFORMING MUSIC**  
Singing & Playing

**A02 COMPOSING MUSIC**  
Improvising & Creating

**A03 CRITICAL ENGAGEMENT APPRAISING MUSIC**  
Listening, Understanding, Analysing & SMSC



# KS3 MUSIC CURRICULUM MAP

INTEREST

## FURTHER STUDY

- Music Technology
- Music Performance
- Music Composition
- Musicology
- Music Production
- Sound Engineering
- Digital Music Technology
- Ethnomusicology
- Musical Theatre
- Music Journalism
- Popular Music
- Sound Design
- Music Education
- Music Business
- Conducting

## CAREER PATHS

- Performer
- Band Musician
- Songwriter / Composer
- Musical Director
- DJ
- Producer
- Recording Engineer
- Studio Engineer
- Mastering Engineer
- Session Musician
- Tour Manager
- Instrument Technician
- Roadie
- Merchandise
- Promoter
- A&R
- Radio DJ/Producer
- Music Journalist
- Music Therapist
- Teacher

## SKILLS

- Instrumental Skills
- Performing Skills
- Composing Skills
- Listening Skills
- Analysis
- Confidence
- Communication
- Cultural Understanding
- Expression
- Evaluation
- Music Literacy/Notation
- Organisation
- Research
- Patience
- Resilience
- Creativity

Experience & develop a love for music through a breadth of musical genre and style whilst growing overall musical understanding. This is experienced through musical thinking (knowledge) and music making (skills).

End of Year Assessment

### Cover Version

- What is a musical arrangement?
- How can you arrange a piece of music?
- How can you perform with increasing confidence & conviction in an ensemble?



**1** Composition – Creating structurally coherent music to a brief

### Chart Topper!

- How can you use the musical elements to create a successful song to a brief?

Performance Competition: Who Stole the Xmas No.1?



### Floor Fillers

- Why does music make you dance?
- How has dance music evolved?
- What musical devices are typical to dance music?

### Fusions

- How is music 'global'?
- How are different musical styles and genres inter-linked?

### Just Play! Icons

- How can you secure technical control and develop expression & interpretation whilst playing?
- How can you play using an increasing range of techniques and musical devices?

Performance: Playing in a Band demonstrating a highly secure level of technical control, expression & interpretation

End of Year Assessment



### Offbeat

- What is syncopation?
- How can you rehearse in an ensemble with increasing independence & success?

ASK: How can I use my knowledge and skills from previous units to apply to a composition?



A01  
A02  
A03  
A04  
YEAR 9

### SOUNDTRACKS

- How can music technology be used to create composition?
- How can you create an effective soundtrack utilising the musical elements?
- Why is there music in film/TV and media?
- What compositional techniques do film composers use?
- How can music create and manipulate mood/emotion?

Composition – Using musical devices to create imaginative ideas



### VARIATIONS

- Why is musical contrast important?
- How can you develop a melody?
- How did the great composers keep musical interest?

### What Makes a Good Song?

- What are primary and secondary chords?
- What is a popular song structure?
- How can the musical elements be used to create a 'good song'?

### Brilliant Broadway

- How can music 'tell a story'?
- What are extended chords?
- How can you develop ensemble performance skills?

Cross-curricular: The 'Arts'. Link: The 'Big Show'!

End of Year Assessment

ASK: Why is repetition important in music?

ASK: Why is tonal 'colour' important?



### All That Jazz

- Why is the Blues so significant?
- What are musical devices from the blues/jazz that are significant to composition?

A01  
A02  
A03  
A04  
YEAR 8

### hooks and riffs

- Why are hooks/riffs and ostinati significant?
- How can musical compositions be built upon hooks/riffs and ostinati?
- How can hooks/riffs develop texture?

### Sonority City

- What is timbre and sonority? How can you identify timbre/sonority when listening?
- How can timbre develop musical expression?

Developing technical control (accuracy)

Thinking musically – applying the musical elements

### Just Play!

- How can you develop keyboard and vocal technical control?
- What is a 'brilliant' posture?
- What are musical notations?

Vocal Performance: Remembrance Service



An introduction to music and fundamental knowledge & skills. Finding out what you know and prior experiences

### Music & Me

- What are your musical experiences?
- What are your current musical skills and knowledge?
- How can you develop playing and ensemble skills?

A01  
A02  
A03  
A04  
YEAR 7

### BUILDING BRICKS

- How can I 'notate' music? Why is this important?
- How can I perform music whilst considering musical elements?
- How can I use technology to record music?

