Year 7 MUSIC Curriculum Map - Developing your internal pulse

*NB - Some units may be taught in a different order to some classes as timetabling may bring limitations on the availability of resources

Term	Topic/Unit title	Essential knowledge and skills (what students should *know, understand and be able to do* by the end of the unit/topic)	
Autumn	**Rhythm and Ensemble Skills:** Body percussion, chair drumming, Beat boxing Box notation, rhythm notation Working with: whole, half, quarter, eighth and sixteenth notes **Ukulele Skills 1:** Intro to holding the instrument and expectations of whole class instrument etiquette C and Am 'just play' with focus on good rhythm and maintaining a pulse Introduce the concept of a chord	**Performing Rhythm** To be able to accurately read rhythm notation and translate this to sound through body percussion/ drumming	Keeping the pulse
			Working as a team, listening to each other and keeping time
		Performing - Ukulele To be able to perform confidently on ukulele using simple one finger chords with some simple strumming and read ukulele chord charts effectively	Posture - Holding the instrument correctly with a good hand position
			Accurately fret the chords and play in time with the pulse with fluent chord changes (C, Am and F)
		Composition To be able to create and write rhythms using box notation	Using box notation to create a rhythm
		Singing	Using your voice, sing as part of an ensemble and building a structured performance
		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 at a basic level	Identify note durations and names (US terms) - whole, half, quarter, eighth, sixteenth note Recall and use tier 3 vocabulary to describe music during listening exercises: Rhythm, dynamics, tempo, texture, harmony, major, minor, chord 4/4, duration - whole, half, quarter, eighth, sixteenth notes

			Instrumentation: drum kit, kick, snare, hi hat, percussion, ukulele, string names, frets
Spring	**African Music:** Ensemble playing using djembes 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 **Keyboard skills 1:** Keyboard performance skills, notes on the stave and keyboard layout. Theory of intervals introduce	**Performing Rhythm** To be able to perform confidently and accurately as part of a djembe ensemble using; whole, half, quarter, eighth notes	Keeping the pulse as part of an ensemble
			Working as a team to shape a performance with a clear structure - a count in, main groove, call and response and outro
		Performing Keyboard To be able to perform melodic music on the keyboard using the 5 finger technique and read basic treble clef notation	Accurately find 'C' and use the five finger technique
			Perform with fluency, a good sense of pulse and accurate note lengths
		Composition To be able to write rhythms using box notation and layer them for a djembe ensemble	Using box notation to create a rhythm and incorporate it into a structured performance
		Singing	Using your voice, sing as part of an ensemble and building a structured performance with two independent 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 at a basic level	Identify notes on the stave and understand tone and semitone
			Identifying instruments of the orchestra
Summer	**DAW Skills 1:** An introduction to sequencing and using loops.	**DAW Skills** To be able to arrange a 'breakdown' section	Navigating the DAW and using basic functions - copy and paste, loop, trim and adjusting track volume

	Students will learn to use a Digital Audio Workstation	for an EDM piece using a DAW	Understanding of the grid and piano roll layout of a DAW
	Mini projects revisiting skills of the year. Teacher led, focusing on the needs of the group, re-visiting misunderstandings in preparation for Y8	**Composition - Loop project** To be able to arrange a 'breakdown' section for an EDM piece using a DAW	Arrange a short EDM composition using loops
		Singing	Using your voice, sing as part of an ensemble and building a structured performance with two independent 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 at a basic level	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

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Term	Topic/Unit title	Essential knowledge and skills (what students should *know, understand and be able to do* by the end of the unit/topic)	
Autumn	**DAW Skills 2 - Blinding Lights:** 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 **Samba:** 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	**DAW Skills 2** To be able to use a DAW to accurately sequence a piece of music containing several layers	Demonstrating effective use of copy and paste, note velocity, volume of layers, FX
			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
		Performing Samba To be able to perform confidently and accurately as part of a samba ensemble	Keeping the pulse
			Working as a team, listening to each other and structuring an effective performance
		Composition Samba	Write a call and response section for a samba performance
		Blinding Lights arranging	Develop a sequenced arrangement of Blinding Lights
		Singing	Sing as part of an ensemble, in tune and adding expression to their performance
		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	Identify musical textures and articulation
			Accurately use keywords to describe music in listening tasks

