

'Music Year 7' Curriculum Map

<p>Intent:</p> <ul style="list-style-type: none"> ➤ Think creatively ➤ Explore ideas ➤ Improve performance skills ➤ Grow in cultural capital ➤ Work to deadlines ➤ Demonstrate resilience and perseverance ➤ Have confidence to work independently 	<p>Intrinsic Subject Value</p> <p>Music is a universal language that embodies one of the highest forms of creativity. Music is in everywhere and students come across it on a day-to-day basis. Learning how to appreciate and respond to this art form will enable students to explore their creativity whilst engendering a sense of self-discipline and resilience needed to master the technical skills of an instrument. Alongside this, an education in Music provides cultural capital, a sense of self, independence, confidence, resilience and exploration to create effective risk takers. The world our students are engaged in, requires a thorough understanding of musical language to be able to communicate ideas and understand advertising and the stimuli in the modern world.</p>		
<p>KS2 'Subject' Curriculum</p> <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p>'Subject' themes that run through the curriculum</p> <ul style="list-style-type: none"> COMPOSE APPRAISE/UNDERSTAND TAKE RISKS PERFORM/DEVELOP CONFIDENCE INDEPENDANCE Difficult Knowledge 		
<p style="text-align: center; font-size: 2em;">7</p> <p>SOL Title Elements of Music</p> <p>Rationale: The students arrive into KS3 with varying degrees of Music education. This unit secures the foundation blocks to enable students to develop in confidence and skill to be able to communicate effectively using musical language</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> The elements of music, basic notation. describe what is heard. Notation and graphic scores. Understanding elements and how they are used. Sharing work, understanding mistakes and how to develop from them. Independent choice of structure/timbre to complete the work. <p>Disciplinary Knowledge: Composing, appraising, performing</p> <p>Prior learning / retrieval: What is music? What are the rules? Benchmarking skill level Basic performance retrieval</p> <p>Links to KS3 NC: Becoming proficient in basic composing and performing techniques. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Dynamics, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation,</p> <p>Summative assessment: A final performance/composition completed demonstrating understanding of the musical elements</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Basic Keyboard techniques</p> <p>Rationale: The students arrive into KS3 with varying degrees of Music arts education. This unit secures the foundation blocks in keyboard technique and understanding to enable students to develop in confidence, knowledge and skill to communicate effectively through musical language through exploration of a variety of composers work.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Keyboard skills and techniques developing independently Understand the layout and capabilities of a variety of keyboard instruments. learn from mistakes as developing. Record progress and thoughts independently and sharing Secure knowledge of keyboard and keyboard technique. Working independently through the keyboard skills course. <p>Disciplinary Knowledge: Composing , appraising, performing, Listening</p> <p>Prior learning / retrieval: What are the elements of music? Who were the great composers? What were the different periods of music?</p> <p>Links to KS3 NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation, fingering, staff notation, clef, dynamics,</p> <p>Summative assessment: Progress through the keyboards skills assessment chart.</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Basic Appraising/Listening</p> <p>Rationale: The students arrive into KS3 with varying degrees of arts education. This unit secures the foundation blocks in listening to enable students to develop in confidence, knowledge and skill to communicate effectively through musical language through exploration of the orchestral sonorities.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> instruments of the orchestra different sonorities and instruments Identifying and trying different instruments performing from different periods and cultures independent creating of their own instrument designs <p>Disciplinary Knowledge: Timbre, sonority, ensemble skills, listening and appraising skills</p> <p>Prior learning / retrieval: Types pf instruments? Types of genres? Periods of music? What is culture? What sonority?</p> <p>Links to KS3 NC: Identify and use the inter-related dimensions of music and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> <p>Disciplinary literacy: Orchestra, baroque, renaissance, classical, romantic, modern, woodwind, brass, string, percussion, gamelan,</p> <p>Summative assessment: Identification of instrument quiz - YPG</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Basic Guitar/Ukulele Techniques</p> <p>Rationale: The students arrive into KS3 with varying degrees of arts education. This unit secures the foundation blocks in understanding guitar/ukulele techniques to enable students to develop in confidence, knowledge and skill to communicate effectively and use the skills in the KS3 course.