

Music curriculum and assessment map

	Autumn Term Music	Spring Term Music	Summer Term Music
7	<p><u>African Drumming & Rhythms</u></p> <p>Exploring the musical elements with a focus on RHYTHM & TEMPO</p> <p>Students will explore different drumming traditions and their cultural impact; this will include traditions from African and South American countries.</p> <p>Students learn to perform different drum strokes on a drum before composing, performing and improvising simple rhythms, turning these into cyclic rhythms. Students explore the effect of syncopation on rhythms learning about its offbeat feel and its emphasis on weaker beats before exploring how call and response is used in drumming, improvising, composing and performing their own call and response rhythms. Pupils will combine their learning of cyclic and polyrhythms, syncopation and call and response into a final composition.</p>	<p><u>ORCHESTRA & KEYBOARD</u></p> <p>Exploring the musical elements with a focus on MELODY, PITCH, DYNAMICS, TIMBRE & ARTICULATION Retrieval: RHYTHM & TEMPO will be revisited.</p> <p>Students will learn the four sections of the orchestra and will be able to identify through listening the different instruments and place them in the correct section. They will also have a deeper understanding of classical music via listening exercises, from Fur Elise, Flight of the Bumblebee, Four Seasons and many more.</p> <p>Students use their gained knowledge through the scheme of work and build on their ability to read music with a focus on rhythm and notation. Students will study Beethoven's 'Ode to Joy' starting with melody in the right hand and building up to bass notes and chords with the left hand.</p> <p>Students will also begin learning MUSIC THEORY GRADE 1. They will learn the basis of Musical Theory, the treble & bass clef, where to place the notes on the line and in the spaces, the note names & durations, basic rhythms, rests and stems and time signatures, 2/4, 3/4 and 4/4.</p>	<p><u>CARNIVAL of the ANIMALS</u></p> <p>Deeper understanding of the musical elements with a focus on Dynamics & Articulation. Retrieval: MELODY, PITCH, DYNAMICS, TIMBRE & ARTICULATION. RHYTHM & TEMPO will be revisited.</p> <p>Students will explore the work of Camille Saint Sans and look at his CARNIVAL OF THE ANIMALS. This suite of music features pieces written for elephants, lions, birds and fish. His most famous piece THE SWAN will be explored in depth. Students will understand and recognise the link between the timbre, tempo, pitch and dynamics and the size and speed of the animal.</p> <p>Students will learn to explore composing to a specific brief namely their chosen animal using dynamics, articulation, melody, pitch & rhythm to create and represent the animal. They will build on previous knowledge making their own rhythms in term 1 and create a full piece using rhythm and melody. The skills & knowledge learnt in the Orchestra & Keyboard unit will greatly enhance their work here, in particular the performance of Ode to Joy will help them navigate the keyboard.</p>
Assessment	<p>Create: Students will be assessed in groups on their ability to compose polyrhythms to produce a coherent piece of music.</p>	<p>Performing: Students will be assessed on their ability to read and perform ODE TO JOY, using one or both hands</p>	<p>Perform: Students will be assessed SOLO on the accuracy of their piece to their chosen animal and their use of the musical elements.</p>

