

Year 7 MUSIC Curriculum Map - Developing your internal pulse

Term	Topic/Unit title	Essential knowledge and skills (what students should <i>know, understand and be able to do</i> by the end of the unit/topic)	
Autumn	<p>Rhythm and Ensemble Skills:</p> <p>Body percussion, chair drumming, Beat boxing</p> <p>Box notation, rhythm notation</p> <p>Working with: whole, half, quarter, eighth and sixteenth notes</p> <p>Baseline Test at the start of the Autumn term.</p> <p>Ukulele Skills 1:</p> <p>Intro to holding the instrument and expectations of whole class instrument etiquette</p> <p>C and Am ‘just play’ with focus on good rhythm and maintaining a pulse</p>	<p align="center">Performing Rhythm</p> <p>To be able to accurately read rhythm notation and translate this to sound through body percussion/ drumming</p>	<p>Keeping the pulse</p> <hr/> <p>Working as a team, listening to each other and keeping time</p>
		<p align="center">Performing - Ukulele</p> <p>To be able to perform confidently on ukulele using simple one finger chords with some simple strumming and read ukulele chord charts effectively</p>	<p>Posture - Holding the instrument correctly with a good hand position</p> <hr/> <p>Accurately fret the chords and play in time with the pulse with fluent chord changes (C and Am)</p>
		<p align="center">Composition</p> <p>To be able to create and write rhythms using box notation</p>	<p>Using box notation to create a rhythm</p>
		<p align="center">Singing</p>	<p>Using your voice, sing as part of an ensemble and building a structured performance</p>

	Introduce the concept of a chord	<p>Listening/ Musical knowledge</p> <p>To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played at a basic level</p>	<p>Identify note durations and names (US terms) - whole, half, quarter, eighth, sixteenth note</p>
			<p>Recall and use tier 3 vocabulary to describe music during listening exercises:</p> <p>Rhythm, dynamics, tempo, texture, harmony, major, minor, chord 4/4, duration - quarter, eighth, sixteenth notes</p> <p>Instrumentation: drum kit, kick, snare, hi hat, percussion, ukulele, string names, frets</p>
Spring	<p>African Music:</p> <p>Ensemble playing using djembes</p> <p>Students will use box notation to create polyrhythmic performances as a whole class and in a small group. They will be encouraged to consider the structure of their performance and compose their own rhythms to fit with the main groove</p> <p>Keyboard skills 1:</p> <p>Keyboard performance skills, notes on the stave and keyboard layout. Theory of intervals introduce</p>	<p>Performing Rhythm</p> <p>To be able to perform confidently and accurately as part of a djembe ensemble using semibreves, minims, crotchets and quavers</p>	<p>Keeping the pulse as part of an ensemble</p>
			<p>Working as a team to shape a performance with a clear structure - a count in, main groove, call and response and outro</p>
		<p>Performing Keyboard</p> <p>To be able to perform melodic music on the keyboard using the 5 finger technique and read basic treble clef notation</p>	<p>Accurately find 'C' and use the five finger technique</p>
			<p>Perform with fluency, a good sense of pulse and accurate note lengths</p>
		<p>Composition</p> <p>To be able to write rhythms using box notation and layer them for a djembe ensemble</p>	<p>Using box notation to create a rhythm and incorporate it into a structured performance</p>

		<p>Singing</p>	Using your voice, sing as part of an ensemble and building a structured performance with two independent parts
		<p>Listening/ Musical knowledge</p> <p>To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played at a basic level</p>	Identify notes on the staff and understand tone and semitone
			Identifying instruments of the orchestra
Summer	<p>DAW Skills 1:</p> <p>An introduction to sequencing and using loops.</p> <p>Students will learn to use a Digital Audio Workstation</p> <p>Mini projects revisiting skills of the year. Teacher led, focusing on the needs of the group, re-visiting misunderstandings in preparation for Y8</p>	<p>DAW Skills</p> <p>To be able to arrange a 'breakdown' section for an EDM piece using a DAW</p>	Navigating the DAW and using basic functions - copy and paste, loop, trim and adjusting track volume
			Understanding of the grid and piano roll layout of a DAW
		<p>Composition - Loop project</p> <p>To be able to arrange a 'breakdown' section for an EDM piece using a DAW</p>	Arrange a short EDM composition using loops
		<p>Singing</p>	Using your voice, sing as part of an ensemble and building a structured performance with two independent parts
		<p>Listening/ Musical knowledge</p> <p>To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played at a basic level</p>	Recall and use tier 3 vocabulary to describe music during listening exercises
			Identify the key features of EDM music which form its texture

