

## Music Curriculum Map

Music Year 7						
Sept 2024- July 2025	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning			Programme Music - Performing	Programme Music - Composing	Ukulele Skills	Ukulele Skills
Concepts	Archived Curriculum. New Head of Music in place.	Archived Curriculum. New Head of Music in place.	<ul style="list-style-type: none"> <li>Basic rhythmic notation</li> <li>Basic Treble clef stave notation</li> <li>Elements of music</li> <li>Music conveys a mood</li> <li>Narrative through music</li> </ul>	<ul style="list-style-type: none"> <li>Basic rhythmic notation (Embedding)</li> <li>Basic Treble clef stave notation (Embedding)</li> <li>Appropriate use of Elements of Music to effectively convey an intended mood.</li> </ul>	<ul style="list-style-type: none"> <li>How to correctly hold a ukulele</li> <li>Naming the strings</li> <li>Playing melody (fingerpicking)</li> <li>Understanding TAB</li> <li>Tuning a ukulele</li> <li>Reading chord diagrams</li> </ul>	<ul style="list-style-type: none"> <li>Embedding ukulele basics (Holding, strings)</li> <li>Playing chord loops</li> <li>Creating strumming patterns</li> <li>Following song structure</li> <li>Changing chords in time/fluency</li> <li>Riffs</li> <li>Chord Loops</li> <li>Combining 2 parts</li> </ul>
What is needed to master the knowledge			<ul style="list-style-type: none"> <li>Able to play rhythms including; Crotchet, 2 quavers, 4 semiquavers, 1 quaver and 2 semiquavers, 2 semiquavers and a quaver. (may not be able to name them)</li> <li>Able to use stave notation guide to identify notes of the stave.</li> <li>Combine the use of rhythm and pitch to play some famous programme music examples.</li> </ul>	<ul style="list-style-type: none"> <li>Able to select and play basic rhythms with accuracy.</li> <li>Starting to identify some treble clef notes without the guide.</li> <li>Able to name intentions and explain or demonstrate how these are met by performing own original examples.</li> <li>Able to show 2 or more contrasting ideas in the compositions created.</li> </ul>	<ul style="list-style-type: none"> <li>Able to hold instrument correctly</li> <li>Use pneumatic to name the strings in correct order.</li> <li>Correctly identify frets and strings being used from the TAB/chord diagram being read.</li> <li>Attempt to tune the ukulele by ear.</li> </ul>	<ul style="list-style-type: none"> <li>Have the basics outlined in previous half term embedded more firmly.</li> <li>Starting to play with more fluency.</li> <li>Able to refer to the different parts of the ukulele more, with accuracy.</li> </ul>
Common Misconceptions			<ul style="list-style-type: none"> <li>To understand that Tempo remains the same even when rhythms seem 'faster' or 'slower'.</li> <li>Correctly explain pitch as 'high and low' – often 'deep' is used incorrectly.</li> <li>To understand where the lines and spaces are on the stave.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that Tempo remains the same even when rhythms seem 'faster' or 'slower'.</li> <li>Correctly explain pitch as 'high and low' – often 'deep' is used incorrectly.</li> <li>To understand where the lines and spaces are on the stave.</li> <li>Tempo can vary in many ways. (there are not only 2 'speeds')</li> </ul>	<ul style="list-style-type: none"> <li>The ukulele is its own instrument, not a guitar.</li> <li>'top string' is G, 'bottom string' is A. (Often these are mixed up.</li> <li>TAB uses one note/string at a time.</li> <li>Chords use all strings, strummed.</li> </ul>	<ul style="list-style-type: none"> <li>Able to play faster does not guarantee better marks when performing, the focus should be in accuracy, even if a slower tempo is used.</li> <li>During performance, try to carry on, even if mistakes are present.</li> </ul>

<b>Music Year 8</b>						
Sept 2024- July 2025	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning			Video Game Music - Performing	Video Game Music - Composing	Ukulele Skills	Ukulele Skills
Concepts	Archived Curriculum. New Head of Music in place January 2025.	Archived Curriculum. New Head of Music in place January 2025.	<ul style="list-style-type: none"> <li>• Basic rhythmic notation</li> <li>• Basic Treble clef stave notation</li> <li>• Ostinato – repeating pattern</li> <li>• Accelerando – Increasing tempo gradually.</li> <li>• Cyclic melodies</li> </ul>	<ul style="list-style-type: none"> <li>• Basic rhythmic notation</li> <li>• Basic Treble clef stave notation</li> <li>• Ostinato – repeating pattern</li> <li>• Accelerando – Increasing tempo gradually.</li> <li>• Cyclic melodies</li> </ul>	<ul style="list-style-type: none"> <li>• How to correctly hold a ukulele</li> <li>• Naming the strings</li> <li>• Playing melody (fingerpicking)</li> <li>• Understanding TAB</li> <li>• Tuning a ukulele</li> <li>• Reading chord diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding ukulele basics (Holding, strings)</li> <li>• Playing chord loops</li> <li>• Creating strumming patterns</li> <li>• Following song structure</li> <li>• Changing chords in time/fluency</li> <li>• Riffs</li> <li>• Chord Loops</li> <li>• Combining 2 parts</li> </ul>