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Guitar/Ukulele skills and techniques developing independently investigate a variety of guitars/ukuleles , understand their history and development performing and vocalising Learning from mistakes through peer and teacher feedback Choice of music inspired by artists and development of skills. Own resources to facilitate performance <p>Disciplinary Knowledge: Composing , appraising, performing, Listening, ICT</p> <p>Prior learning / retrieval: What are string instruments? What are the types of materials you can use? What is the difference between guitar and ukulele? Where do we hear stringed instruments? What do you need to consider in performing?</p> <p>Links to KS3 NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations.</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation, fingering, staff notation, clef, dynamics, chords, strum patterns</p> <p>Summative assessment: A performance of a piece of own choice in a small group</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>

<p>SOL Title Music in Different Cultures 1</p> <p>Rationale: The students arrive into KS3 with varying degrees of Music education. This unit develops knowledge of the foundation blocks to enable students to develop in confidence and skill to be able to communicate effectively using musical language</p> <p>Substantive Knowledge: ■ The elements of music, intermediate notation. ■ describe what is heard. Notation. ■ Understanding elements and how they are used ■ Sharing work, understanding mistakes and how to develop from them. ■ Independent choice of roles within group performances.</p> <p>Disciplinary Knowledge: Composing, appraising, performing</p> <p>Prior learning / retrieval: What are the elements of music? What are the skills for....? ICT Skills Basic performance retrieval</p> <p>Links to KS3 NC: Becoming proficient in basic composing and performing techniques. Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Dynamics, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation, Raga, Syncopation, off beat, reggae,</p> <p>Summative assessment: A final performance/composition completed demonstrating understanding of the musical elements within the style of the chosen culture</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Intermediate Keyboard techniques</p> <p>Rationale: The students arrive into KS3 with varying degrees of Music arts education. This unit develops the foundation blocks in keyboard technique and understanding to enable students to develop in confidence, knowledge and skill to communicate effectively through musical language through exploration of a variety of composers work.</p> <p>Substantive Knowledge: ■ Keyboard skills and techniques developing independently ■ Understand structure and chord sequences of a variety of musical styles. ■ learn from mistakes as developing. Record progress and thoughts independently and sharing ■ Develop knowledge of keyboard and keyboard technique ■ Self-assessment and identifying areas for development</p> <p>Disciplinary Knowledge: Composing , appraising, performing, Listening, Chords and triads</p> <p>Prior learning / retrieval: What are the elements of music? Who were the great composers? What are different musical styles?</p> <p>Links to KS3 NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation, fingering, staff notation, clef, dynamics, triads, chords, 12 bar blues, syncopation, improvisation,</p> <p>Summative assessment: Performance in the style chosen as part of a small group</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Intermediate Appraising/Listening</p> <p>Rationale: The students arrive into KS3 with varying degrees of arts education. This unit secures the foundation blocks in listening to enable students to develop in confidence, knowledge and skill to communicate effectively through musical language through exploration of the orchestral sonorities.</p> <p>Substantive Knowledge: ■ instruments of the western classical music tradition ■ different structures and ensembles ■ Creating and performing in different styles ■ performing from different periods and structures ■ independent creating if their own instrument designs</p> <p>Disciplinary Knowledge: Timbre, sonority, ensemble skills, listening and appraising skills Form and structure</p> <p>Prior learning / retrieval: Types pf instruments? Types of genres? Periods of music? What is culture? What sonority? ICT Skills</p> <p>Links to KS3 NC: Identify and use the inter-related dimensions of music and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> <p>Disciplinary literacy: Orchestra, baroque, renaissance, classical, romantic, modern, woodwind, brass, string, percussion, gamelan, dance movements</p> <p>Summative assessment: Composition/performance of own pieces in the chosen structure</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Music In the Media</p> <p>Rationale: The students arrive into KS3 with varying degrees of arts education. This unit secures the foundation blocks in understanding guitar/ukulele techniques to enable students to develop in confidence, knowledge and skill to communicate effectively and use the skills in the KS3 course.</p> <p>Substantive Knowledge: ■ Understanding of devices and techniques used by composers to achieve certain responses ■ investigate a variety of devices and techniques from different genres , understand their history and development ■ performing/composing and vocalising ■ Learning from mistakes through peer and teacher feedback ■ Choice of music inspired by artists and development of skills. Own resources to facilitate performance</p> <p>Disciplinary Knowledge: Composing , appraising, performing, Listening</p> <p>Prior learning / retrieval: What is sonority? What are the types of instruments you can use? What are the elements of music? ICT Skills What do you need to consider in performing?</p> <p>Links to KS3 NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation, fingering, staff notation, clef, dynamics, chords, strum patterns</p> <p>Summative assessment: A performance of a piece of own choice in a small group</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>
