



# Curriculum Map

Subject: Music

Year group: 7

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Discover your voice</b> <b>Performing focus</b></p> <p>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.</p> <p>Key vocabulary: pitch, tempo, dynamics, rhythm, pulse, timbre, strings, woodwind, brass, percussion, unison, solo, harmony, polyrhythm</p> <p>Key musical styles: orchestral music, vocal music</p>	<p><b>Exploring the keyboard</b> <b>Performing focus</b></p> <p>Know how to read treble clef notation and the note positions on the keyboard. Understand groundbass and how it can be used.</p> <p>Key vocabulary: pitch, melody, treble clef, notation, keyboard, groundbass, ostinato, chords, texture</p> <p>Key musical styles: Baroque, classical</p>	<p><b>Riffs and loops</b> <b>Performing focus</b></p> <p>Understand the role of repetition in music and the terms ‘loop’ and ‘riff’. Know how to read note values.</p> <p>Key vocabulary: loop, riff, ostinato, texture, minimalism, repetition</p> <p>Key musical styles: minimalism, pop and rock</p>	<p><b>Programme music</b> <b>Composing focus</b></p> <p>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</p> <p>Key vocabulary: binary, ternary, major, minor, programme music, tonic, melody, harmony, drone, timbre</p> <p>Key composers: Mussorgsky, Vivaldi, Saint Saens</p>	<p><b>World music</b></p> <p>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 India, Bali and Africa.</p> <p>Key vocabulary: Rag, tala, drone, call and response, master drummer, slap, tone and bass, pentatonic scale, gamelan</p> <p>Key musicians: Ravi Shankar, Ladysmith Black Mambazo</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>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.</p>	<p>Play the keyboard using a correct hand position and as part of an ensemble. Read treble clef notation.</p>	<p>Play the keyboard with increased fluency, use technology to create a piece using loops. Manage the challenges of group work with more independence.</p>	<p>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.</p>	<p>Perform in a range of musical styles including African drumming, singing traditional African songs and percussive gamelan. Use tala, rag and a drone to experiment with Indian classical music.</p>
<p><b>Key Questions</b></p>	<p>Describe the pitch/dynamics/tempo. What makes a performance look and sound confident? How can you rehearse effectively?</p>	<p>How can you remember the notes on the treble clef? What is groundbass?</p>	<p>What instruments would you expect to hear playing a riff? Identify loops and riffs in different pieces of music.</p>	<p>How do the musical elements in this piece make it sound dramatic/sad/thoughtful?</p>	<p>Where would this kind of music be performed? How does it sound different to classical/pop music?</p>
<p><b>Assessment</b></p>	<p>A vocal arrangement that explores unison and harmony.</p>	<p>Keyboard performance of one or more parts from Pachelbel’s Canon</p>	<p>Short group performance of ostinati</p>	<p>Group composition as part of a class ‘Deadly Carnival of the Animals’ performance.</p>	<p>A group presentation on world music</p>
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>Confidence, resilience, collaborative skills</p>	<p>Aspiration, resilience</p>	<p>Initiative, resilience</p>	<p>Aspiration, integrity</p>	<p>Confidence, tolerance, integrity, cultural appreciation</p>



# Curriculum Map

Subject: Music

Year group: 8

	Autumn 1a	Autumn 1b	Autumn 2	Spring 1	Spring 2	Summer
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Rap Performing focus</b></p> <p>Know what rap as a genre is and what ingredients for successful lyric writing are.</p> <p>Key vocabulary:            Rap, hip-hop, beat, rhythm, BPM, internal rhymes, verse-chorus structure</p>	<p><b>Four Chord Songs Performing focus</b></p> <p>Know how to read ukulele diagrams and how chords are used in popular music</p> <p>Key vocabulary:            Strumming patterns, major and minor chords, accompaniment</p>	<p><b>Christmas Song Composing focus</b></p> <p>The notes on a keyboard and how to form a chord,</p> <p>Key vocabulary:            Chord sequences, primary and secondary chords, treble clef notation, cadences, dissonant, consonant</p>	<p><b>Samba Performing focus</b></p> <p>When and where samba music is often performed and the features of samba music</p> <p>Key vocabulary:            call and response, syncopated rhythms, break, groove and polyrhythm and the names of specialist samba instruments</p>	<p><b>Blues Composing focus</b></p> <p>The historical and social context in which blues music was first created and the typical musical features</p> <p>Key vocabulary:            12 bar blues, primary chords, blues scale, AAB structure and improvised fills.</p> <p>Key musicians: BB King, Bessie Smith, Robert Johnson</p>	<p><b>Musical theatre Performing focus</b></p> <p>The development of musicals and the key features that make them successful.</p> <p>Key vocabulary:            Overture, duet, solo, genre, ballad, canon</p> <p>Key musicals:            Hamilton, West Side Story, Sound of Music, School of Rock, Matilda</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>Be able to craft effective rap lyrics that use a range of effective language skills including rhyme, internal rhyme, alliteration and metaphor.            Be able to perform with the voice confidently and rhythmically to a beat. Use expressive features confidently with the voice.</p>	<p>Play basic chords on the ukulele (C, G Am F), layer up songs to create vocal harmonies and more complex textures, use a range of strumming patterns and sing in tune and with confidence.</p>	<p>Perform chords on the keyboard in a range of ways, compose an effective chord sequence that uses minor and major chords and being able to combine a melody together with chords in an original way</p>	<p>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</p>	<p>Use the blues scale to improvise a melody line and combine a melody over the 12 bar blues with the correct timing and structure, taking creative risks to make a piece sound authentic as possible, for example by adding an improvisation section.</p>	<p>Work collaboratively to rehearse a song effectively, 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.</p>
<p><b>Key Questions</b></p>	<p>What is an appropriate BPM? What makes a successful rap performance? How can we use our voices confidently in performance?</p>	<p>What is the correct playing position for each chord? How are chords varied in popular music?</p>	<p>What makes a successful chord sequence? Describe the difference between dissonance and consonance.</p>	<p>What makes samba music so suitable for carnivals? What are the key features, structures and rhythms of samba?</p>	<p>Compare and contrast the music of early blues musicians like Bessie Smith and Robert Johnson with contemporary blues musicians.</p>	<p>How has musical theatre developed over time?</p>
<p><b>Assessment</b></p>	<p>A performance of an original rap composition - all lyrics original.</p>	<p>A four chord vocal medley using the ukuleles.</p>	<p>Composing and performing a Christmas song.</p>	<p>Samba group performance</p>	<p>Composing and performing a blues song</p>	<p>Performing a song from a musical (vocally or instrumental)</p>
<p><b>Literacy/ Numeracy/ SMSC/ Character</b></p>	<p>Confidence, collaboration, cultural appreciation, cross-curr links</p>	<p>Confidence, resilience, collaborative skills</p>	<p>Initiative, aspiration,</p>	<p>Confidence, integrity Latin American cultural appreciation</p>	<p>Confidence, Aspiration, tolerance, cultural appreciation</p>	<p>Tolerance, confidence, resilience</p>



