

## MUSIC GSA Curriculum Map 2021-22

Intent statement for Music:

We aim to develop all students into musicians who:

- Perform, listen to and evaluate music across a range of musical periods and genres, historical periods, styles and traditions, including the works of the Great Composers and musicians throughout time. Students will develop confidence as performers through a range of performance opportunities.
- Use their voices as a tool for both composition and performance in solo and group contexts. Singing will be encouraged as part of the composition process and they will have opportunities to learn a variety of musical instruments in and out of the classroom.
- Understand 'how' music is created through the Elements of Music. They will listen to, discuss and analyse music from a breadth of genres, styles and cultures - understanding 'how' music fits into context.

|                  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2  |
|------------------|---|---|--|---|--|---|
| <b>Year 7</b>    |   |   |  |   |  |   |
| <b>Topics</b>    | Keyboard Skills MU2   | Elements of Music MU1   | Gallery MU2  | Samba MU1   | Chinese Music MU2  | Ukulele Skills MU1  |
| <b>Skills</b>    | Introduction to the keyboard and its functions.<br>Basic music notation and rhythm values.<br>Elements of composition & Performance | Performance and Composition topic based around 'Pachelbel's CANON'.<br>Refine Percussion and Ensemble performance skills.                   | Listening and Composition based on Mussorgsky's 'Pictures at an Exhibition'.<br>Chord & Melody Construction.<br>Musical Structures.                            | Percussion-based rhythm & Structure<br>Performance & Composition.<br>Understanding Samba and its origins/context. | Performing melody and chords/Drone on a keyboard as solo, pairs & whole-class ensemble.<br>Performing with accuracy and understanding alongside other musicians. | An introduction to the anatomy of the Ukulele, its role in Popular Music Culture and 'how' to tune it.<br>Students learn how to play basic, standard and extended chords, depending on prior knowledge. |
| <b>Links</b>     | 1. Play & Perform Music with accuracy & Expression.   | 2. Improvise and compose music.<br>6. Develop a deepening understanding of music  | 2. Improvise and compose music.<br>6. Develop a deepening understanding of music<br><br><b>Cross-Curricular Link:<br/>Drama Y7 term 1,<br/>Haunted Mansion</b> | 1. Play & Perform Music with accuracy & Expression.   | 1. Play & Perform Music with accuracy & Expression.<br>3. Use relevant notations accurately across a range of styles.  | 1. Play & Perform Music with accuracy & Expression.   |
| <b>Resources</b> | <a href="https://www.bbc.co.uk/bitesize/topics/zbw7pv4/resources/1">https://www.bbc.co.uk/bitesize/topics/zbw7pv4/resources/1</a>   | <a href="https://www.bbc.co.uk/bitesize/topics/zvdqhyt/articles/z7nb382">https://www.bbc.co.uk/bitesize/topics/zvdqhyt/articles/z7nb382</a> | <a href="#">Compose your own film music - with Hans Zimmer and Ten Pieces - KS3 Music - BBC</a>  |   | <a href="https://www.bbc.co.uk/bitesize/topics/zvdqhyt/articles/z7nb382">https://www.bbc.co.uk/bitesize/topics/zvdqhyt/articles/z7nb382</a>                      |   |