What is needed to master the knowledge			<ul style="list-style-type: none"> <li>• Able to play rhythms including; Crotchet, 2 quavers, 4 semiquavers, 1 quaver and 2 semiquavers and a quaver. (may not be able to name them)</li> <li>• Able to use stave notation guide to identify notes of the stave.</li> <li>• Combine the use of rhythm and pitch to play some famous video game music examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to select and play basic rhythms with accuracy.</li> <li>• Starting to identify some treble clef notes without the guide.</li> <li>• Able to name intentions and explain or demonstrate how these are met by performing own original examples.</li> <li>• Should be able to identify where they have used an Ostinato, Accelerando and cyclic melody.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to hold instrument correctly</li> <li>• Use pneumatic to name the strings in correct order.</li> <li>• Correctly identify frets and strings being used from the TAB/chord diagram being read.</li> <li>• Attempt to tune the ukulele by ear.</li> </ul>	<ul style="list-style-type: none"> <li>• Have the basics outlined in previous half term embedded more firmly.</li> <li>• Starting to play with more fluency.</li> <li>• Able to refer to the different parts of the ukulele more, with accuracy.</li> </ul>
Common Misconceptions			<ul style="list-style-type: none"> <li>• An Ostinato can be rhythmic, melodic, or both.</li> <li>• Accelerando (or accel.) only use when the tempo is getting faster.</li> <li>• Cyclic means repeating in a loop, or going around in circles.</li> </ul>	<ul style="list-style-type: none"> <li>• An Ostinato can be rhythmic, melodic, or both.</li> <li>• Accelerando (or accel.) only use when the tempo is getting faster.</li> <li>• Cyclic means repeating in a loop, or going around in circles.</li> <li>• Composition should be a new idea, not an attempt to copy a video game that already exists.</li> </ul>	<ul style="list-style-type: none"> <li>• The ukulele is its own instrument, not a guitar.</li> <li>• ‘top string’ is G, ‘bottom string’ is A. (Often these are mixed up.</li> <li>• TAB uses one note/string at a time.</li> <li>• Chords use all strings, strummed.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to play faster does not guarantee better marks when performing, the focus should be in accuracy, even if a slower tempo is used.</li> <li>• During performance, try to carry on, even if mistakes are present.</li> </ul>

<b>Music Year 9</b>						
Sept 2024- July 2025	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Learning</b>			<b>TV &amp; Film Music</b>	<b>James Bond Trailer music/composition</b>	<b>Pop music Origins – The Blues</b>	<b>Pop Music origins – developing song structure.</b>
Concepts	Archived Curriculum. New Head of Music in place January 2025.	Archived Curriculum. New Head of Music in place January 2025.	<ul style="list-style-type: none"> <li>Industry-based careers</li> <li>Foley artists</li> <li>Musical Cliché</li> <li>Cartoon Music</li> <li>Character Themes</li> <li>Leitmotifs</li> </ul>	<ul style="list-style-type: none"> <li>Learn various James Bond Themes</li> <li>What is a cue sheet</li> <li>Combining left and right hands on keyboard</li> <li>Composition</li> <li>Rehearsal</li> <li>Performing/sharing work.</li> </ul>	<ul style="list-style-type: none"> <li>The 12 bar blues pattern</li> <li>How chords are built</li> <li>Walking Bassline</li> <li>Combining chords and bassline together</li> <li>Accuracy of notes</li> <li>Accuracy of timing</li> </ul>	<ul style="list-style-type: none"> <li>Rock &amp; Roll</li> <li>The Beatles</li> <li>Chord patterns/progressions</li> <li>Verse/chorus song structure (Strophic)</li> <li>4 chord songs (loops)</li> <li>Rehearsing effectively</li> </ul>
