

St Bede's Inter-Church School Music Curriculum Map

	Autumn 1 (Michaelmas)	Autumn 2 (Advent)	Spring 1 (Epiphany)	Spring 2 (Lent)	Summer 1 (Easter)	Summer 2 (Trinity)
	What Is Music	Descriptive Music	Medieval Music	Modes and Scales	Ukuleles	West African Music
Year 7 1 lesson per week	<p>Previous Learning: The students arrive to secondary school with varying levels of experience and expertise. We baseline test their ability with singing, clapping and listening as well as gather data in instrumental ability</p> <p>Progression of Learning: Students are (re)introduced to the elements of music pitch, rhythm, tempo and dynamics as well as giving them the opportunity to explore the definition of what a piece of music is and developing their vocal skills</p> <p>Main learning objectives:</p> <ul style="list-style-type: none"> ✓ Explore the idea of what a piece of music is ✓ Understand musical elements of music ✓ Learn about melody ✓ Learn about rhythm ✓ Learn about dynamics ✓ Learn about tempo ✓ Learn about avant garde composers such as Cage and Berio ✓ Singing: <i>Hey Ungua</i> and <i>At The Hop</i> ✓ Listening: <i>4'33"</i>, <i>Sequenza III</i>, <i>Young Person's Guide to the Orchestra</i> ✓ Composing: 8 beat rhythms ✓ Performing: <i>Ooh, aah, crunch</i>, <i>At The Hop</i>; <i>Hey Ungua</i>; 8 beat rhythms ✓ Notation: graphic scores, dynamic markings including f, p, cresc, decresc, mp, mf, pp, ff <p>Assessment: Baseline listening, clapping and singing tests; Vocal assessment</p>	<p>Previous Learning: In the previous unit students were introduced to the elements of music melody, rhythm, dynamics and tempo. They were also introduced to the idea of musical notation through graphic scores</p> <p>Progression of Learning: Students will develop knowledge of elements of music - timbre and texture. They will also use their knowledge of these elements to explore how to use them to create music for a specific effect. Their knowledge of notation was also be developed through looking at writing down note values.</p> <p>Main learning objectives:</p> <ul style="list-style-type: none"> ✓ Understand musical elements of music ✓ Understand the impact of musical elements on creating music for an intended effect ✓ Learn about timbre ✓ Learn about texture ✓ Learn about the families of orchestral instruments ✓ Develop vocal skills ✓ Develop composing skills ✓ Learn how to read and write different note values <p>Assessment: Group composition, listening test</p>	<p>Previous Learning: Students were (re)introduced to the musical elements pitch, rhythm, tempo, dynamics, timbre and texture. They were also introduced to note values notation as well as knowledge of the orchestral families of instruments.</p> <p>Progression of Learning: By moving to medieval music, students learn how the rudiments of music were settled upon and the formalisation process of how we organise music was started. Knowledge of the musical elements are further consolidated and harmony is now introduced. Notation is developed through learning about the treble clef.</p> <p>Main learning objectives:</p> <ul style="list-style-type: none"> ✓ Understand the context of the medieval period ✓ Understand the role of music in society by listening to examples ✓ Learn about medieval instruments ✓ Understand what the musical element harmony is ✓ Learn about treble clef notation ✓ Develop keyboard skills ✓ Develop ensemble performance skills ✓ Learn to sing <i>Salva Nos</i>, <i>Orientis Partibus</i>, <i>Gaudete</i> <p>Assessment: Group performance</p>	<p>Previous Learning: Students have learnt about what makes a piece of music and have been (re)introduced to the musical elements pitch, rhythm, tempo, dynamics, texture, timbre and harmony. They have also begun to learn about the history of Western music, how to read and write note values and treble clef notation.</p> <p>Progression of Learning: Students will develop their understanding of pitch and melody. They will also be introduced to tonality. Students will continue to develop their keyboard and composition skills. They will build on their knowledge of notation by adding ledger lines to the notes of the treble clef</p> <p>Main learning objectives:</p> <ul style="list-style-type: none"> ✓ Learn about modes ✓ Learn about different scales around the world, including major, minor, pentatonic, and chromatic ✓ Learn about intervals, accidentals, tones and semitones ✓ Learn about ledger lines with the treble clef ✓ Develop keyboard skills ✓ Learn how to compose a melody ✓ Develop composition skills <p>Assessment: Individual composition, listening test</p>	<p>Previous Learning: Students have developed their performance and composition skills in the previous units. They have learnt about the elements of music including melody, dynamics, tempo, texture, rhythm, harmony and tonality as well as notation of note values and treble clef</p> <p>Progression of learning: Students will develop their understand of harmony through studying primary chords and are also introduced to the structure of a song. They will further develop their performance skills by learning basic techniques of the ukulele including strumming, chord patterns, picking a melody and tuning the instrument. They will also develop their knowledge of notation through learning about tab.</p> <p>Main learning objectives:</p> <ul style="list-style-type: none"> ✓ Learn the anatomy and string names of a ukulele ✓ Learn about harmony, chords and chord progressions ✓ Learn about the structure of a song ✓ Learn how to tune a ukulele ✓ Learn how to read TAB notation ✓ Learn how to play chords ✓ Learn how to play a melody on the ukulele ✓ Develop performing skills <p>Assessment: Group performance</p>	<p>Previous Learning: Students have developed their performance and composition skills in the previous units. They have learnt about the elements of music including melody, dynamics, tempo, texture, rhythm, harmony and tonality.</p> <p>Progression of learning: Students will develop their understanding of rhythm, tempo and texture through learning to play cyclical rhythms from West Africa. They will further develop their performance skills by learning basic djembe techniques including bass, tone and slap as well as playing as part of an ensemble. Students will revisit the idea of call and response from unit 1 and develop their composition skills.</p> <p>Main learning objectives:</p> <ul style="list-style-type: none"> ✓ Develop understanding of rhythm and texture ✓ Learn djembe performance techniques ✓ Learn about djole ✓ Develop vocal skills ✓ Develop ensemble skills ✓ Develop composition skills <p>Assessment: Group performance</p>

