



KS3 MUSIC CURRICULUM MAP

Assessment: Knowledge Test on how to recognise the musical elements in heard music
Written test
Performance Exam

Assessment: Theory test
Planning document
Project submission

Performance Studies

- ❑ Selecting appropriate music to play
- ❑ Setting targets for rehearsals
- ❑ How to use the correct technique for their instrument
- ❑ Playing in time
- ❑ How to recognise the musical elements in heard music

Music Project

- ❑ Setting deadlines and adhering to them
- ❑ Setting targets which aid progression
- ❑ Using relevant notation when creating/reading music
- ❑ Using the musical elements to enhance the piece of music/analysis you have created
- ❑ Effectively using the musical elements to enhance the piece of music/analysis you have created.

YEAR 10

Assessment: Knowledge Test on the main vocabulary used in music production and the main features of electronic dance music (EDM)
Musical Elements Listening test
Submission of music composition

Assessment: Note length test
Theory test
Performance Exam

Composition

- ❑ Create appropriate musical ideas to represent a program
- ❑ Clearly and accurately notate their musical ideas
- ❑ Identify how the musical elements have been used to represent a program

YEAR 9

Assessment: Written Exam on how the musical elements have been used to represent a program and creating appropriate musical ideas to represent a program
Composition submission

Stand By Me

- ❑ How to use the correct technique for the keyboard
- ❑ Playing two hands together (homophony)
- ❑ Playing in time
- ❑ How to recognise the musical elements in heard music

Music Technology

- ❑ Place samples in a project ensuring they are in time
- ❑ Know the main vocabulary used in music production
- ❑ Understand the main features of electronic dance music (EDM)

Keyboard Studies

- ❑ How to use the correct technique for the keyboard
- ❑ How to correctly warm up.
- ❑ The notes of the treble clef
- ❑ Playing in time
- ❑ How to recognise the musical elements in heard music
- ❑ How to correctly rehearse
- ❑ Performing confidently
- ❑ Playing two hands together

World Music

- ❑ How to follow a conductor
- ❑ The notes of the treble clef
- ❑ Playing in time
- ❑ How to improvise rhythms
- ❑ How to compose short melodies
- ❑ The context surrounding the creation of three styles of music

Assessment: Knowledge test on the context surrounding the creation of three styles of music
Musical Elements Listening test
Performance Exam

YEAR 8

The Blues

- ❑ How to use the correct technique for the keyboard
- ❑ Playing two hands together (homophony)
- ❑ Playing in time
- ❑ How to recognise the musical elements in heard music

Assessment: Knowledge test on how to recognise the musical elements in heard music
Listening test
Performance Exam

Exploring the Voice

- ❑ How to correctly use the voice
- ❑ Singing accurately
- ❑ How to follow a conductor
- ❑ How to perform to an audience
- ❑ How to recognise the musical elements in heard music
- ❑ Performing confidently

YEAR 7

Assessment: Knowledge test on how to recognise the musical elements in heard music
Musical Elements Listening test
Performance Exam

Assessment: Knowledge test on how to follow a conductor and how to perform to an audience
Listening test
Performance Exam

MUSIC SKILL

Performing

MUSIC SKILL

Composing

MUSIC SKILL

Listening

MUSIC SKILL

Review and Evaluate



KS4 (GCSE) MUSIC CURRICULUM MAP

FURTHER STUDY

A level Music

CAREER PATHS

Music Producer, Recording Engineer, Publishing, Composer, Music Arranger, Broadcasting

SKILLS

Critical analysis, interpretation, evaluation, creative performance

Assessment: written popular music
Appraising paper

Assessment: written assessment on film music
Appraising paper

Assessment: written assessment on music for ensemble
Appraising paper

Revision and examination practice

Popular Music

- Understanding the key features of popular music
- Deeper analysis of music from a score and a recording
- Music technology in the development of popular music

Film Music

- Recognising more complex musical textures and devices
- Understanding the role of music in films and how it contributes to atmosphere
- Analysing film music

Music for Ensemble

- Recognising more complex musical textures
- Understanding the role of the chamber ensemble in the history of the Western Classical Tradition
- Analysing chamber music, musical theatre and Jazz/blues
- Understanding the context and conventions of small ensembles in a variety of styles

Assessment: Written assessment on understanding film music
Appraising paper

Assessment: Written assessment on understanding features of popular music
Appraising paper

YEAR 11

Introduction to Music for Ensemble

- Recognising more complex musical textures
- Competently performing in a variety of styles
- Performing as part of an ensemble
- Aurally identifying musical features
- Understanding the process of composing more complex textures

Introduction to Film Music

- Analysing motifs and Leitmotifs
- Understanding the key features of film music
- Performing as part of an ensemble
- Understanding the process of composing for film

Introduction to Popular Music

- Performing as a soloist and as part of an ensemble.
- Understanding the key features of popular music
- Analysing music from a score and a recording

Musical Devices and Forms

- Aurally recognising (increasingly complex) devices, forms and features such as sequence, minuet and trio, and instrumentation
- Explaining (increasingly complex) devices, forms and features
- Composing using more complex devices and forms and features such as modulation, sonata form and polyphony

Assessment: 3 written assessments on music for ensemble – music textures and composition

Assessment: written assessment musical devices and forms
Appraising paper

Introduction to Musical Forms and Devices

- Aurally identifying musical forms and devices
- Using music technology in the composition process
- Performing as part of an ensemble
- Aurally identifying musical features
- Using music technology to manipulate and develop musical ideas.