	<p>Perform: Students will be assessed on their accuracy of rhythm, timing as well as their ability to perform with a group</p> <p>Responding: Students will complete a short listening assessment of African drumming styles. Questions will include: multiple choice; knowledge of djembe drums and questions on notation: note naming, note values and rests.</p>	<p>Responding: Students will complete a test based on musical notation.</p>	<p>Responding: Students will complete a short listening exercise and will be assessed on their knowledge of The Musical Elements</p>
	Autumn Term Music	Spring Term Music	Summer Term Music
8	<p><u>The Blues</u></p> <p>Exploring THE BLUES with a focus on 12-BAR BLUES. Retrieval: MELODY, PITCH, DYNAMICS, TIMBRE, ARTICULATION, RHYTHM & TEMPO will be revisited.</p> <p>This unit will help students develop an understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed and as a foundation for improvisation. Students will begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. Students will also explore the effect of adding a melodic improvisation using the Blues scale and the effect which “swung” rhythms have as used in jazz and blues music. Students are introduced to seventh chords and how these are formed and their characteristic sound used in jazz and blues music. Finally students examine the lyrics of blues songs before composing their own set</p>	<p><u>Popular Music</u></p> <p>Exploring POPULAR MUSIC with a focus on TEXTURE, STRUCTURE, HARMONY and SONG COMPOSITION. Retrieval: THE 12-BAR BLUES, ORCHESTRA, AFRICAN DRUMMING, MELODY, PITCH, DYNAMICS, TIMBRE, ARTICULATION, RHYTHM & TEMPO will be revisited.</p> <p>In this unit, students explore the many genres of popular music. They will study songs from 1950s/60s Rock & Roll with artists such as Elvis Presley, Chuck Berry, The Beatles & Rolling Stones. They will also study Disco, Pop and Reggae from the 1970s & 1980s through to modern solo artists of the 2000s such as Amy Winehouse, Adele and Ed Sheeran. Students will learn how different artists and groups have composed and created their music and how other artists have made different musical arrangements of the same song. Students learn about different musical devices used in popular songs including how the different structural elements are sequenced horizontally to produce the classic form of a popular song, the verse/chorus structure. Students will learn chords and will use this knowledge to compose their own</p>	<p><u>Music & Media</u></p> <p>Exploring MUSIC & MEDIA with a focus on TIMBRE, STRUCTURE, HARMONY and SONG COMPOSITION. Retrieval: POPULAR MUSIC, THE 12-BAR BLUES, ORCHESTRA, AFRICAN DRUMMING, MELODY, PITCH, DYNAMICS, TIMBRE, ARTICULATION, RHYTHM & TEMPO will be revisited.</p> <p>Music in media plays a crucial role in enhancing storytelling by setting the mood, emphasizing emotions, and bridging narrative elements across various platforms such as film, television, and video games. Students will explore the world of Music & media through listening exercises and composition tasks. Students will learn that music can make you feel a specific emotion, they will explore how companies and brands enhance this emotion and discover how music can deliver an emotional connection with consumers and can create a relationship with the brand. They will learn about the skill of voiceovers and composing jingles.</p>

	of lyrics for a performance of their blues song using different textural layers	melodies. Students will explore lyrics and identify the theme/story & rhyming scheme that are contained in popular songs. They will take this knowledge and learn to compose their own lyrics.	They will create a 30-60 piece to a specific brief.
Assessment	<p>Creating: Students will compose their own Blues songs based on the 12-bar blues</p> <p>Performing: Students will be assessed on their ability to perform and their use of the musical elements.</p> <p>Responding: Students will be assessed on a short multiple choice quiz on the blues and on musical theory.</p>	<p>Creating: Students can choose whether to compose their own popular song or</p> <p>Performing: Students will be assessed on their performance of a cover version of a popular song and their use of the musical elements.</p> <p>Responding: Students will be assessed on a short multiple choice quiz on popular music and on musical theory.</p>	<p>Creating: Students will create a 30-60 second jingle with a voice over to a specific brief. They will be assessed on their accuracy and alignment to the brief and their use of the musical elements.</p> <p>Performing: Students will be assessed on their performing skills</p> <p>Responding: Students will be assessed on a short multiple choice quiz on music & media and on musical theory.</p>

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9	<p><u>Film Music</u></p> <p>Exploring FILM MUSIC with a focus on MELODY, ARTICULATION, DYNAMICS & creating a piece to a brief.</p>	<p><u>Musical Theatre</u></p> <p>Exploring MUSICAL THEATRE with a focus on DYNAMICS, ARTICULATION, MUSICAL THEATRE VOICES (soprano, alto, tenor, bass) and singing as part of a chorus.</p>	<p><u>Urban Contemporary Music</u></p> <p>Exploring URBAN CONTEMPORARY MUSIC with a focus on RAPPING, BEATBOXING and creating LYRICS.</p>

