



Curriculum Map

Subject: Music

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content	Discover your voice Performing focus Know how to use specialist vocabulary to describe and discuss music, know the orchestral families and their characteristics and be able to read note values. Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, timbre, strings, woodwind, brass, percussion, unison, solo, harmony, polyrhythm Key musical styles: orchestral music, vocal music, British folk music	Exploring the keyboard Performing focus Know how to read treble clef notation and the note positions on the keyboard. Understand groundbass and how it can be used. Key vocabulary: pitch, melody, treble clef, notation, keyboard, groundbass, ostinato, chords, texture Key musical styles: Baroque, classical, Pachabel's Canon	Riffs and loops Composing focus Understand the role of repetition in music and the terms 'loop' and 'riff'. Know how to read note values. Key vocabulary: loop, riff, ostinato, texture, minimalism, repetition Key musical styles: minimalism, pop and rock	Programme music Composing focus Know how scales are used to construct music and understand the difference between major and minor. Understand different musical structures. Know the characteristics of programme music Key vocabulary: binary, ternary, major, minor, programme music, tonic, melody, harmony, drone, timbre Key composers: Mussorgsky, Vivaldi, Saint Saens, Grieg	World music Performing focus To have an appreciation of music from across the world and understand how it uses different tonalities, scales and rhythms. To know the main features of music from Africa, Indonesia and calypso and the difference between minor and major chords Key vocabulary: call and response, master drummer, slap, tone and bass, pentatonic scale, gamelan Key musicians: Harry Belafonte, Kamakawiwo'ole, Taimane Gardner
Skills	Work effectively as part of a group and play in time with others. Project the voice correctly, listening for sound quality and good tuning and understand what makes an effective performance. Sing as part of a group in 'Last Choir Standing'	Play the keyboard using a correct hand position and as part of an ensemble. Read treble clef notation.	Play the keyboard with increased fluency, use technology to create a piece using loops. Manage the challenges of group work with more independence.	Compose a melody using major and minor scales. Explore how music can be expressive when composing. Compose several layers that fit together. Use binary or ternary form and use notation to write down ideas.	Perform in a range of musical styles using specialised techniques including the ukulele, African drumming and percussive gamelan.
Key Questions	Describe the pitch/dynamics/tempo. What makes a performance look and sound confident? How can you rehearse effectively?	How can you remember the notes on the treble clef? What is groundbass?	What instruments would you expect to hear playing a riff? Identify loops and riffs in different pieces of music.	How do the musical elements in this piece make it sound dramatic/sad/thoughtful?	Where would this kind of music be performed? How does it sound different to classical/pop music?
Assessment	End of topic test on vocabulary and listening skills	Ensemble performance of 'Pachabel's Canon on keyboard or own instrument.	Listening assessment and a composition using loops or riffs using technology or live performance.	Group composition for a nature documentary	EOY exam
Literacy/Numeracy/ SMSC/Character	Confidence, resilience, collaborative skills	Aspiration, resilience	Initiative, resilience	Aspiration, integrity	Confidence, tolerance, integrity, cultural appreciation



Curriculum Map

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Year group: 8

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Content <i>Declarative Knowledge – ‘Know What’</i>	Ukulele mini project and Rap project Performing focus Know how to read ukulele diagrams and how chords are used in popular music Know the history of rap and hip hop music Key vocabulary: Strumming patterns, major and minor chords, accompaniment	Blues and Festive Song mini project Composing focus The historical and social context in which blues music was first created and the typical musical features Key vocabulary: 12 bar blues, primary chords, blues scale, AAB structure and improvised fills. Key musicians: BB King, Bessie Smith, Robert Johnson, Ally Venable	Gaming and minimalism Composing focus Understand how music for video games is composed and structured and its connections to 20th century minimalism Key vocabulary: minimalism, drone, tonic/dominant, timbre, balance, quantize, copy, cut and split. Key composers: Winifred Philips, Philip Glass, Koji Kondo	Samba Performing focus When and where samba music is often performed and the features of samba music Key vocabulary: call and response, syncopated rhythms, break, groove and polyrhythm and the names of specialist samba instruments	Musical theatre Performing focus The development of musicals and the key features that make them successful. Key vocabulary: Overture, duet, solo, genre, ballad, canon Key musicals: Hamilton, West Side Story, Sound of Music, School of Rock, Matilda
Skills <i>Procedural Knowledge – ‘Know How’</i>	Performing a rap in time, writing lyrics with internal rhymes, play basic chords on the ukulele (C, G Am F), use a range of strumming patterns and perform with confidence.	Perform chords on the keyboard, use the blues scale to improvise a melody line and combine a melody over the 12 bar blues, write lyrics using a strophic, AAB structure, take creative risks to combine musical features of the blues with their own style	Know how to use music software to create and edit basic loops. Compose music that creates a sense of building tension and atmosphere	Perform and hold syncopated rhythms and call and response patterns as part of a larger ensemble, play fluently within a whole class ensemble, and understand the use of contrasting sections in a samba	Work as a band to rehearse a song effectively, know basic drum beats on the drum kit, perform in a wide range of styles, know how to make a performance expressive and to use it in storytelling, perform more complex chord patterns and melodic lines.
Key Questions	What is the correct playing position for each chord? How are chords varied in popular music? How can I make my lyrics flow better to fit the beat?	What is the history of blues music? How has it impacted modern music?	How is a sense of building tension created musically? How do composers approach creating music for video games?	What makes samba music so suitable for carnivals? What are the key features, structures and rhythms of samba?	How has musical theatre developed over time?
Assessment	Writing and performing a rap as part of a group	Creating and performing a blues inspired piece, blues listening assessment	A minimalist inspired game soundtrack	Samba group performance and listening assessment	EOY exam
Literacy/Numeracy/ SMSC/Character	Confidence, resilience, collaborative skills	Initiative, aspiration, tolerance, cultural appreciation	Resilience, aspiration	Confidence, integrity Latin American cultural appreciation	Tolerance, confidence, resilience



