

Department Curriculum Map 2023-24



Department Music – KS3

Targeted learning aims for KS4 Music – Tech Award in Music Practice (KS3 Curriculum map to support development towards KS4 aims).

- 1.A – Develop appreciation of styles and genres of music.
- 1.B – Explore techniques used to create music products.
- 2.A – Exploring professional and commercial skills for the music industry.
- 3.A – Exploring professional and commercial skills for the music industry
- 3.B – Applying and developing individual musical skills and techniques.

Year	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	Secured
9 Skills Covered	Swing Listening and appraisal	The British Invasion Performance	Grunge Composition	Synth-pop Performance	Santana Listening and appraisal	90s Pop Composition	
Theme/ Focus/ Content	<p>Students will be exhibited to 1930s and 1940s, America swing music, such as 'swing bands and 'big bands.</p> <p>Students will study the timbre and harmonies of key swing instrumentation e.g alto saxophones, tenor saxophones, baritone saxophones, trumpets, trombones and bass trombone.</p>	<p>As swing evolves into rock n roll, Beatlemania strikes. Pupils will study and perform confidently pieces by the iconic British Invasion band, learning to how create and perform a hit pop song in a band setting.</p> <p>Introduction to guitar will support ensemble and band elements for further KS4 studies.</p>	<p>To further students' prior education of guitar performance, students will stretch their guitar musicianship through grunge composition.</p> <p>Students will be taken through a journey of grunge music from around the world, and it's sub genres:</p> <ul style="list-style-type: none"> ○ Hardcore punk ○ Heavy metal 	<p>By exploring further instrumentation and synth devices, students will scaffold a new appreciation of modern, accessible instrumentation e.g synths, loop machines, and audio pattern packs.</p> <p>Studies of key performances by important technology</p>	<p>The impact of the Supernatural album by Santana renovated Latin music and fusion genres. Student are to be educated on how to create a successful, musical product through listening and appraisal.</p>	<p>Key focused study on popular music within the 1990s e.g</p> <ul style="list-style-type: none"> ○ Boy bands and girl groups such as Take That and The Spice Girls, who dominated the dance pop sound ○ Soul music and world 	

	<p>Studies will be completed of key artists such as: Duke Ellington, Count Basie, Glen Miller, Benny E. Goodman, and Lew Stone.</p> <p>Students will be able to identify influences from previous genres following their year 7 and year 8 schemes of work.</p> <p>Students will be revising and refining their listening and appraisal skills through a variety of listening tasks, quizzes, peer assessments and assignments.</p> <p>Within this unit students will be challenged with the design brief of creating a journalistic article, reporting upon the history and musical elements of swing music. This unit will be an opportunity for students to learn and discuss of the many career paths within music outside of musicianship.</p>	<p>Pupils will further their musicianship through TAB studies, which is used not only of guitar, but also on bass and ukulele This will support transferrable skills for budding musicians.</p> <p>Within this unit students will be challenged with a previous BTEC component of performing an ensemble piece from the modern music period. They will be able to execute sharp performances of all key musical elements in preparation for further KS4 studies.</p>	<ul style="list-style-type: none"> ○ New wave ○ Indie rock <p>Students will study key grunge pieces as influences for their own grunge composition e.g Smells Like Teen Spirit by Nirvana, Blackhole Sun by Soundgarden and Creep by Radiohead.</p> <p>Building upon year 7 and year 8 studies, pupils will be able to format a clear structured piece of grunge music; equipped with appropriate musical elements, mixing and mastering.</p>	<p>innovators (such as Imogen Heap e.g mimu gloves), will expand pupils' comprehension of modern live performances.</p> <p>Within this unit, students will have the opportunity to explore new music technology within their performances, such as digital synths on garage band/sound trap/logic, midi controllers, and keyboard synthesizers.</p> <p>Within this unit students will be challenged with a previous BTEC component of performing an ensemble piece from the modern music period. They will be able to execute sharp performances of all key musical elements in preparation for further KS4 studies.</p>	<p>Pupils will be able to identify similarities and differences between the main themes of 'Love of my life' and the third movement of Brahms's third symphony, through score annotation.</p> <p>Pupils will be introduced to further musical techniques such as:</p> <ul style="list-style-type: none"> ○ Vibrato ○ Tremolo ○ Pitch bend <p>Pupils will be able to comment and deeply analyse a set study of Smooth by Santana, taken from a contrasting exam board.</p> <p>Knowledge of world instrumentation will broaden through listening tasks of congas, timbales, guiro and cowbells.</p>	<p>music, which encouraged a folk revival.</p> <ul style="list-style-type: none"> ○ Britpop – Indie bands like Oasis, Blue and Pulp. <p>Students will refine their song writing skills through practical sessions in an ensemble setting.</p> <p>Building upon year 7 and year 8 studies, pupils will be able to format a clear structured piece of 90s music; equipped with appropriate musical elements, mixing and mastering.</p>	
8 Skills Covered	Film music (horror) Composition (production)	Modern Music Listening and appraisal	Reggae Performance	Afro-beat Listening and appraisal	Samba Performance	Hip-hop Composition (Instrumental)	