Year 8 MUSIC Curriculum Map - Developing Your Ensemble Skills

Term	Topic/Unit title	Essential knowledge and skills (what students should <i>know, understand and be able to do</i> by the end of the unit/topic)	
Autumn	<p>DAW Skills 2 - Blinding Lights:</p> <p>Use a DAW to create the hook section of the song Blinding Lights. Using step input to create a drum pattern, hook and bass line</p> <p>Samba:</p> <p>Learn to play as a samba band. Following a master drummer to lead the ensemble and build a structure. This will be as a whole class and in small groups</p>	<p align="center">DAW Skills 2</p> <p>To be able to use a DAW to accurately sequence a piece of music containing several layers</p>	<p>Demonstrating effective use of copy and paste, note velocity, volume of layers, FX</p>
			<p>Use the piano roll to accurately input the notes for three different layers effectively working with the grid: whole, half, quarter, eighth and sixteenth note input</p>
		<p align="center">Performing Samba</p> <p>To be able to perform confidently and accurately as part of a samba ensemble</p>	<p>Keeping the pulse</p>
			<p>Working as a team, listening to each other and structuring an effective performance</p>
		<p align="center">Composition Samba</p>	<p>Write a call and response section for a samba performance</p>
		<p align="center">Blinding Lights arranging</p>	<p>Develop a sequenced arrangement of Blinding Lights</p>
		<p align="center">Singing</p>	<p>Sing as part of an ensemble, in tune and adding expression to their performance</p>
		<p align="center">Listening/ Musical knowledge</p> <p>To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played. This will build on Y7 listening skills and extend musical vocabulary</p>	<p>Identify musical textures and articulation</p>
	<p>Accurately use keywords to describe music in listening tasks</p>		

Spring	Blues/ Keyboard skills 2: Learning to play the 12 Bar Blues chord progression focussing on Keyboard and ukulele skills, Introduction to the primary chords I, IV and V Students will explore the use of swing rhythms, added 6ths and 7ths, Experimenting with improvisation using the blues scale and working with melody	Performing The Blues - Ukulele	Posture - Holding the instrument correctly with a good hand position
		To be able to perform confidently as part of an ensemble, playing simple chord progressions and experimenting with strumming patterns/ rhythmic expressions appropriate to the style. Possibly using other instruments if students have prior experience	Accurately fret the chords and play in time with the pulse with fluent chord changes (C,F and G)
	Minimalism: Learning to compose with short rhythmic cells/motifs using Minimalist techniques such as phase shifting, retrograde, additive melody, augmentation, diminution Revisit keyboard skills, reading notation and rehearsing some motivic phrases	Performing The Blues - Keyboard	Accurately find and play chords of 'C, F and G'. Use of a good hand position
		To be able to perform confidently as part of an ensemble, playing simple chord progressions and experimenting with rhythmic expressions appropriate to the style. Possibly using other instruments if students have prior experience	Playing a melody line and improvising
			Perform with fluency, a good sense of pulse and accurate note lengths
	Composition - Minimalism	Use a DAW to compose a Minimalist composition	
	To be able to accurately read staff notation and use it to compose a minimalist piece of music		
Singing	Sing as part of an ensemble with some simple harmony parts		
Listening/ Musical knowledge To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played. This will build on Y7 listening skills and extend their musical vocabulary	Identifying notes on the stave and using primary chords		
	Identifying the building blocks of a 12 bar blues		

Summer	Rock N Roll: Performing 3 chord songs with faster moving chord progressions in small groups Basic transposition of primary chords to different keys Ukuleles - Learn to read tab Learn to play a song to accompany a singer Mini projects revisiting skills of the year. Teacher led, focusing on the needs of the group, re-visiting misunderstandings in preparation for Y9	Performing Rock 'N' Roll To contribute to the arrangement and delivery of a group performance of a piece of Rock 'N' Roll music	Keeping the pulse as part of an ensemble Working as a team to shape a performance with a clear structure outlining a Rock N Roll song
		Performing Ukulele	Learn to read tablature and play a melodic line
		Singing	Sing as part of a small group with some simple harmony parts
		Listening/ Musical knowledge To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played. This will build on Y7 listening skills and extend musical vocabulary	Chord theory Identifying the key features of Rock 'N' Roll and acoustic/ electric instruments