| Year 8    |   |   |   |   |  |  |
|-----------|---|---|---|---|--|--|
| Topics    | Keyboard Skills MU2   | Musical Structures MU1  | Music of the Caribbean MU1  | Indian Music MU1  | 20th Century Dance Styles: TECHNO MU2  | The Blues MU2  |
| Skills    | A revision of the keyboard and its functions.<br>Basic music notation and rhythm values.<br>Elements of composition & Performance | Mattachins x 2 Weeks & Classical Forms Listening<br>'Arriba!' x 2 & Jazz & Pop Forms Listening<br><br>Small group and whole class Ensemble Performance pieces                                 | Performing melody and chords on a keyboard as solo, pairs & whole-class ensemble.<br>Performing with accuracy and understanding alongside other musicians.<br>Developing Composition Skills within a given structure. | Learn and develop a Bhangra Beat using authentic Indian music as a stimulus.<br>Develop a Bhangra Composition/performance piece to a given structure<br>Know and understand Bhangra music and 'how' it fits into context. | Performance of Well-known Techno Riffs.<br>Own Composition based on Ostinato Patterns.   | Students are encouraged to develop an empathetic understanding of Blues culture in relation to society today.<br>Write and develop a Blues song within the expectations of a Blues structure.                    |
| Links     | 1. Play & Perform Music with accuracy & Expression.<br>3. Use relevant notations accurately across a range of styles.             | 1. Play & Perform Music with accuracy & Expression.<br>2. Improvise and compose music.<br>5. Listen with increasing discrimination to a wide range of music from Great Composers & Musicians. | 1. Play & Perform Music with accuracy & Expression.<br>3. Use relevant notations accurately across a range of styles.<br>6. Develop a deepening understanding of music  | 1. Play & Perform Music with accuracy & Expression.<br>4. Use of Tonalties, Scales & Musical Devices.<br><br><b>Cross-Curricular Link:<br/>Philosophy Y8 half-term 1,<br/>Hinduism</b>                                    | 2. Improvise and compose music.<br>4. Use of Tonalties, Scales & Musical Devices.  | 2.. Improvise and compose music.<br>4. Use of Tonalties, Scales & Musical Devices.<br>6. Develop a deepening understanding of music<br><br><b>Cross-Curricular Link:<br/>History Y8 half-term 2,<br/>Slavery</b> |
| Resources | <a href="https://www.bbc.co.uk/bitesize/topics/zvdqhyt">https://www.bbc.co.uk/bitesize/topics/zvdqhyt</a>                         | <a href="https://www.bbc.co.uk/bitesize/topics/zvdqhyt">https://www.bbc.co.uk/bitesize/topics/zvdqhyt</a>   | <a href="#">Music of the Caribbean - GCSE Music Revision - BBC Bitesize</a>   |   |  | <a href="https://www.bbc.co.uk/bitesize/topics/zvdqhyt/articles/zjrd8xs">https://www.bbc.co.uk/bitesize/topics/zvdqhyt/articles/zjrd8xs</a>  |
| Year 9    |   |   |   |   |  |  |
| Topics    | Popular Music MU2   | African Heritage MU1  | African Heritage MU2  | Band Project MU1  | Free Choice MU2  | Ensemble Skills MU1  |
| Skills    | Chord & Melody Performance: Paired, solo & ensemble opportunities.  | Rap!<br>Writing, structuring & Performing Vocal Rap.<br>Creating backing tracks using Soundation and Bandlab for Education.   | Boogie-Woogie Piano styles, based around a 12-Bar Blues structure.<br>Improvisation.  | Structure, making appropriate instrument choices.<br>Rehearsing & Performing.<br>Using Music Technology to 'realise' a performance/Composition.   | Students select a keyboard piece of their choice and can perform in a solo or pair context.<br>GCSE students have an opportunity to use their chosen instrument. | Whole-class ensemble skills: Watermelon Man.<br>Opportunities to develop GCSE skills   |
| Links     | 1. Play & Perform Music   | 2. Improvise & Compose  | 1. Play & Perform Music   | 1. Play & Perform Music   | 1. Play & Perform Music  | 1. Play & Perform Music  |

|                |  |  |  |   |   |  |
|----------------|--|--|--|---|---|--|
|                | with accuracy & Expression.<br>3. Use relevant notations accurately across a range of styles.<br>5. Listen with increasing discrimination to a wide range of music from Great Composers & Musicians.   | Music<br><b>Cross-Curricular Link: Geography Y7 term 3, African place study</b>  | with accuracy & Expression.<br>2. Improvise & Compose Music.<br>3. Use relevant notations accurately across a range of styles.<br>4. Use of Tonalties, Scales & Musical Devices. | with accuracy & Expression.<br>6. Develop a deepening understanding of music (& Music Technology)   | with accuracy & Expression.<br>3. Use relevant notations accurately across a range of styles.   | with accuracy & Expression.<br>2. Improvise and compose music.<br>6. Develop a deepening understanding of music<br><br><b>Cross-Curricular Link: English Y8 term 2, Poetry including 'Pop sonnets'</b> |
| Resources      | <a href="https://www.bbc.co.uk/bit/size/topics/zbw7pv4/articles/zrmpg8">https://www.bbc.co.uk/bit/size/topics/zbw7pv4/articles/zrmpg8</a><br><br><a href="https://www.bbc.co.uk/bit/size/topics/zm4ht39/articles/zjd3vk7">https://www.bbc.co.uk/bit/size/topics/zm4ht39/articles/zjd3vk7</a> | <a href="https://www.bbc.co.uk/bit/size/topics/zvdqhyc/articles/z6c wd6f">https://www.bbc.co.uk/bit/size/topics/zvdqhyc/articles/z6c wd6f</a><br><br><a href="https://www.bbc.co.uk/bit/size/topics/z3dqhyc/articles/zvtjwty">https://www.bbc.co.uk/bit/size/topics/z3dqhyc/articles/zvtjwty</a> | <a href="https://www.bbc.co.uk/bit/size/topics/zm4ht39/articles/zbdqbdm">https://www.bbc.co.uk/bit/size/topics/zm4ht39/articles/zbdqbdm</a>                                      | <a href="https://www.bbc.co.uk/bit/size/topics/zbw7pv4/articles/zrmpg8">https://www.bbc.co.uk/bit/size/topics/zbw7pv4/articles/zrmpg8</a><br><br><a href="https://www.bbc.co.uk/bit/size/topics/z3dqhyc/articles/zvtjwty">https://www.bbc.co.uk/bit/size/topics/z3dqhyc/articles/zvtjwty</a><br><br><a href="https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-develop-musical-idea-using-midi/zrdd7nb">https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-develop-musical-idea-using-midi/zrdd7nb</a> | <a href="https://www.bbc.co.uk/bit/size/topics/zvdqhyc/articles/zjrd8xs">https://www.bbc.co.uk/bit/size/topics/zvdqhyc/articles/zjrd8xs</a> | <a href="https://www.bbc.co.uk/bit/size/topics/zvdqhyc/articles/zjrd8xs">https://www.bbc.co.uk/bit/size/topics/zvdqhyc/articles/zjrd8xs</a>  |
| <b>Year 10</b> |  |  |  |   |   |  |
| Topics         | Set Works 1 & 2 AOS 2<br>Solo Performance 1<br>Composition Skills  | Set Works 3 & 4 AOS 3<br>Ensemble Performance 1<br>Composition Skills  | Set Works 5 & 6 AOS 1<br>Solo Performance 2<br>Composition Skills  | Set Works 7 & 8 AOS 4<br>Ensemble Performance 2<br>Composition Skills   | Re-cap of all Set Works & Wider Listening<br>Free Choice<br>Composition<br>Preparation.   | Re-cap of all Set Works & Wider Listening<br>Mock Free Choice<br>Composition   |
| Skills         | Working as a Soloist.<br>Listening & Appraising familiar and unfamiliar Music  | Listening & Appraising familiar and unfamiliar Music   | Listening & Appraising familiar and unfamiliar Music   | Listening & Appraising familiar and unfamiliar Music  | Listening & Appraising familiar and unfamiliar Music<br>Practice Papers   | Listening & Appraising familiar and unfamiliar Music<br>Practice Papers  |
| Links          | AO1, AO2, AO3, AO4   | AO1, AO2, AO3, AO4<br><br><b>Cross-Curricular Link: Media Studies Y10 term 1, TV Crime Drama: Analysing music to create mood</b>   | AO1, AO2, AO3, AO4   | AO1, AO2, AO3, AO4  | AO1, AO2, AO3, AO4  | AO1, AO2, AO3, AO4   |
| Resources      | <a href="https://www.bbc.co.uk/bit/size/guides/zn3yb82/re">https://www.bbc.co.uk/bit/size/guides/zn3yb82/re</a>  | <a href="https://www.bbc.co.uk/bit/size/topics/z3dqhyc/arti">https://www.bbc.co.uk/bit/size/topics/z3dqhyc/arti</a>  |  |   |   |  |