What is needed to master the knowledge			<ul style="list-style-type: none"> <li>Silent Movies had no dialogue or sound effects – just mood music.</li> <li>What does a Foley Artist do?</li> <li>That musical cliché is used in cartoon music.</li> <li>How to change the style of a melody and play it in a new mood.</li> <li>What is a Leitmotif</li> <li>How to Compose a Leitmotif idea.</li> </ul>	<ul style="list-style-type: none"> <li>Film Franchises often use themes and leitmotifs with characters.</li> <li>Where to find the notes of the stave on keyboard.</li> <li>What is a cue sheet?</li> <li>What is a Trailer?</li> <li>How to explore basic composing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Able to follow the 12 bar blues pattern from sheets/notation provided.</li> <li>To play chords in root position.</li> <li>Explain what a walking bassline is.</li> <li>Attempt to combine the chords with the bassline of 12 bar blues.</li> </ul>	<ul style="list-style-type: none"> <li>To name at least 2 early Rock n roll artists/bands.</li> <li>Able to explain the difference between a verse and a chorus.</li> <li>Start to understand strophic song structure.</li> <li>Able to play basic '4 chord song loop'.</li> <li>Chords still in root position.</li> </ul>
Common Misconceptions			<ul style="list-style-type: none"> <li>Sound effects and musical ideas are different.</li> <li>Foley artists add all manner of sounds, including music within scenes.</li> <li>We should be writing musical ideas to match the mood of a scene.</li> <li>How to correctly pronounce 'Leitmotif' (like light-motif)</li> </ul>	<ul style="list-style-type: none"> <li>Do not create any new idea for the James Bond Trailer, students should incorporate the James Bond themes they have learned and rehearsed.</li> </ul>	<ul style="list-style-type: none"> <li>Music does not have to be memorised – resources provided (notation) should be used throughout the projects</li> <li>How the chords and bassline combine – with correct timing.</li> </ul>	<ul style="list-style-type: none"> <li>Music does not have to be memorised – resources provided (notation) should be used throughout the projects</li> <li>Fluency can be achieved at a slower tempo before playing faster.</li> </ul>

Year 10						
<b>Learning</b>	MAD TSHIRT Elements of Music - Melody Articulation Dynamics Texture Structure Harmony and Tonality Instrumentation (Sonority) Rhythm Tempo	MAD TSHIRT Elements of Music - Melody Articulation Dynamics Texture Structure Harmony and Tonality Instrumentation (Sonority) Rhythm Tempo	Component 1 Performance Solo Ensemble Dynamic markings Phrasing Intonation	Component 2 Composition Structure instrumentation Chord and Chord Progressions Melodic Devices Texture Melodic development	Component 3 Appraising Set works Acute AoS breakdown	Component 1, 2 and 3 Performance looking towards final choices Initial ideas for free compositions Past Papers
<b>Concepts</b>	3. Appraising	3. Appraising	1. Performing 3. Appraising	2. Composition	3. Appraising	1. Performance 2. Composition 3. Appraising
<b>What is needed to master the knowledge</b>	<p><b>Understanding basic music skills such as pulse and metre</b></p> <p><b>Understanding bass clef</b></p> <p><b>Understanding treble clef</b></p> <p><b>Reading music</b></p> <p><b>Reading piano keys</b></p> <p>Demonstrating an initial understanding of listening to music and being able to decipher instrumentation</p> <p>Demonstrating an initial understanding of picking up the pulse of a piece of music</p> <p>Application of basic listening skills to pieces of music</p> <p>*Students need basic lesson within this half term as skill set is lost due to lack of curriculum time in KS3.</p>	<p>Understanding of time signatures</p> <p>Understanding of key signatures and reading key signatures from sheet music</p> <p>Demonstration of understanding of finding relative minors of key signatures</p> <p>Understanding of melodic devices</p> <p>Understanding of rhythmic devices</p> <p>Demonstration of Italian terms and sheet music marking equivalents or tempo and dynamics</p> <p>Acute application of elements of music even at a basic level when listening to musical pieces within each AoS</p>	<p><b>Demonstration of an understanding of dynamic markings on sheet music</b></p> <p><b>Demonstration of an understanding of musical phrasing</b></p> <p><b>Application of intonation within context of piece</b></p> <p><b>Demonstration of an acute understanding of accuracy</b></p> <p><b>Demonstration of an understanding of ensemble</b></p> <p><b>Application of listening to ensemble members for balance within a performance</b></p> <p><b>Acute application of true understanding of the piece being performed.</b></p>	<p>Demonstration of understanding of chords</p> <p>Demonstration of chord progressions through practical pre-main composition activities</p> <p>Demonstration of musical families</p> <p>Demonstration of practical ability to create a chord progression for the purpose of a free composition.