Year 8
1 lesson
per week

Variations	Reggae	Video Games Music	Blues	Song writing	Ukuleles
<p>Previous Learning: In Yr 7 students explored melody writing during Unit 5 and were introduced to structure during Unit 4. In Unit 3 students learnt about the inception of Western Art Music and in Unit 1 they explored different musical elements as well as focusing on avant garde composers such as Cage and Berio.</p> <p>Progression of Learning: In this unit students will develop their melody writing skills further using more advanced development techniques as well as exploring a new structure of theme and variations. Students will also build on their knowledge of musical elements and further explore Western Art Music, studying works of composers including Paganini, Mozart and Mahler</p> <p>Main learning objectives:</p> <ul style="list-style-type: none"> ✓ Learn about the structure theme and variations ✓ Develop knowledge of Western Art Music ✓ Develop keyboard skills ✓ Develop understanding of melodic devices ✓ Develop composing skills ✓ Listening: Paganini, Mozart, Mahler, Ives ✓ Performing: Twinkle Twinkle Melody ✓ Composing: Variations ✓ Notation: Recap treble clef <p>Assessment: Composition, performing a melody, listening test</p>	<p>Previous Learning: In Yr 7 students learnt about harmony and chords in units 2, 3, 4 and 5 and also explored different rhythms in units 1 and 6, and melody across all units. Students also developed their group work, performance and ensemble skills throughout the year. In the previous unit, students developed their keyboard skills.</p> <p>Progression of Learning: In this unit students will develop their keyboard skills further by playing chords and in a more advanced key. Students will also build on their knowledge of texture by learning how to build several layers within the context of performing a reggae song as well as more complex rhythms.</p> <p>Assessment: Ensemble Performance</p>	<p>Previous Learning: Students explored how to create descriptive music during Yr 7 Unit 2. This year students have further developed composition skills by focusing on melodic devices. They have also developed their keyboard skills playing in a more advanced key as well as their understanding of texture through the performance of a reggae song.</p> <p>Progression of learning: This new unit further develops the students' understanding of melody, harmony and texture as well as a learning how to use them to create a particular mood. Students will develop their understanding of how music can create an atmosphere by studying themes used in video game music.</p> <p>Main learning objectives:</p> <ul style="list-style-type: none"> ✓ Understand the impact that music has on creating an atmosphere ✓ Learn how music and the technology has evolved from the early games of 1970s to today ✓ Learn characteristic musical features of video game music ✓ Understand the importance of sound effects within a video game ✓ Learn how to perform character themes ✓ Learn how to vary, adapt and change a melody (character theme) for different atmospheres/scenarios. <p>Assessment: Composition and listening test</p>	<p>Previous Learning: Students have explored different song forms throughout KS3, as well as developing a greater understanding of the relationship between melody and harmony.</p> <p>Progression of learning: This new unit develops the students' understanding of songs as well as the cultural and historical importance of Blues music. They will learn the chord progression integral to the style as well as develop their ability to improvise in a stylistically appropriate way.</p> <p>Assessment: Performance</p>	<p>Main emphasis: Building knowledge of the structure of songs and developing composition skills</p> <ul style="list-style-type: none"> Singing – Listening – Composing – Performing – Notation – Note values and time signature recap <p>Assessment: Composition and listening test</p>	<p>Main emphasis: Building knowledge of reggae and developing performance skills</p> <ul style="list-style-type: none"> Singing – Listening – Composing – Performing – Notation – Major and minor scale recap <p>Assessment: Performance and notation test</p>