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 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 - Ukulele** 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	Posture - Holding the instrument correctly with a good hand position
			Accurately fret the chords and play in time with the pulse with fluent chord changes (C,F and G)
		Performing The Blues - Keyboard To be able to confidently and fluently perform a simple chord progression, experimenting with rhythmic expressions appropriate to the style. To explore the use of bass notes and confidently perform a melody from written notation. Students will also explore the world or improvisation	Accurately find and play chords of 'C, F and G'. Use of a good hand position
			Playing a melody line from staff notation and improvising
			Perform with fluency, a good sense of pulse and accurate note lengths
		Composition - Minimalism To be able to accurately read staff notation and use it to compose a minimalist piece of music	Use a DAW to compose a Minimalist composition
		Singing	Sing as part of an ensemble with some experimenting with 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 treble and bass clef 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

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Term	Topic/Unit title	Essential knowledge and skills (what students should *know, understand and be able to do* by the end of the unit/topic)		
Autumn	**Band Skills - 4 chord song:** 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 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 **Film Music:** Exploring how music creates an atmosphere in support of on screen action. Exploring different techniques such as: leitmotif, drone notes, ostinato, dissonance Developing a deeper understanding of the Instruments of the orchestra and the ability to describe the music they are hearing.	**Ensemble performing - 4 chord songs** Ukulele/ Guitar	Posture - Holding the instrument correctly with a good hand position	
			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)	
		Ensemble performing - 4 chord songs Keyboard	Accurately find and play chords of C,G, Am and F/ G, D, Em and C Use of a good hand position	
			Perform with fluency, a good sense of pulse and successfully perform as part of a group	
		Composition Film/ Computer Game music	Use a DAW to compose an ostinato	
			Use a DAW to compose a tense atmosphere using ostinato, drones and dissonance	
			Use a DAW to compose a leitmotif for a film character	
		Singing	Whole class singing and small group backing vocals	
			Lead vocals in small group performance	
		Listening/ Musical knowledge	Understanding and using chord inversions	

			Using roman numerals to discuss chord theory and transposing chord progressions into different keys
		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	Identifying instruments of the orchestra and tempo of the music
Spring	**Keyboard skills 3** Revisiting keyboard skills which have been developed throughout KS3 and rehearsing two solo performances to showcase their skills. This is primarily a technical study on the keyboard focussing on identifying the correct pitches on bass and treble clef as well as looking for fluency in note duration. **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	**Keyboard - technical study** To be able to perform confidently with accuracy and fluency	Accurate reading of notation on both bass and treble clef, good technical control and fluent performance
			Adding musical detail to a performance and shaping the performance using appropriate dynamics and articulation
		Composition 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 successful chord progression
			Writing a melody line and appropriate lyrics
		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 Y8 listening skills and extend musical vocabulary	Recall and use tier 3 vocabulary to describe music during listening exercises
			7th chords
Summer	**DAW 3 - EDM:** Performing and composing successful riffs/hooks Building a texture of chords, hook, bassline, drums to create an EDM composition **Mini projects revisiting skills of the year. Teacher led, focusing on the needs of the group, re-visiting misunderstandings**	**DAW Skills** EDM	Navigating the DAW - inputting notes using step and live input, using copy and paste, track volume and FX
			MIDI editing - editing note lengths, note velocity and automation
		Composition To develop an EDM texture consisting of several layers which is suitable to the style	Programme a drum rhythm
			Write a chord progression and bass line

			Write a suitable hook line using a given set of notes
		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 Y8 listening skills and extend musical vocabulary	Recall and use tier 3 vocabulary to describe music during listening exercises
			Identify the key features of EDM music which form its texture
			Understanding and using chord inversions