# Curriculum Map



**Subject:** Music

(Please see additional map for toggled Year 9 curriculum to manage class clashes)

**Year group:** 9

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2 into Summer 1</b>	<b>Summer</b>
<p><b>Content</b></p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p><b>Reggae</b> <b>Performing focus</b></p> <p>Know the key musical features of reggae</p> <p>Key vocabulary: reggae, off beat chords, bass riff, syncopation, backbeat</p> <p>Key composers: Bob Marley and the Wailers, Jimmy Cliff, Desmond Dekker</p>	<p><b>Music for video games</b> <b>Composing focus</b></p> <p>Understand how music for video games is composed.</p> <p>Key vocabulary: minimalism, drone, tonic/dominant, timbre, balance, quantize, copy, cut and split.</p> <p>Key composers: Winifred Philips, Philip Glass</p>	<p><b>Film music</b> <b>Composing focus</b></p> <p>Understand how film music is composed to expressive and enhance a film</p> <p>Key vocabulary: soundtrack, motif, sync point, cluster chord, sequence, trill, chromatic scale</p> <p>Key composers: Howard Shore, John Williams,</p>	<p><b>Songwriting</b> <b>Composing focus</b></p> <p>Know compositional devices used in song writing. Know a range of structures and ways to use contrast effectively.</p> <p>Key vocabulary: melody, riff, hook, middle 8, verse, chorus, intro, outro, chord sequence</p> <p>Key musical styles: EDM, rock, pop, ballad</p>	<p><b>Music through the decades</b> <b>Performing focus</b></p> <p>Understand how pop music has developed from the 1950s to present day.</p> <p>Key vocabulary: 12 bar blues, hook, riff, distortion, chord sequence, structure</p> <p>Key musical styles: rock and roll, 1960s rock, synth pop, brit pop, ballads</p>
<p><b>Skills</b></p> <p><i>Procedural Knowledge – ‘Know How’</i></p>	<p>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.</p>	<p>Know how to use music software to create and edit basic loops. Compose music that creates a sense of building tension and atmosphere.</p>	<p>Know how to compose by creating and developing motifs, experiment with tonality, timbre, melody and rhythm to create contrasting moods</p>	<p>Compose a song with a clear sense of style, including writing lyrics.</p>	<p>Perform in different musical styles, demonstrating good ensemble skills.</p>
<p><b>Key Questions</b></p>	<p>What are the main musical features of reggae? What are the lyrics about and how is this typical of reggae music?</p>	<p>How is a sense of building tension created musically? How do composers approach creating music for video games?</p>	<p>How can you extend and develop an initial musical idea? Explain how this soundtrack creates a sense of drama/sadness/excitement.</p>	<p>How can you create contrast in the middle 8 / chorus? How can you refine your song? Justify your use of live instruments / music software.</p>	<p>What connections can you find between these musical styles? How did the social context affect the way popular music developed?</p>
<p><b>Assessment</b></p>	<p>A group performance of Three Little Birds</p>	<p>A minimalist inspired game soundtrack with at least 2 contrasting sections.</p>	<p>A film soundtrack using live instruments or music software with sync points and motifs</p>	<p>A pop song in any style, composed individually or in a group</p>	<p>A group performance in a band.</p>
<p><b>Literacy/Numeracy/ SMSC/Character</b></p>	<p>Integrity, tolerance, cultural appreciation</p>	<p>Resilience, aspiration</p>	<p>Aspiration</p>	<p>Resilience, confidence, aspiration</p>	<p>Integrity, aspiration, confidence, collaborative skills</p>