

MUSIC GSA Curriculum Map 2022-23

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 & 2		Spring 1 & 2		Summer 1 & 2	
Year 7 <i>Over each term students will complete 2 topics.</i>						
Topic Covered	Keyboard Skills MU2	Elements & Pachelbel MU1	Gallery MU2	Samba MU1	Chinese Music MU2	Ukulele Skills MU1
Knowledge deepened	Introduction of the keyboard and its functions. Music notation and rhythm values. How to compose How to perform	Introduction to percussion instruments How to compose How to perform as a group	How to compose Listening and analysing music for musical features and structures	Cultural context as stimuli Percussion instruments How to compose How to perform	Cultural context as stimuli Music notation and rhythm values. How to perform How to play chords	Popular music culture as stimuli Introduction to string instruments How to play chords
Skills developed	Use of the keyboard and it's functions Basic music notation and rhythm values. Elements of composition & Performance	Performance and Composition topic based around 'Pachelbel's CANON'. Refine Percussion and Ensemble performance skills.	Listening and Composition based on Mussorgsky's 'Pictures at an Exhibition'. Chord & Melody Construction. Musical Structures.	Percussion-based rhythm & Structure Performance & Composition. Understanding Samba and its origins/context.	Performing melody and chords/Drone on a keyboard as solo, pairs & whole-class ensemble. 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. Students learn how to play basic, standard and extended chords, depending on prior knowledge.
Links to National Curriculum or Specification	1. Play & Perform Music with accuracy & Expression.	2. Improvise and compose music. 6. Develop a deepening understanding of music	2. Improvise and compose music. 6. Develop a deepening understanding of music	1. Play & Perform Music with accuracy & Expression.	1. Play & Perform Music with accuracy & Expression. 3. Use relevant	1. Play & Perform Music with accuracy & Expression.

					notations accurately across a range of styles.	
Flagship Link				MUSIC - YR7 HT 3 Body Percussion and Poetry		
Cross Curriculum Connections			Drama Y8 term 2, Christmas Carol			
Resources to support learning	https://www.bbc.co.uk/bitesize/topics/zbw7pv4/resources/1	https://www.bbc.co.uk/bitesize/topics/zvdqhy/articles/z7nb382	Compose your own film music - with Hans Zimmer and Ten Pieces - KS3 Music - BBC		https://www.bbc.co.uk/bitesize/topics/zvdqhy/articles/z7nb382	

Year 8

Over each term students will complete 2 topics.

Topic Covered	Keyboard Skills MU2	Musical Structures MU1	Music of the Caribbean MU1	Bhangra Music MU1	20th Century Dance Styles: TECHNO MU2	The Blues MU2
Knowledge deepened	A revision of the keyboard and its functions. Music notation and rhythm values. How to compose How to perform	How to perform as a group Listening and analysing music for musical features and structures	Caribbean culture as a stimuli How to perform	Bhangra music/culture as a stimuli How to compose Different musical structures	How to perform How to compose Different musical structures	Blues music/culture as a stimuli Different musical structures How to compose
Skills developed	keyboard skills Music notation and rhythm values. Elements of composition & Performance	Mattachins x 2 Weeks & Classical Forms Listening 'Arriba!' x 2 & Jazz & Pop Forms Listening Small group and whole class Ensemble Performance pieces	Performing melody and chords on a keyboard as solo, pairs & whole-class ensemble. Performing with accuracy and understanding alongside other musicians. Developing Composition Skills within a given structure.	Learn and develop a Bhangra Beat using authentic Indian music as a stimulus. Develop a Bhangra Composition/performance piece to a given structure Know and understand Bhangra music and 'how' it fits into context.	Performance of Well-known Techno Riffs. Own Composition based on Ostinato Patterns.	Students are encouraged to develop an empathetic understanding of Blues culture in relation to society today. Write and develop a Blues song within the expectations of a Blues structure.
Links to National Curriculum or Specification	1. Play & Perform Music with accuracy & Expression. 3. Use relevant notations accurately across a range of styles.	1. Play & Perform Music with accuracy & Expression. 2. Improvise and compose music. 5. Listen with increasing discrimination to a wide	1. Play & Perform Music with accuracy & Expression. 3. Use relevant notations accurately across a range of styles. 6. Develop a deepening	1. Play & Perform Music with accuracy & Expression. 4. Use of Tonalties, Scales & Musical Devices.	2. Improvise and compose music. 4. Use of Tonalties, Scales & Musical Devices.	2. Improvise and compose music. 4. Use of Tonalties, Scales & Musical Devices. 6. Develop a deepening understanding of music

		range of music from Great Composers & Musicians.	understanding of music			
Flagship Link						History Y8 half-term 2, Slavery
Cross Curriculum Connections				Philosophy Y8 half-term 1, Hinduism		
Resources to support learning	https://www.bbc.co.uk/bitesize/topics/zvdqhyc	https://www.bbc.co.uk/bitesize/topics/zvdqhyc	https://www.bbc.co.uk/bitesize/topics/zvdqhyc	https://www.bbc.co.uk/bitesize/topics/zvdqhyc		https://www.bbc.co.uk/bitesize/topics/zvdqhyc/articles/zjrd8xs

Year 9

Over each term students will complete 2 topics.