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Year 9

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Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Dynamics, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation, Raga, Syncopation, off beat, reggae,</p> <p>Summative assessment: A final performance/composition completed demonstrating understanding of the musical elements within the style of the chosen culture</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Advanced Keyboard techniques</p> <p>Rationale: The students arrive into Year 9 with two years of skills and techniques experience in performing, appraising and composing. This unit allows students to refine and hone their skills and knowledge further applying it through music from different genres and styles.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Keyboard skills and techniques developing independently. Understand structure and chord sequences of a variety of musical styles. learn from mistakes as developing. Record progress and thoughts independently and sharing Develop knowledge of keyboard and keyboard technique Self-assessment and identifying areas for development <p>Disciplinary Knowledge: Composing , appraising, performing, Listening, Chords and triads, fanfare,</p> <p>Prior learning / retrieval: What are the elements of music? Who were the great composers Use of ICT What are different musical periods/styles?</p> <p>Links to KS3 NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation, fingering, staff notation, clef, dynamics, triads, chords, syncopation, improvisation, fanfare</p> <p>Summative assessment: Performance in the style chosen as part of a small group</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Advanced Appraising/Listening</p> <p>Rationale The students arrive into Year 9 with two years of skills and techniques experience in performing, appraising and composing. This unit allows students to refine and hone their skills and knowledge further applying it through music from different genres and cultures.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> instruments of the world different structures and ensembles Creating and performing in different styles performing from different periods and structures independent creating their own music <p>Disciplinary Knowledge: Timbre, sonority, ensemble skills, listening and appraising skills Form and structure</p> <p>Prior learning / retrieval: Types pf instruments? Types of genres? Periods of music? What is culture? What is sonority?</p> <p>Links to KS3 NC: Identify and use the inter-related dimensions of music and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history.</p> <p>Disciplinary literacy: Orchestra, baroque, renaissance, classical, romantic, modern, woodwind, brass, string, percussion, gamelan, dance movements, Minimalism, impressionism, aleatoric music</p> <p>Summative assessment: Composition/performance of own pieces in the chosen style/genre</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>	<p>SOL Title Music In the Modern World</p> <p>Rationale: The students arrive into Year 9 with two years of skills and techniques experience in performing, appraising and composing. This unit allows students to refine and hone their skills and knowledge further applying it through music from different genres and cultures.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> Understanding of structure and form. investigate a variety of roles and styles , understand their history and development performing/composing and vocalising Learning from mistakes through peer and teacher feedback Choice of music inspired by artists and development of skills. Own resources to facilitate performance <p>Disciplinary Knowledge: Composing , appraising, performing, Listening</p> <p>Prior learning / retrieval: What are the elements of music? What are the types of instruments you can use? Use of ICT What is structure? What do you need to consider in performing?/Ensemble skills</p> <p>Links to KS3 NC: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Use and understand staff and other musical notations. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.</p> <p>Disciplinary literacy: Elements, Pitch, Duration, Silence, Texture, Timbre/Sonority, Tempo, Tonality, Pulse ,Rhythm, Structure, Notation, fingering, staff notation, clef, dynamics, chords, strum patterns</p> <p>Summative assessment: A performance of a piece of own choice in a small group</p> <p>Formative Assessment: Question based feedback both verbally 1-2-1, pairs and whole class feedback and in writing to allow students to make progress and clear any common misconceptions</p>
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