

Subject Curriculum Map: Music Years 9 - 11 2024-25

Exam Board & Assessment Method: Eduqas: 60% coursework ('non-examined assessment'), 40% final listening exam

Curriculum Intent: To create rounded musicians who enjoy listening to, and performing in, a variety of styles. The music curriculum is designed to enhance a love of performing, underpinned by a solid theoretical understanding.

Curriculum Impact: By the end of Year 11 students will be confident performers/composers who are able to talk knowledgably about many different musical styles.

GCSE Areas of Study:

AoS1: Musical Forms and Devices

AoS2: Music for Ensemble

AoS3: Film Music

AoS4: Popular Music

Performance

Composition

Year 9	Term 1	Term 2	Term 3
<p>Popular Music</p>	<ul style="list-style-type: none"> • Pupils learn about the importance of Hooks and Riffs, Popular Song Structure focusing on lyrics, chords and melodic shapes through a range of popular songs. • Lead Sheet notation is used throughout, and pupils are encouraged to navigate around lead sheets evaluating what musical information is, and what to include in their performance. • The concept of "cover version" is explored by listening and examining a range of different musical arrangements of the same song for stylistic and elemental changes. 	<ul style="list-style-type: none"> • Dance music takes an explorative look into rhythm, chords and metre in a variety of different types, styles and genres of dance music. • Exploring the characteristic musical features of dance music from different times and places, pupils will understand the important connection between the steps, movement and formation of the dance. • Exploring the characteristics of dance music through different periods of time and cultures. 	<ul style="list-style-type: none"> • The unit begins by looking at Character Themes in computer and video game music before pupils move on to explore ways in which Character Themes can be developed and changed for different atmospheres and scenarios within computer and video games. • Understanding musical features of computer and video game music: jumping bass lines, staccato articulation, chromatic movement, and syncopation are included as musical knowledge through composing and performing tasks. • Sound effects are explored and pupils either perform or create a range of sound effects to match common actions and cues within games.

Knowledge and understanding	Students should now be able to: <ul style="list-style-type: none"> • Describe the use of riffs, structure, lyrics and melody in songs, using appropriate musical vocabulary. • Perform independent parts of well-known songs on their own and in an ensemble. • Perform a more complex part within a group arrangement of a popular song • Understand and use all elements and terms relating to popular song structure • Demonstrate an understanding of Lead Sheets 	Students should now be able to: <ul style="list-style-type: none"> ● Use more specific musical vocabulary <i>e.g. tempo, instrumentation, form and structure, dynamics</i> to make connections between different types and styles of dance and the music which would accompany them ● Perform a range of more advanced dance music showing awareness of the stylistic features of the music <i>e.g. tango, country and western, Irish Jigs and Reels</i> ● Understand simple time (2/4, 3/4 and 4/4) in dance music. 	Students should now be able to: <ul style="list-style-type: none"> • Understand the various ways in which music is used within a range of computer and video games from different times • Understand, describe and use common compositional and performance features used in computer and video game music • Understand how to vary, adapt and change a melody for different atmospheres/scenarios • Understand the importance of sound effects
Subject specific skills	Performing; composing	Reading music; listening, performing	Reading music; performing; composing
1.SMSC	Builds an understanding of Western popular music and culture	Builds an understanding of Western dance music and culture	Pupils may compose in a free style of their choice through