Curriculum Map

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Year group: 9

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Declarative Knowledge – ‘Know What’</i>	Reggae Performing focus Know the key musical features of reggae Key vocabulary: reggae, off beat chords, bass riff, syncopation, backbeat Key composers: Bob Marley and the Wailers, Jimmy Cliff,	Film music Composing focus Understand how film music is composed to expressive and enhance a film Key vocabulary: soundtrack, motif, sync point, cluster chord, sequence, trill, chromatic scale Key composers: Howard Shore, John Williams,	Cover Songs Performing focus Know compositional devices used in song writing and popular chord sequence. Know how to use contrast effectively. Key vocabulary: genre, bpm, backbeat, fill, acoustic, distortion Key musical styles: rock, pop, ballad, folk, rap	Songwriting Composing focus Know how to create and use an effective chord sequence in songwriting, including use of primary and secondary chords, common sequences and cadences. Know features of memorable melody writing and how this applies to melodic hooks, riffs and longer vocal melodies Key vocabulary: primary and secondary chords, cadence, interval, verse, chorus, middle 8	Experimental music Listening and understanding focus Know about the different types of 20th century music and understand different approaches to composition Key vocabulary: aleatoric, serialism, musique concrete Key composers: John Cage, Stockhausen, Schoenberg, Ruth Seeger	Music through the decades Performing focus Understand how pop music has developed from the 1950s to present day. Key vocabulary: 12 bar blues, hook, riff, distortion, chord sequence, structure Key musical styles: rock and roll, 1960s rock, synth pop, brit pop, ballads
Skills <i>Procedural Knowledge – ‘Know How’</i>	Play basic riffs on the bass guitar. Put together a group performance that uses off beat chords, a bass riff and a main vocal line.	Know how to create and develop motifs, experiment with using tonality, timbre, melody and rhythm to create contrasting moods Know how to use Garageband / Logic with increased confidence	Further improve piano skills to include more complex chords and more challenge rhythms and intervals in piano melodies Take creative risks to change an original song	Be able to compose a song that combines several layers effectively and shows musical contrast between the sections Understand how to listen critically to your own ideas and make improvements Know how to record in a recording studio set up	Take creative risks and embrace experimental approaches to composition	Perform in different musical styles, demonstrating good ensemble skills.
Key Questions	What are the main musical features of reggae? What are the lyrics about and how is this typical of reggae music?	How can you extend and develop an initial musical idea? Explain how this soundtrack creates a sense of drama/sadness/excitement	How can you reimagine a song? What defines a musical genre? How can I focus my practise to make this more fluent?	How do these layers sound together? How can I improve this melody / chord sequence / structure?	What defines music? How are these approaches different? Compare these different approaches to composition.	What connections can you find between these musical styles? How did the social context affect the way popular music developed?
Assessment	A band performance of Three Little Birds	A film soundtrack using live instruments or music software with sync points and motifs	A live performance of a cover song in any style either individually or in an ensemble	A recording of an original song	EOY exam	Listening assessment
Literacy/Numeracy/ SMSC/Character	Integrity, tolerance, cultural appreciation	Aspiration	Tolerance, confidence, collaborative skills	Resilience, confidence, aspiration	Integrity, aspiration, confidence, collaborative skills	Resilience, confidence, aspiration