Topic Covered	Popular Music MU2	Band Project MU1	African Heritage MU2	African Heritage MU1	Free Choice MU2	Festivals & Film MU1
Knowledge deepened	Popular music culture as stimuli How to perform as a group How to play chords	Different musical structures How to compose	African heritage and a stimuli Develop keyboard skills Music notation and rhythm values. How to compose How to perform Different musical structures	African heritage and a stimuli Different musical structures	Develop use and knowledge of chosen instrument Music notation and rhythm values. How to compose How to perform Different musical structures	Analysing live performance How to compose for a purpose
Skills developed	Chord & Melody Performance: Paired, solo & ensemble opportunities.	Structure, making appropriate instrument choices. Rehearsing & Performing. Using Music Technology to 'realise' a performance/Comp.	Boogie-Woogie Piano styles, based around a 12-Bar Blues structure. Improvisation.	Rap! Writing, structuring & Performing Vocal Rap. Creating backing tracks using Bandlab for Education software.	Students select a keyboard piece of their choice and can perform in a solo or pair context. Students have an opportunity to use their chosen instrument.	Exploring Live Performance; Creating Music for a 'purpose' – Festival or Film Soundtrack
Links to National Curriculum or Specification	1. Play & Perform Music with accuracy & Expression. 3. Use relevant notations accurately across a range of styles. 5. Listen with increasing	2. Improvise & Compose Music 3. Use relevant notations accurately across a range of styles.	1. Play & Perform Music with accuracy & Expression. 2. Improvise & Compose Music. 3. Use relevant notations accurately across a	1. Play & Perform Music with accuracy & Expression. 6. Develop a deepening understanding of music (& Music Technology)	1. Play & Perform Music with accuracy & Expression. 3. Use relevant notations accurately across a range of styles.	1. Play & Perform Music with accuracy & Expression. 2. Perform and compose music. 6. Develop a deepening understanding of music

	discrimination to a wide range of music from Great Composers & Musicians.		range of styles. 4. Use of Tonalties, Scales & Musical Devices.			
Flagship Link						
Cross Curriculum Connections	English Y8 term 3, Poetry including 'Pop sonnets			Geography Y7 term 3, African place study		
Resources to support learning	https://www.bbc.co.uk/bitesize/topics/zbw7pv4/articles/zrmpg8 https://www.bbc.co.uk/bitesize/topics/zm4ht39/articles/zjd3vk7	https://www.bbc.co.uk/bitesize/topics/zvdqhy/articles/z6c wd6f https://www.bbc.co.uk/bitesize/topics/z3dqhy/articles/zvtjwty	https://www.bbc.co.uk/bitesize/topics/zm4ht39/articles/zbdqbdm	https://www.bbc.co.uk/bitesize/topics/zbw7pv4/articles/zrmpg8 https://www.bbc.co.uk/bitesize/topics/z3dqhy/articles/zvtjwty https://www.bbc.co.uk/teach/class-clips-video/music-ks3-gcse-develop-musical-idea-using-midi/zrd7nb	https://www.bbc.co.uk/bitesize/topics/zvdqhy/articles/zjrd8xs	https://www.bbc.co.uk/bitesize/topics/zvdqhy/articles/zjrd8xs
Year 10						
Topic Covered	Set Works 1 & 2 AoS 2 Solo Performance 1 Composition Skills	Set Works 3 & 4 AoS 3 Ensemble Performance 1 Composition Skills	Set Works 5 & 6 AoS 1 Solo Performance 2 Composition Skills	Set Works 7 & 8 AoS 4 Ensemble Performance 2 Composition Skills	Re-cap of all Set Works & Wider Listening Free Choice Composition Preparation.	Re-cap of all Set Works & Wider Listening Mock Free Choice Composition
Knowledge deepened	How to perform as a soloist How to compose Develop use of chosen instrument	How to perform as an ensemble How to compose Develop use of chosen instrument	How to perform as a soloist How to compose Develop use of chosen instrument	How to perform as an ensemble How to compose Develop use of chosen instrument	How to compose Develop use of chosen instrument	
	Analysing music Musical structures Understanding features of music					
Skills developed	Working as a Soloist. Listening & Appraising familiar & unfamiliar Music	Performing with others Listening & Appraising familiar & unfamiliar Music	Working as a Soloist. Listening & Appraising familiar and unfamiliar Music	Performing with others. Listening & Appraising familiar and unfamiliar Music	Listening & Appraising familiar and unfamiliar Music Practice Papers	Listening & Appraising familiar and unfamiliar Music Practice Papers

Links to Specification	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4	AO1, AO2, AO3, AO4
Flagship Link						
Cross Curriculum Connections		Media Studies Y10 term 1, TV Crime Drama: Analysing music to create mood				
Resources to support learning	https://www.bbc.co.uk/bitesize/guides/zn3yb82/revision/1 https://www.bbc.co.uk/bitesize/topics/z3dqhyc/articles/zbhqihv					
Year 11 NEA - Non-exam assessment						
Topic Covered	COURSEWORK/ NEA 1 Solo Performance Free Choice Composition Planning	COURSEWORK/NEA 2 Ensemble performance Free Choice Composition Planning & completion end Nov Composition to a Brief 'Planning	COURSEWORK/NEA 3 & 4 solo/Ensemble Performance Composition to a Brief Completion 60% Coursework Final Submission	Listening & Appraising familiar and unfamiliar Music In-class Listening Tests AoS1-4	*EXAMINATION*	
Knowledge deepened	How to perform as a soloist How to compose Develop use of chosen instrument	How to perform as an ensemble How to compose to a brief Develop use of chosen instrument	How to perform as a soloist/ensemble How to compose to a brief Develop use of chosen instrument	Analysing music Musical structures Understanding features of music		
Skills developed	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	
Links to Specification	AO1, AO2, AO3, AO4 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				AO3, AO4	
Flagship Link						

Cross Curriculum Connections	Drama Y11 term 3, Perform from a text	Media Studies Y11 term 1, Analysing images within a pop music video	Drama Y11 term 3, Perform from a text			
Resources to support learning	https://www.bbc.co.uk/bitesize/examspecs/z6chkmn					