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|           | <a href="https://www.bbc.co.uk/bitesize/guides/zv89dxs/revision/1">vision/1</a><br><a href="https://www.bbc.co.uk/bitesize/guides/zv89dxs/revision/1">https://www.bbc.co.uk/bitesize/guides/zv89dxs/revision/1</a> | <a href="https://www.bbc.co.uk/bitesize/guides/zv89dxs/revision/1">cles/zbhqjhv</a>  |   |  |  |  |
| Year 11   |  |  |   |  |  |  |
| Topics    | COURSEWORK 1<br>Solo Performance<br>Portfolio<br>Composition to a Brief<br>'Planning   | COURSEWORK 2<br>Composition to a Brief -<br>Final write-up   | COURSEWORK 3<br>Ensemble Performance<br>Portfolio<br>Free Choice<br>Composition Planning              | COURSEWORK 4<br>Free Choice<br>Composition Final Write-up<br><br>60% Coursework Final<br>Submission byEASTER | *EXAMINATION*  |  |
| Skills    | Listening & Appraising<br>familiar and unfamiliar<br>Music   | Listening & Appraising<br>familiar and unfamiliar<br>Music   | Listening & Appraising<br>familiar and unfamiliar<br>Music  | Listening & Appraising<br>familiar and unfamiliar<br>Music   | Listening & Appraising<br>familiar and unfamiliar<br>Music |  |
| Links     | AO1, AO2, AO3, AO4<br><br><b>Cross-Curricular Link:<br/>Drama Y11 term 2,<br/>Perform from a text</b>  | AO1, AO2, AO3, AO4<br><br><b>Cross-Curricular Link<br/>Media Studies Y11 term<br/>1,<br/>Analysing images<br/>within a pop music<br/>video</b> | AO1, AO2, AO3, AO4<br><br><b>Cross-Curricular Link:<br/>Drama Y11 term 2,<br/>Perform from a text</b> | AO1, AO2, AO3, AO4   | AO3, AO4   |  |
| Resources | <a href="https://www.bbc.co.uk/bitesize/examspecs/z6chk/mn">https://www.bbc.co.uk/bitesize/examspecs/z6chk/mn</a>  | <a href="https://www.bbc.co.uk/bitesize/examspecs/z6chk/mn">https://www.bbc.co.uk/bitesize/examspecs/z6chk/mn</a>                              |   |  |  |  |

AO1 Perform with technical control, expression and interpretation

AO2 Compose and develop musical ideas with technical control and coherence

AO3 Demonstrate and apply musical knowledge

AO4 Use appraising skills to make evaluative and critical judgements about music