	and provides opportunity to discuss social context as shown through song lyrics	and provides opportunity to discuss social context as shown through song music and lyrics	investigating other technologies/cultures and styles of music
2.Skills For life	Independence - progress towards solo performance Communication - discussing ideas with others Numeracy - evident in all aspects of creating music Creativity - original ideas to make their own music	Independence - progress towards solo performance Communication - discussing ideas with others Numeracy - evident in all aspects of creating music	Independence - creating own music (rather than in a group) Numeracy - evident in all aspects of creating music Independence - progress towards solo perf Creativity - original ideas to make their own music
3.FBV	Freedom for children to express themselves by performing publicly	Freedom for children to express themselves by performing publicly	Freedom for children to express themselves by performing publicly and develop ideas in their composition
Stretch & challenge	Performing/composing/improvising technically complex parts within a group arrangement of a popular song complete with more advanced elements	Performing technically complex parts within a group arrangement of a popular song complete with more advanced elements	Encourage more complex structure of composition, chords and time signatures
Key assessment focus, suggested assessments	<ul style="list-style-type: none"> • STAR Assessment 1 • Baseline listening test marked against GCSE appraising criteria 	<ul style="list-style-type: none"> • STAR Assessment 2 • Appraising question on Dance Music • Performance marked against GCSE criteria 	<ul style="list-style-type: none"> • STAR Assessment 3 • Appraising question on Thematic Music • Composition/performance marked against GCSE criteria
Special events	Performances at Open Evening, school show, music concert	Performances at Open Evening, school show, music concert	Performances at Open Evening, school show, music concert
Visits/extra-curricular	School Ensembles	School Ensembles/shows	Recording Studio

Homework/Independent Learning	Continued practise of their instrument & composition.	Continued practise of their instrument; composition	Continued practise of their instrument; composition
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Year 10	Autumn 1	Spring 1	Summer 2
Areas of Study	Introduction to AoS 1: Forms and Device <ul style="list-style-type: none"> • Binary, ternary and rondo forms • Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions • Performing - first practical assessment • Appreciating and using the elements/ 'building blocks' <ul style="list-style-type: none"> • Recapping the basics - aural, notational and listening skills • Introduction to prepared extract - Bach Badinerie: • Composing e.g. composing a soundscape • Short listening tasks to include basic rhythmic and pitch dictation and recognition of some devices, elements and instruments 	Introduction to AoS 2: Music for Ensemble <ul style="list-style-type: none"> • Performing in smaller ensembles; (e.g. chamber music, jazz, musical theatre etc.) • Composing using texture and sonority (chords and melody) including <ul style="list-style-type: none"> • Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody • Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor 	Introduction to AoS3: Film Music <ul style="list-style-type: none"> • Devices and terminology • Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas • The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot • The effect of audience, time and place, and how to achieve this through use of the musical elements • Use of sonority, texture and dynamics to create a mood • How to achieve contrasts and develop initial ideas when composing
Knowledge and understanding	Students should now be able to: <ul style="list-style-type: none"> • Perform in front of others and understand the marking criteria 	Students should now be able to: <ul style="list-style-type: none"> • Compose a short piece (homophonic texture) 	Students should now be able to: <ul style="list-style-type: none"> • Ensemble / Solo performance: show back in front of class, or invited audience • Assessment

	<ul style="list-style-type: none"> • Composing soundscapes within a given structures and understand the marking criteria • Appraising - understand how MAD TSHIRT can be applied to all aspects of music • Understand basic theory notation 	<ul style="list-style-type: none"> • Extension work: compose a contrasting section which demonstrates imitation between the parts of an ensemble • Perform a piece in one of the styles associated with the area of study as a member of an ensemble • Listening exercises to develop notation skills and aural awareness 	<p>of film music composition, with clear targets set for further development and refinement</p> <ul style="list-style-type: none"> • Choose a piece of film music to analyse/appraise and write an extended answer describing how the composer uses the musical elements to achieve the desired effect.
Subject specific skills	Appraising, Composing & Performing	Appraising, Composing & Performing	Appraising, Composing & Performing
1.SMSC	Social events discussed from 1600 to present	Working with others within an ensemble	Contextual knowledge provided of culture in the late 20 th century
2.Skills For life	<p>Numeracy - evident in all aspects of creating music</p> <p>Communication - discussions with teacher to express musical ideas for composition</p> <p>Leadership and teamwork - working together with limited teacher input to create a class ensemble</p>	<p>Leadership and teamwork - working together with limited teacher input to create a class ensemble</p>	<p>Numeracy - evident in all aspects of creating music</p> <p>Communication - discussions with teacher to express musical ideas for composition</p>
Stretch & challenge	<ul style="list-style-type: none"> • Always encouraged to use correct subject terminology •Performing more challenging pieces 	<ul style="list-style-type: none"> • Always encouraged to use correct subject terminology •Performing more challenging pieces 	<p>Targeted verbal feedback; encouragement to perform music in top difficulty band.</p>

