

## Curriculum Mapping: Music Years 7-9

Year	Elements	Performance Skills	The Orchestra	Rap & Hip-Hop	Composition 101	Programme Music
<b>Year 7</b>	Learning the Elements of Music and applying them in different ways: through practical performance and composition.			Developing song writing (composition) skills in diverse genres.		
	<b>Concepts/Tier 3 vocabulary</b> Pitch, Dynamics, Tempo, Structure, Texture, Pulse, Duration, Rhythm, Poly-	<b>Concepts/Tier 3 vocabulary</b> Pitch, Dynamics, Tempo, Structure, Texture, Pulse, Chords, Waltz	<b>Concepts/Tier 3 vocabulary</b> Staff Notation, Chords, Orchestral Families, Brass, Woodwind, Strings, Percussion	<b>Concepts/Tier 3 vocabulary</b> Chronology, Rhyming Couplets, Complexity, Verse, Chorus, Chords, Lyrics	<b>Concepts/Tier 3 vocabulary</b> Scales, Chords, Chord Structures, Dynamic Contrast, Melody	<b>Concepts Tier 3 vocabulary</b> Programmatic Writing, Romantic era (GCSE), Composition
	<b>Justification (from NC):</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> </ul>			<b>Justification (from NC):</b> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> <li>develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>		
	<b>Assessment:</b> Checkpoint: Students are able to create and perform composition grids, maintaining a polyrhythm in time with each other.  Summative: Keyboard performance, requiring students to interpret staff notation, use their basic understanding of the keyboard and play in time to their own pulse.	<b>Assessment:</b> Checkpoint: Students are able to create their own Waltz, following a 3/4 pulse, using chords from the board and their own melody.  Summative: Students can interpret chord sheets to create their own performance cover of Valerie, utilising chords, keyboards and vocals.	<b>Assessment:</b> Checkpoint: Students are able to use the correct family sounds, interpreting staff notation to create a performance of Ode to Joy (Beethoven).  Summative: Students are able to use the correct family sounds, interpreting staff notation to create a performance of Pirates of the Caribbean in 3/4 metre.	<b>Assessment:</b> Checkpoint: Students are able to create lyrics in the style of different Hip-Hop eras, starting with rhyming couplets, moving towards more complexity.  Summative: Students are able to create their own Hip-Hop performance, interpreting chord sheets to add backing Music to their lyrics.	<b>Assessment:</b> Checkpoint: Students are able to identify the notes and chords within a scale, creating at least 2 contrasting chord sequences.  Summative: Students are able to create an entire song, placing their chord sequences into a Verse-Chorus structure with contrasting melodies in each unique section.	<b>Assessment</b> Checkpoint: Students are able to compose a piece of Music that describes a season, using the Elements of Music.  Summative: Students are able to compose a piece of Music that describes an animal, using the Elements of Music.
<b>Wider reading/Cultural capital</b> Playlists of genre-specific Music are created for different topics. Students are welcome to take part in extra-curricular clubs and events, including concerts. Practice rooms are available for students to develop Musical and wider skills, such as organisation, discipline, teamwork. All Year 7 students are invited to participate in the Christmas Concert choir, and all are taught the hymns for St Martins Day. Music and Drama work together on the lower school production and a Musical Theatre trip. Throughout the year, students are exposed to different styles of Music along with their historical context, different ways of writing Music, different uses for Music, and a diverse range of great composers or performers.						