</p> <p>Development of melodic ideas</p> <p>Ability to step back from composition and appraise the direction of the music</p> <p>Application of sonority</p> <p>Demonstration of understanding in using musical compositional software</p>	<p><b>Demonstration of understanding of Musical Forms and Devices</b></p> <p><b>Demonstration of understanding of Music For Ensemble</b></p> <p><b>Demonstration of understanding of Film Music</b></p> <p><b>Demonstration of understanding of Pop Music</b></p> <p>All of the above must be shown with an understanding of the elements of music that are in umbrella of the AoS (see Music Concepts)</p> <p>Ability to analyse music within listening and appraising activities and exam questions identifying broad range of musical areas.</p>	<p>Gaining ideas towards free composition and undertaking research to create mood board for this</p> <p>Pulling together ideas for final performances particularly for ensemble showing acute understanding and appreciation for ensemble working and the area of A02 which is wished to be explored</p> <p>Acute demonstration of appraising skills against former exam questions</p>
<b>AOs</b>	A03 and A04	A03 and A04	A01	A02	A02	A01 A02 A03 A04
<b>Common Misconceptions</b>	Bass v treble (Low and high) Pulse being more difficult to find Right hand and left hand playing - treble and bass	3/4 and 4/4 Dynamic mix up (loudest to quietest in Italian terminology) Timbre and Sonority Melodic devices can be hard to hear and often overlooked	Singing as song has been heard rather than to the mark scheme Forgetting intonation Piano playing without sustain pedal Overlooking dynamic markings Overlooking phrasing Undertiming Majority harmony	Not firming key Simplistic chord progression not showing development Static melodic development Inappropriate instrumentation choice given genre decision	Performance values Performance timings	Incorrect ensemble choice based on own likes rather than what would be best suited to individual performer given mark scheme Closing ideas for composition without full musical exploration

<b>Music Year 11</b>						
Sept 2024- July 2025	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<b>Learning</b>	Archived Curriculum. New Head of Music in place January 2025.	Archived Curriculum. New Head of Music in place January 2025.	<b>Work on Composition Coursework</b>	<b>Completion of both composition pieces of coursework. Rehearse performance coursework (Solo &amp; Ensemble) Exam Prep – if time allows.</b>	<b>Record performance coursework (Solo &amp; Ensemble) before 28<sup>th</sup> April. Exam Prep from 5<sup>th</sup> May</b>	<b>Exam prep until 16<sup>th</sup> June</b>
Concepts						
What is needed to master the knowledge			<p>A good understanding of how to set up and use GarageBand to create their own music.</p> <ul style="list-style-type: none"> <li>- Use of MIDI and how to manipulate the sounds.</li> <li>- How to navigate/play keyboard to use the MIDI controllers.</li> <li>- How to access the piano roll within Garageband to further manipulate the music.</li> </ul> <p>3-6 minutes in total on 2 compositions. Comp 1 – free composition Comp 2 – to a brief set by the exam board.</p>	<p>To understand how to effectively rehearse on your instrument to improve your chosen solo and ensemble piece.</p> <p>The ability to collaborate within a small ensemble and communicate with others effectively.</p> <p>Accuracy of the notes being played – pitch and timing are the most important.</p>	<p>To understand how to effectively rehearse on your instrument to improve your chosen solo and ensemble piece.</p> <p>The ability to collaborate within a small ensemble and communicate with others effectively.</p> <p>Accuracy of the notes being played – pitch and timing are the most important.</p>	<p>How to answer a variety of exam style questions – some based on listening to extracts of music and reacting to what is heard to generate their responses.</p> <p>How to answer a variety of questions based on learned content which is linked to 2 chosen set works.</p>
Common Misconceptions			<p>Around use of GarageBand and how to navigate the programme to do what is desired for their pieces.</p> <p>This will be specific to each individual student.</p>	<p>Around Accuracy and interpretation of the pieces chosen by each individual.</p> <p>Accuracy of the notes being played – pitch and timing are the most important.</p> <p>These will be specific to the techniques of each discipline/piece being played; voice, piano, guitar, drums, technology.</p>	<p>Around Accuracy and interpretation of the pieces chosen by each individual.</p> <p>These will be specific to the techniques of each discipline; voice, piano, guitar, drums, technology.</p> <p>Exam Prep will likely have misconceptions around basic music theory, notation, specific information linked to the set works</p>	<p>Exam Prep will likely have misconceptions around basic music theory, notation, specific information linked to the set works – style and genre connotations, instrumental techniques used, riffs and hooks identified, pitch and rhythm dictation.</p>