Musical Elements

- Writing chord progressions
- Aurally identifying differences in tonality
- Understanding scales
- Understanding specific intervals
- Rhythmic dictation
- Understanding and aurally recognising cadences
- Aurally recognising chord progressions
- Melodic dictation
- Effectively structuring responses to extended writing questions

Assessment: performance of composition submission

Assessment: performance of coursework submission

YEAR 10

Throughout Year 10 and 11, students will develop skills in performing and composing:

- Reading from notation
- Performing to an audience
- Rehearsing effectively
- Performing accurately and in time
- Understanding and exploitation of the chosen instruments
- How to generate a musical score.
- Including performance directions in a score
- Use of melodic devices

MUSIC SKILL

Performing

MUSIC SKILL

Composing

MUSIC SKILL

Listening

MUSIC SKILL

Review and Evaluate



KS5 MUSIC CURRICULUM MAP

FURTHER STUDY

Degree Course in Music

CAREER PATHS

Music Producer, Recording Engineer, Publishing, Composer, Music Arranger, Broadcasting

SKILLS

Critical analysis, interpretation, evaluation, creative performance

Assessment: extended response written assessment on Programme Music 1820 - 1910

Assessment: extended response written assessment on innovations in music 1900 - Present Day

Innovations in Music 1900 - Present Day

- ❑ Analyse and compare developments in Twentieth and Twenty First Century styles
- ❑ Understand Irregular rhythm, metre, polyrhythm, polymetre, organisation of time
- ❑ Exploration of sonority, timbre, textures, instrumental and vocal techniques and resources, percussion, technology
- ❑ Study and understand to some extent the conditions and context in which music of this period was created and performed

Programme Music 1820 - 1910

- ❑ Analyse and compare developments in styles of programme music
- ❑ Understand and recognise instrumental resources, e.g. expansion of the orchestra, improvements in piano technology, instrumental technique, virtuoso soloists, the conductor
- ❑ Study and understand to some extent the conditions and context in which programme music was created and performed

Revision and examination practice

Assessment:

Assessment:

Assessment: Appraising papers

Composition coursework submission

Instrumental Music of Haydn, Mozart and Beethoven

- ❑ The use of instrumental techniques including articulation
- ❑ the orchestra and instruments of the Classical period
- ❑ Musical vocabulary and terminology related to instrumental music e.g. Harmonic change and melodic and harmonic devices
- ❑ The reading and writing of associated staff notation

Popular Song: Blues, Jazz, Swing and Big Band

- ❑ Performing techniques e.g. improvisation
- ❑ recognising vocal techniques e.g. belt, use of register, articulation, vibrato
- ❑ Organisation of pitch, melodically and harmonically
- ❑ The historical and social context of the songs in this Area of Study
- ❑ Techniques of melodic construction
- ❑ Phrasing and structure

Performing and Composing (throughout the year)

- ❑ Perform fluently showing critical understanding of the overall shape, direction and style of the music chosen
- ❑ Demonstrate an understanding of performing with technical control across a range of techniques
- ❑ Perform music with control and continuity using appropriate tempi
- ❑ Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and expressive understanding, by responding to a brief

YEAR 13

Assessment: Performance coursework submission and composition coursework submission

Listening and Appraising Exercises

- ❑ Accurately respond to questions based on musical extracts
- ❑ Demonstrate an in depth knowledge of the musical elements when answering directed questions
- ❑ Provide answers which demonstrate an understanding of style and content when responding accurately to questions based on musical extracts
- ❑ Recognise precise changes in the musical elements

Theory and Aural Skills

- ❑ Recognise the musical elements in the music they hear
- ❑ Understand how the musical elements are combined to create effective music
- ❑ Recognise the complexities of the musical elements in the music they hear
- ❑ Understand how the musical elements are combined to create and develop effective music
- ❑ Understand how musical traditions and contexts can impact on the creation and development of music
- ❑ Use knowledge of musical elements and contexts to make critical judgements about the music they hear music

YEAR 12

Assessment: Appraising paper

Composition coursework submission

Assessment: Performance coursework submission

Assessment: written assessment on how the musical elements are combined to create effective music

Throughout Year 12, students will develop skills in performing and composing:

- Perform fluently showing critical understanding of the overall shape, direction and style of the music chosen
- Demonstrate an understanding of performing with technical control across a range of techniques
- Perform music with control and continuity using appropriate tempo
- Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and expressive understanding, by responding to a brief

MUSIC SKILL

Performing

MUSIC SKILL

Composing

MUSIC SKILL

Listening

MUSIC SKILL

Review and Evaluate