Year	Reggae	Vocal Techniques	World Improvisation	Blues & Jazz	Samba	Music for Media
<b>Year 8</b>	Developing understanding and utilisation of advanced elements: Rhythm, Texture and Harmony, through different real-world contexts.			Building on HT1-3, developing the contextual and practical understanding of different cultural understandings of Music.		
	<b>Concepts/Tier 3 vocabulary</b> Syncopation, Semitone, Major/Minor chords, Intervals, Riff	<b>Concepts/Tier 3 vocabulary</b> Soprano, Alto, Tenor, Bass, A Capella, Beatboxing, Imitation, Call & Response, Polyrhythm, Vibrato	<b>Concepts/Tier 3 vocabulary</b> Raga, Tala, Drone, Tabla, Sitar, Tampura, Pentatonic, Erhu, Guzheng, Pipa, Texture, Structure, Programmatic	<b>Concepts/Tier 3 vocabulary</b> Roman Numerals, 12-Bar Blues, 2-5-1, Oral Tradition, 7ths	<b>Concepts/Tier 3 vocabulary</b> Polyrhythm, Bateria, Surdo, Tamborim, Ganzá, Caixa, Apito, Chocalho	<b>Concepts Tier 3 vocabulary</b> Target Audience, Programmatic, Synchronisation
	<b>Justification (from NC):</b> <ul style="list-style-type: none"> <li>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li> <li>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> <li>listen with increasing discrimination to a wide range of music from great composers and musicians.</li> <li>develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>			<b>Justification (from NC):</b> <ul style="list-style-type: none"> <li>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li> <li>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> <li>listen with increasing discrimination to a wide range of music from great composers and musicians.</li> <li>develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> </ul>		
	<b>Assessment:</b> Checkpoint: Students are able to interpret chord sheets to perform an existing song with a syncopated rhythm.  Summative: Students can create their own songs with syncopated chords, written lyrics about a relevant topic, and a simple composed riff.	<b>Assessment:</b> Checkpoint: Students are able to create a version of an existing song utilising 3 vocal techniques.  Summative: Students are able to plan and perform their own cover of an existing song utilising 5 vocal techniques.	<b>Assessment:</b> Checkpoint: Students are able to create Indian and Chinese Music, using the correct notes and sounds.  Summative: Students are able to create Indian <b>or</b> Chinese Music, using the correct notes and sounds, with stylistic features and programmatic writing.	<b>Assessment:</b> Checkpoint: Students are able to recreate an existing 12-Bar blues song.  Summative: Students are able to create their own Jazz version of a self-composed Blues song, using 12 Bar Blues, 7ths and 2-5-1.	<b>Assessment:</b> Checkpoint: Students are able to accurately perform a polyrhythm as part of a Samba bateria.  Summative: Students are able to accurately perform multiple polyrhythms, with stops and solos, as part of a whole-class Samba performance.	<b>Assessment</b> Checkpoint: Students are able to create programmatic Music to match a target audience.  Summative: Students are able to compose a piece of programmatic Music to match a target audience, synchronised with an existing video advert.
<b>Wider reading/Cultural capital</b> Playlists of genre-specific Music are created for different topics. Students are welcome to take part in extra-curricular clubs and events, including concerts. Practice rooms are available for students to develop Musical and wider skills, such as organisation, discipline, teamwork. Music and Drama work together on the lower school production and a Musical Theatre trip. Throughout the year, students are exposed to different styles of Music along with their historical context, different ways of writing Music, different uses for Music, and a diverse range of great composers or performers.						

Year	Keyboard Skills	Cover Versions	Dance Remix	Protest Songs	African Drumming	Film Music
<b>Year 9</b>	Developing practical Musical skills (Piano playing, ensemble performing, composing using GarageBand) through different cultural contexts.			Using a greater understanding of the Elements to create Music in diverse contexts.		
	<b>Concepts/Tier 3 vocabulary</b> Keyboard, Pianoforte, piano, forte, Common practice period.	<b>Concepts/Tier 3 vocabulary</b> Cover version, genre, instrumentation, orchestration	<b>Concepts/Tier 3 vocabulary</b> Remix, EDM, 4 to the floor, looping, layering, reverb, automation	<b>Concepts/Tier 3 vocabulary</b> Protest song, intentional writing, lyrics, chord sequence, structure	<b>Concepts/Tier 3 vocabulary</b> Djembe, Master Drummer, Polyrhythm, Cyclic patterns, Call & Response, Imitation, Structure, Programmatic, Moral/Fable	<b>Concepts Tier 3 vocabulary</b> Target Audience, Programmatic, Synchronisation, Leitmotif, Mickey-Mousing
	<b>Justification (from NC):</b> <ul style="list-style-type: none"> <li>play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.</li> <li>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> <li>use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.</li> <li>listen with increasing discrimination to a wide range of music from great composers and musicians.</li> </ul>			<b>Justification (from NC):</b> <ul style="list-style-type: none"> <li>improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.</li> <li>develop a deepening understanding of the music that they perform and to which they listen, and its history.</li> <li>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.</li> </ul>		
	<b>Assessment:</b> Checkpoint: Students are able to interpret staff notation to perform an existing piece.  Summative: Students are able to interpret staff notation to perform an existing piece using 2 arched hands with multiple fingers.	<b>Assessment:</b> Checkpoint: Students are able to create a version of an existing song in small groups.  Summative: Students are able to plan and perform their own cover of an existing song.	<b>Assessment:</b> Ongoing & Summative: Students are able to create a stylistic remix of One Kiss, using looping and layering, plus up to 4 other Music Technology techniques.	<b>Assessment:</b> Checkpoint: Students are able to turn an existing song into a Protest song.  Summative: Students are able to create their own Protest song about an issue they care about, using chords, melodies, and effective use of structure and texture.	<b>Assessment:</b> Checkpoint: Students are able to accurately perform cyclic polyrhythms, with breaks and solos, as a class.  Summative: Students are able to compose a programmatic piece (fable) using African instruments.	<b>Assessment</b> Checkpoint: Students are able to create a leitmotif that matches a character and/or mood.  Summative: Students are able to compose an effective piece of programmatic Music, synchronised with an existing film video.
<b>Wider reading/Cultural capital</b> Playlists of genre-specific Music are created for different topics. Students are welcome to take part in extra-curricular clubs and events, including concerts. Practice rooms are available for students to develop Musical and wider skills, such as organisation, discipline, teamwork. Students in Year 9 are often given the chance to take on a leadership role in clubs. Music and Drama work together on the lower school production and a Musical Theatre trip. Throughout the year, students are exposed to different styles of Music along with their historical context, different ways of writing Music, different uses for Music, and a diverse range of great composers or performers.						