	<p>Retrieval: POPULAR MUSIC, MUSIC & MEDIA, THE 12-BAR BLUES, ORCHESTRA, AFRICAN DRUMMING, PITCH, TIMBRE, RHYTHM & TEMPO will be revisited.</p> <p>In this unit students will explore the world of Film Music. They will learn the purpose of film music, the difference between soundtracks and themes. They will explore diegetic music, leitmotifs and musical cliches. They will also learn about mickey mousing, the act of mimicking through music what is happening on screen.</p> <p>They will learn to play the James Bond Theme and will create a 30-60 second piece responding to a brief set by the teacher.</p>	<p>Retrieval: FILM MUSIC, POPULAR MUSIC, MUSIC & MEDIA, THE 12-BAR BLUES, ORCHESTRA, AFRICAN DRUMMING, MELODY, PITCH, TIMBRE, RHYTHM & TEMPO will be revisited.</p> <p>In this unit students will explore the world of Musical Theatre. They will learn about the different types of songs in musicals and the different roles, from lead to chorus to ensemble. They will learn the difference between spoken word and sung through musicals.</p> <p>They will apply knowledge learnt in previous units to enhance their voice and learn about the different voices: soprano; alto; tenor; bass. They will revisit the music elements dynamics and articulation to add colour and variety to their performance. This will help them to make their own interpretation of the song.</p>	<p>Retrieval: MUSICAL THEATRE, FILM MUSIC, POPULAR MUSIC, MUSIC & MEDIA, THE 12-BAR BLUES, ORCHESTRA, AFRICAN DRUMMING, MELODY, PITCH, DYNAMICS, ARTICULATION, TIMBRE, RHYTHM & TEMPO will be revisited.</p> <p>Students will explore Hip hop, R&B, Latin Music, Rap & beatboxing. They will explore the artists and songs through listening exercises, performance and composition tasks.</p> <p>Students will learn vocal & body percussion, speaking words to a strong rhythm and learning pace, tempo and time.</p> <p>Rapping is an artistic form of vocal delivery and emotive expression that incorporates rhyme and rhythmic speech. Students will study rap lyrics and create their own lyrics to a chosen brief.</p>
Assessment	<p>Creating: Students will be assessed on their composing skills and their use of the musical elements.</p> <p>They will create a 30-60 second piece based on a stimulus provided by the teacher.</p> <p>Responding: Students will be assessed on a short multiple choice quiz on FILM MUSIC and musical theory.</p>	<p>Creating: Students will be assessed on their chorus and ensemble singing skills and their use of the musical elements.</p> <p>Responding: Students will be assessed on a short multiple choice quiz on MUSICAL THEATRE and musical theory.</p>	<p>Creating: Students will be assessed on their own composition which will contain their own lyrics to a chosen brief.</p> <p>Performing: Students will be assessed on their performance and their use of the musical elements.</p> <p>Responding: Students will be assessed on a short multiple choice quiz on URBAN CONTEMPORARY MUSIC and musical theory.</p>