Year 9 MUSIC Curriculum Map - Becoming an Artist

Term	Topic/Unit title	Essential knowledge and skills (what students should <i>know, understand and be able to do</i> by the end of the unit/topic)	
Autumn	<p>Band Skills - 4 chord song:</p> <p>Using the performance skills built throughout KS3 students will prepare to perform at least 1 song (I'm Yours) in a small ensemble using a variety of instruments and voices</p> <p>Developing an understanding of the chord progression I,V,vi,IV. Transposing this to new keys and playing a variety of songs using this sequence</p> <p>Film Music:</p> <p>Exploring how music creates an atmosphere in support of on screen action. Exploring different techniques such as: leitmotif, drone notes, ostinato, dissonance</p> <p>Developing a deeper understanding of the Instruments of the orchestra and the ability to describe they music they are hearing.</p>	<p>Ensemble performing - 4 chord songs</p> <p align="center">Ukulele/ Guitar</p>	<p>Posture - Holding the instrument correctly with a good hand position</p> <hr/> <p>Accurately fret the chords and play in time with the pulse with fluent chord changes (C,G, Am and F/ G, D, Em and C)</p>
		<p>Ensemble performing - 4 chord songs</p> <p align="center">Keyboard</p>	<p>Accurately find and play chords of C,G, Am and F/ G, D, Em and C Use of a good hand position</p> <hr/> <p>Perform with fluency, a good sense of pulse and successfully perform as part of a group</p>
		<p align="center">Composition</p> <p align="center">Film/ Computer Game music</p>	<p>Use a DAW to compose an ostinato</p> <hr/> <p>Use a DAW to compose a tense atmosphere using ostinato, drones and dissonance</p> <hr/> <p>Use a DAW to compose a leitmotif for a film character</p>

		Singing	Whole class singing and small group backing vocals
			Lead vocals in small group performance
		Listening/ Musical knowledge	Understanding and using chord inversions
		To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played. This will build on Y8 listening skills and extend musical vocabulary	Using roman numerals to discuss chord theory and transposing chord progressions into different keys Identifying instruments of the orchestra and tempo of the music
Spring	Keyboard skills 3/ ukulele skills Revisiting practical skills which have been developed throughout KS3 and rehearsing two solo performances to showcase their skills. One on an instrument of their choosing and one technical study on the keyboard. Students research the piece they choose to perform and attempt to find the materials needed for them to achieve a performance Reggae/ Song writing Study the song 'Three Little Birds' to inspire a song writing project Writing chord progressions, adding bass lines and melody with lyrics	Solo Instrument skills	Accurate tuning, good technical control and fluent performance
		To be able to perform confidently with accuracy and fluency	Adding musical detail to a performance and shaping the performance using appropriate musical elements
		Keyboard - technical study	Accurate reading of notation, good technical control and fluent performance
		To be able to perform confidently with accuracy and fluency	Adding musical detail to a performance and shaping the performance using appropriate dynamics and articulation
		Composition	Writing a successful chord progression
		To be able to build an effective chord progression using both major and minor chords, support this with a bass line and compose an appropriate melody	Writing a melody line and appropriate lyrics

		<p>Listening/ Musical knowledge</p> <p>To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played. This will build on Y8 listening skills and extend musical vocabulary</p>	<p>Recall and use tier 3 vocabulary to describe music during listening exercises</p>
			<p>7th chords</p>
Summer	<p>DAW 3 - EDM:</p> <p>Performing and composing successful riffs/hooks</p> <p>Building a texture of chords, hook, bassline, drums to create an EDM composition</p> <p>Mini projects revisiting skills of the year. Teacher led, focusing on the needs of the group, re-visiting misunderstandings</p>	<p>DAW Skills</p> <p>EDM</p>	<p>Navigating the DAW - inputting notes using step and live input, using copy and paste, track volume and FX</p>
			<p>MIDI editing - editing note lengths, note velocity and automation</p>
		<p>Composition</p> <p>To develop an EDM texture consisting of several layers which is suitable to the style</p>	<p>Programme a drum rhythm</p>
			<p>Write a chord progression and bass line</p>
			<p>Write a suitable hook line using a given set of notes</p>
		<p>Singing</p>	<p>Class performance of a piece of music which contains two harmonies</p>
		<p>Listening/ Musical knowledge</p> <p>To be able to engage in critical listening, use musical terms to describe what is heard and appraise the music being played. This will build on Y8 listening skills and extend musical vocabulary</p>	<p>Recall and use tier 3 vocabulary to describe music during listening exercises</p>
	<p>Identify the key features of EDM music which form its texture</p>		
	<p>Understanding and using chord inversions</p>		