	Autumn 1 (Michaelmas)	Autumn 2 (Advent)	Spring 1 (Epiphany)	Spring 2 (Lent)	Summer 1 (Easter)	Summer 2 (Trinity)
Year 9 2 lessons per week	<p>Main emphasis: Building knowledge of musical elements; building knowledge of musical notation; developing composition and performance skills</p> <p>A variety of tasks to build on previous knowledge and developing performance, composition and listening skills</p> <p>Assessment: Solo performance</p>	<p>Main emphasis: Building knowledge of popular music through vocal music; developing composition skills</p> <p>Set work focus: <i>Killer Queen</i></p> <p>Practical focus: Songwriting</p> <p>Assessment: Listening test</p>	<p>Main emphasis: Building knowledge of film music; developing composition skills</p> <p>Set work focus: <i>Star Wars</i></p> <p>Practical focus: Composing for an intended effect</p> <p>Assessment: Listening test, composition</p>		<p>Main emphasis: Building knowledge of musical theatre; developing performance and composition skills</p> <p>Set work focus: <i>Defying Gravity</i></p> <p>Listening focus: Section B</p> <p>Practical focus: Ensemble performance, song writing</p> <p>Assessment: Listening test, ensemble performance, composition</p>	
	Autumn 1 (Michaelmas)	Autumn 2 (Advent)	Spring 1 (Epiphany)	Spring 2 (Lent)	Summer 1 (Easter)	Summer 2 (Trinity)
Year 10 2 lessons per week	<p>Main emphasis: Building knowledge of baroque period through vocal music; developing composition skills</p> <p>Set work focus: <i>Music for a While</i></p> <p>Listening focus: Dictation</p> <p>Practical focus: Songwriting</p> <p>Assessment: Composition, listening test</p>	<p>Main emphasis: Building knowledge of baroque period through instrumental music; developing performance skills</p> <p>Set work focus: <i>Brandenburg Concerto</i></p> <p>Listening focus: Section B essay</p> <p>Practical focus: Ensemble performance</p> <p>Assessment: Ensemble performance, listening test</p>	<p>Main emphasis: Building knowledge of classical and romantic periods through instrumental music; developing composition skills</p> <p>Set work focus: <i>Pathetique Sonata</i></p> <p>Listening focus: Unfamiliar listening</p> <p>Practical focus: Instrumental composition</p> <p>Assessment: listening test</p>	<p>Main emphasis: Building knowledge of film music; developing composition skills</p> <p>Set work focus: <i>Star Wars</i></p> <p>Listening focus: Dictation</p> <p>Practical focus: Instrumental composition</p> <p>Assessment: Composition, listening test</p>	<p>Main emphasis: : Building knowledge of samba, jazz and bossa nova through musical fusions; developing composition skills</p> <p>Set work focus: <i>Samba Em Preludio</i></p> <p>Listening focus: Section B essay</p> <p>Practical focus: Solo performance</p> <p>Assessment: Solo performance, listening test</p>	<p>Main emphasis: Consolidating listening skills; preparing for controlled assessment in Yr 11</p> <p>Listening focus: Entire listening paper</p> <p>Practical focus: Free composition</p> <p>Assessment: Listening test</p>
Year 11 2 lessons per week	<p>Main emphasis: Building knowledge of samba, jazz and bossa nova through musical fusions; developing composition skills and performance skills</p> <p>Set work focus: <i>Samba Em Preludio</i></p> <p>Controlled assessment: Prepare and record solo performance; prepare free composition</p> <p>Assessment: Listening test, solo performance</p>	<p>Main emphasis: Consolidating exam technique; developing composition skills and performance skills</p> <p>Listening focus: Dictation, unfamiliar and section B</p> <p>Controlled assessment: finish and record free composition, prepare ensemble performance</p> <p>Assessment: Composition, mock exam</p>	<p>Main emphasis: Consolidating knowledge of set works; developing composition skills</p> <p>Listening focus: AoS 1 Instrumental music and AoS 2 Vocal music</p> <p>Controlled assessment: Start set brief composition; record ensemble performance</p> <p>Assessment: Ensemble performance</p>	<p>Main emphasis: Consolidating knowledge of set works; developing composition skills</p> <p>Listening focus: AoS 3 Music for Stage and Screen; AoS 4 Fusions</p> <p>Controlled assessment: Finish and record set brief composition; finalise all controlled assessment</p> <p>Assessment: Composition; All controlled assessment</p>	<p>Main emphasis: Consolidating exam technique</p> <p>Listening focus: Past exam papers</p> <p>Assessment: External Listening exam</p>	