	Autumn Term Music	Spring Term Music	Summer Term Music
10	<p><u>Area of Study 4: Popular Music</u></p> <p>In this area of study, learners will develop an understanding of popular music: pop, rock and pop, bhangra and fusion (of different styles). This area of study includes one prepared extract SET WORK which learners must study in depth - Africa: Toto (released 1982)</p> <p>Through listening to and/or performing examples of popular music learners will study how:</p> <ul style="list-style-type: none"> • instrumental and synthesised sound is used • original music may be modified • vocal sounds are used • instruments and voices are combined • sound is computer-generated and amplified • software and samplers are utilised. Learners will also identify and use (as appropriate) the following musical features: <p>32 bar song form • Strophic • 12 bar blues • verse/chorus • riffs • middle 8 • bridge • fill • instrumental break • intros and outros • improvisation • loops • samples • panning • phasing • syncopation • driving rhythms • balance • standard chord progressions • melismatic and syllabic writing • lead and backing vocals • backing tracks • primary chords • secondary chords • cadences</p>	<p><u>Area of Study 3: Film Music</u></p> <p>In this area of study learners will develop an understanding of film music including the use of timbre, tone colour and dynamics for effect. Through listening to and/or performing examples of film music learners will study how:</p> <ul style="list-style-type: none"> • composers use musical elements appropriately to respond to a specific commission • composers use leitmotifs and thematic transformation to develop thematic material • to respond to a given stimulus or commission such as words or pictures • musical features are adopted by composers to create a mood in descriptive music • performers interpret a composition • the audience and/or venue affect the performance and/or composition • instrumental and/or vocal timbres are used to create colour/mood • dynamics and contrast are used for the creation of special effects • music technology may be used to further enhance sonority • minimalistic techniques are used in film music. <p><u>Area of Study 2: Music for Ensemble</u></p> <p>In this area of study learners will develop an understanding of:</p>	<p><u>Area of Study 1: Musical Forms & Devices</u></p> <p>Students will study the Western Classical Tradition. This includes the music of Baroque, Classical and Romantic eras. This provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms.</p> <p>This area of study includes one prepared extract which learners must study in depth SET WORK - Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067).</p> <p>Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices listed below to create and develop music:</p> <ul style="list-style-type: none"> • repetition • contrast • anacrusis • imitation • sequence • ostinato • syncopation • dotted rhythms • drone • pedal • canon • conjunct movement • disjunct movement • ornamentation • broken chord/arpeggio • alberti bass • regular phrasing • melodic and rhythmic motifs • simple chord progressions including cadences • modulation to dominant and relative minor.

	<p>Practical: Students will perform a cover from a well-known artist or band and make their own interpretation of this song. They can perform solo or with accompaniment. This can be a backing track or someone accompanying them. The piece must be at least 2 minutes long.</p>	<p>MUSICAL THEATRE, CHAMBER MUSIC, VOCAL ENSEMBLES, JAZZ & BLUES, STRING QUARTET, SONATAS</p> <p>Learners will develop an understanding of SONORITY & TEXTURE, including instrumental and vocal groupings as appropriate to their context. Through listening to and/or performing examples from the above genres, learners will study how composers combine musical lines in the following textures:</p> <ul style="list-style-type: none"> > monophonic > homophonic > polyphonic > unison > chordal > layered > melody & accompaniment > round > canon > counter melody <p>Practical: Students will have the opportunity to compose and perform film music and will use music technology (Logic Pro) to create mood and atmosphere.</p> <p>Students will also create a 5 minute presentation on their chosen film composer and present this to the class.</p>	<p>Practical: Students will perform an ensemble piece from a well-known artist or band and make their own interpretation of this song. They can perform solo or with accompaniment. This can be a backing track or someone accompanying them. The piece must be at least 2 minutes long.</p>
Assessment	<p>Responding: Students will be assessed on their knowledge of popular music via a listening exercise and multiple choice questions on the elements of music.</p> <p>Performing: Students will be assessed on their performances</p>	<p>Creating: students will create a 1 minute piece of film music to a brief given by the teacher.</p> <p>Performing: Students will be assessed on their performances</p>	<p>Creating: Students will be assessed on their knowledge of their chosen arrangement style to ascertain the success of their arrangement and the process involved.</p> <p>Performing: Students will be assessed on a performance of their arrangement both as an individual and as part of an ensemble.</p>