Key assessment focus, suggested assessments	<ul style="list-style-type: none"> • STAR Assessment 1 • Solo performance (marked against GCSE criteria) • STAR Assessment 2 • Appraising Test AoS 1 	<ul style="list-style-type: none"> • STAR Assessment 3 • Ensemble Performance (marked against GCSE criteria) • STAR Assessment 4 • Appraising Test AoS 2 	<ul style="list-style-type: none"> • STAR Assessment 5 • Solo Performance (marked against GCSE criteria) • STAR Assessment 6 • Free Composition (marked against GCSE criteria)
Special events	School show	Rock Gig	Summer Concert
Visits/extra-curricular	School Ensembles & Choir	School Ensembles & Choir	Recording Studio
Homework/Independent Learning	Continued practise of their chosen instrument & composition	Continued practise of their chosen instrument & composition	Continued practise of their chosen instrument & composition

Year 11	Term 1	Term 2	Term 3
Themes, Concepts & Ideas	Introduction to AoS 4: Popular Music <ul style="list-style-type: none"> • Rock and pop styles • Strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation • Appraising - more challenging theoretical and aural work • Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms • Relationship between melody and chords • How to 'describe' a piece using the elements of musical language • Introduction to prepared extract - Africa: terms/knowledge relevant only to the set work. 	Revisit area of study 1,2,3 Forms and Devices (with more advanced topics and practical content) <ul style="list-style-type: none"> • Variation form and strophic form in classical music • Recognition of features of baroque, classical and romantic periods • Revisit: imitation, pedal, canon, alberti bass and all harmonic features Revisit and revision: Badinerie • Exam techniques: hints and tips • Building a vocabulary revision list • Clarifying theoretical points • Polyphonic, layered, round, canon and counter melody • Complete all coursework 	Revisit area of study 1,2,3,4 <ul style="list-style-type: none"> • Complete and refine coursework • Revision lessons specific to both set works • Revision lessons covering how to write extended answers

Knowledge and understanding	<p>Students should now be able to:</p> <ul style="list-style-type: none"> • Perform in front of others and understand the marking criteria • Appraising - understand how MAD TSHIRT can be applied to all aspects of music 	<p>Students should now be able to:</p> <ul style="list-style-type: none"> • A good understanding of how the marking criteria is applied to performance and composition • Have a good understanding of both set works • Understand how to apply MAD T-SHIRT to all areas of appraising 	<p>Students should now be able to:</p> <ul style="list-style-type: none"> • Have a good understanding of both set works • Understand how to apply MAD T-SHIRT to all areas of appraising
Subject specific skills	Appraising, Composing & Performing	Appraising, Composing & Performing	Appraising, Composing & Performing
Skills For life	Numeracy - evident in all aspects of creating music	Communication - discussions with teacher to express musical ideas for composition	Teamwork, Numeracy & Literacy
Stretch & challenge	More complex structure of composition, change of key and time signatures	Provide listening examples with very subtle defining features Targeted feedback to raise coursework marks	Provide listening examples with very subtle defining features Targeted feedback to raise coursework marks
Key assessment focus, suggested assessments	<ul style="list-style-type: none"> • STAR Assessment 1 • Solo performance (marked against GCSE criteria) • STAR Assessment 2 	<ul style="list-style-type: none"> • STAR Assessment 3 • Brief composition (marked against GCSE criteria) • STAR Assessment 4 	<ul style="list-style-type: none"> • STAR Assessment 5 • Appraising all areas of study

	<ul style="list-style-type: none"> • Solo composition (marked against GCSE criteria) • Mock Exam 	<ul style="list-style-type: none"> • Ensemble Performance (marked against GCSE criteria) 	
Special events	School show	Rock Gig	Summer Concert
Visits/extra-curricular	School Ensembles & Choir	School Ensembles & Choir	Recording Studio
Homework/Independent Learning	Continued practise of their instrument; composition, revision for mock exam	Continued practise of their instrument; composition; revision for exam	Continued practise of their instrument; composition, revision for exam