Developing technical control (accuracy)

### Find Your Voice!

A01

PERFORMING MUSIC

Singing & Playing

A02

COMPOSING MUSIC

Improvising & Creating

A03

CRITICAL ENGAGEMENT APPRAISING MUSIC

Listening, Understanding, Analysing & SMSC

A04





# KS4 MUSIC CURRICULUM MAP

## FURTHER STUDY

## CAREER PATHS

## SKILLS

## INTEREST

Music • Music Technology • Music Performance • Music Composition • Musicology • Music Production • Sound Engineering • Digital Music Technology • Ethnomusicology • Musical Theatre • Music Journalism • Popular Music • Sound Design • Music Education • Music Business • Conducting

Performer • Band Musician • Songwriter / Composer • Musical Director • DJ • Producer • Recording Engineer • Studio Engineer • Mastering Engineer • Session Musician • Tour Manager • Instrument Technician • Roadie • Merchandiser • Promoter • A&R • Radio DJ/Producer • Music Journalist • Music Therapist • Teacher

Instrumental Skills • Performing Skills • Composing Skills • Listening Skills • Analysis • Confidence • Communication • Cultural Understanding • Expression • Evaluation • Music Literacy/Notation • Organisation • Research • Patience • Resilience • Creativity

Experience & develop a love for music through a breadth of musical genre and style whilst growing overall musical understanding. This is experienced through musical thinking (knowledge) and music making (skills).



Further Study – A Level Music/Music Technology, Level 3 BTEC Music...

## EXAMS

### Component 1: Understanding Music Revision

- Unfamiliar Listening – Contextual Understanding
- What musical devices and features are typical to the Areas of Study?
- Musical Terminology
- Cadences, Intervals, Melodic & Rhythmic Dictation, Phrasing
- Exam Technique & Misconceptions

### NEA Final Deadline & Submission

#### Study Pieces Revision

- NEA Submission – CRFs
- Mozart's *Clarinet Concerto* Revision
- Paul Simon's *Graceland* Revision

Component 2: Performance - Christmas Concert



## TRIAL EXAMS

Component 2: Performance - Y11 'Spring Soiree' (Solo & Ensemble Performance)

### NEA: 'My Music'

- Completing Composition to a Brief
- Developing Musical Ideas
- Scores
- Programme Notes
- Solo/Ensemble Performance

### Component 1: Areas of Study Revision

- Unfamiliar Listening – Contextual Understanding
- What musical devices and features are typical to the Areas of Study?
- Musical Terminology
- Cadences, Intervals, Melodic & Rhythmic Dictation, Phrasing

### NEA: Finalising 'My Music'

- NEA Completion
- Performance Scores & Recordings (Solo & Ensemble)
- Composition Recordings, Scores & Programme Notes (Free & Brief)

## TRIAL EXAMS

Component 2: Performance - Solo and Ensemble Performance

### NEA: Composition

- Completing Free Composition
- Composition to a Brief (Released 15<sup>th</sup> September)
- Completing Composition Logs
- Creating Music from the Musical Elements

A01  
A02  
A03  
A04

**YEAR 11**

### NEA: 'My Music'

- Preparing for Free Composition – A Toolkit
- Deciding on Intentions - Writing a Compositional Brief
- Free Composition (Component 3)
- Solo/Ensemble Performance (Component 2)

### Area of Study 3: Traditional Music

- Blues Music from 1920-1950
- Fusion Music incorporating African and/or Caribbean Music
- Contemporary Latin American Music
- Contemporary Folk Music of the British Isles

Component 2: Performance - Christmas Concert

### Component 1: Understanding Music

### Area of Study 2: Popular Music

- Music of Broadway: 1950s-1990s
- Rock Music of the 1960s and 1970s
- Film and Computer Gaming Music 1990s – Present
- Pop Music 1990s – Present
- Playing & Performing Popular Music
- Set Study – Queen's 'Bohemian Rhapsody', 'Love of My Life' & 'Seven Seas of Rhye'

### Area of Study 1: Western Classical Tradition 1650-1910

- Set Study – Beethoven's 'Symphony No.1 in C'
- The Coronation Anthems & Oratorio's of Handel
- The Orchestra Music of Haydn, Mozart and Beethoven
- The Piano Music of Chopin & Schumann
- The Requiem of the Late Romantic Period

### Area of Study 4: Western Classical Tradition Since 1910

- The Orchestral Music of Copland
- British Music of Arnold, Britten, Maxwell-Davies & Tavener
- The Orchestral Music of Zoltán Kodály and Béla Bartók
- Minimalist Music of John Adams, Steve Reich & Terry Riley
- Composing Minimalist Music

Component 1: Understanding Music – Deepening Knowledge of the Musical Elements

### MAD TSHIRT: The Musical Elements

- What musical devices and terms are common to each musical element?
- Identifying and Describing musical elements aurally
- Analysing music using musical terminology
- How to Listen – Active Listening Skills

A01  
A02  
A03  
A04

**YEAR 10**



**A01**  
**PERFORMING MUSIC**  
Singing & Playing

**A02**  
**COMPOSING MUSIC**  
Improvising & Creating

**A03**  
**MUSICAL KNOWLEDGE APPRAISING MUSIC**  
Critical Engagement & SMSC

**A04**