			Responding: Students will reflect upon the success of their arrangement to the given brief, how well their arrangement fits their chosen style of music.
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	Autumn Term Music	Spring Term Music	Summer Term Music
11	<p><u>Area of Study 1: Musical Forms & Devices</u> <u>Component 1: Solo Performance</u> <u>Component 2: Composing to a brief</u></p> <p>Students will study the Western Classical Tradition. This includes the music of Baroque, Classical and Romantic eras. This provides the context for a study of binary, ternary, minuet and trio rondo, variation and strophic forms.</p> <p>This area of study includes one prepared extract which learners must study in depth - Badinerie by J.S.Bach for Flute and String Orchestra with Harpsichord (Final movement, Orchestral Suite No.2 in B minor, BWV 1067).</p> <p>Through listening to and/or playing examples of music from the Western Classical Tradition (1650-1910), learners will identify the main features of binary, ternary, minuet and trio, rondo, variation and strophic forms, including how composers use the musical devices listed below to create and develop music:</p> <ul style="list-style-type: none"> • repetition • contrast • anacrusis • imitation • sequence • ostinato • syncopation • dotted 	<p><u>Revisiting all Areas of Study and Component 1 Ensemble</u></p> <p>Students will revisit the four Areas of Study through exam questions, both 1/2 marker and long answers.</p> <p>They will also complete Component 1: Ensemble during this term. This must be linked to one of the four areas of study.</p> <p>They are required to perform as part of an ensemble. An ensemble is 2-8 live performers, the other members of the ensemble need not be taking the examination.</p> <p>Students will then start work on Component 2: Composing</p> <p>This is their own (free) composition.</p>	<p><u>Revisiting all Areas of Study and Component 2 (free composition)</u></p> <p>Students will revisit the four areas of study through exam questions, both 1/2 marker and long answers.</p> <p>They will also complete Component 2: Composing. This is the second composition which they set to their own brief.</p>

	<p>rhythms • drone • pedal • canon • conjunct movement • disjunct movement • ornamentation • broken chord/arpeggio • alberti bass • regular phrasing • melodic and rhythmic motifs • simple chord progressions including cadences • modulation to dominant and relative minor.</p> <p>Practical: Students will perform a solo piece from a well-known artist or band and make their own interpretation of this song. They can perform solo or with accompaniment. This can be a backing track or someone accompanying them. The piece must be at least 2 minutes long.</p>		
Assessment	<p>Creating: <u>Composing to a brief</u> Students will compose to a brief set by the exam board. They will be presented with a choice of stimuli and will choose ONE. They will be assessed on the development of their composition and its relationship with the brief. This must be a minimum of 2 minutes long and maximum of 3 minutes. Students will be assessed on three areas:</p> <ol style="list-style-type: none"> 1. Creativity & development of music ideas (12) 2. Technical control of musical elements and resources (12) 3. Structure & stylistic coherence (12) <p>The total mark is 36. There are 5 bands 0-4. Zero is where no evidence has been provided. Band 4 is the top band</p> <p>Performing: <u>Solo Performance</u> Students will perform their solo performance. This must be at least two minutes long. Students will be assessed on three areas:</p> <ol style="list-style-type: none"> 4. Accuracy (12) 	<p>Performing: <u>Ensemble Performance</u> Students will be assessed on three areas:</p> <ol style="list-style-type: none"> 1. Accuracy (12) 2. Technical control (12) 3. Expression & interpretation (12) <p>The total mark is 36. There are 5 bands 0-4. Zero is where no evidence has been provided. band 4 is the top band</p> <p>Creating: <u>Composition 2 (free) composition</u> Students will be assessed on three areas:</p> <ol style="list-style-type: none"> 1. Creativity & development of music ideas (12) 2. Technical control of musical elements and resources (12) 3. Structure & stylistic coherence (12) <p>The total mark is 36. There are 5 bands 0-4. Zero is where no evidence has been provided. Band 4 is the top band</p>	

	<p>5. Technical control (12)</p> <p>6. Expression & interpretation (12)</p> <p>The total mark is 36. There are 5 bands 0-4. Zero is where no evidence has been provided. band 4 is the top band</p> <p>Responding: Students will reflect upon the success of their arrangement to the given brief, how well their arrangement fits their chosen style of music.</p>		
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