Theme/ Focus/ Content	<p>To be able to follow a design brief.</p> <p>To produce a piece of music without sampling or using loops.</p> <p>To manipulate automation to support atmosphere creation.</p> <p>To use a range of instruments and melodies to create a developing piece.</p> <p>Students will be able to produce a finished product; an underscore for a horror film, by manipulating the key elements, such as:</p> <ul style="list-style-type: none"> ○ Structure ○ Texture ○ Pitch ○ Instrumentation ○ Dynamics ○ Melodic development 	<p>To deepen our knowledge of music history.</p> <p>To attune listening and appraisal skills by listening to examples from the following genres:</p> <ul style="list-style-type: none"> ○ Impressionism ○ Expressionism ○ Folk ○ Atonal ○ Electronic ○ Film soundtrack 	<p>To be able to transfer sight reading skills onto other instruments such as ukulele and hand-held drums.</p> <p>To refine musical communication skills through ensemble practice.</p> <p>To learn the stylistic features of reggae music.</p> <p>To know of the origin of reggae music and its key artists e.g., Bob Marley.</p> <p>To be understanding of Jamaica, it's history and culture.</p>	<p>To understand the fusion origins of afro-beat.</p> <p>To know of the stylistic features of the fusion genre, taken from jazz, funk and traditional African music.</p> <p>To learn of the culture and musical celebrations of Nigeria.</p> <p>To be able to aurally identify a range of popular instruments used within afro-beat music, such as saxophone, congas, shekere and guitar</p>	<p>To learn of the dance and celebration music of Brazil.</p> <p>To be able to identify and use a range of different percussion instruments such as; surdo drums, snare drums, bells, ganzas and apitos.</p> <p>To refine musical communication skills through ensemble practice.</p> <p>To be competent in new structural forms such as call and response.</p> <p>To be understanding of Brazil, it's history and culture.</p>	<p>To learn of the stylistic features of the hip hop genre, such as riff, bassline, and drum patterns.</p> <p>To be able to utilise a range of appropriate instruments within a hip hop composition.</p> <p>To learn of the origin and culture of Bronx based hip hop.</p> <p>To be competent in revising structural features such as intro, verse, pre-chorus, chorus, bridge, outro.</p> <p>Students will broaden their music theory through use of multiple chord sequences, most popular within the hip hop genre.</p>	
7 Skills Covered	Introduction to keyboard Performance	Music history Listening and appraisal	Jazz and blues Composition (instrumental)	Create and sing ROH Performance	Music around the world Listening and appraisal	Exploring musical structures	
Theme/ Focus/ Content	To be able to use correct hand and finger positions effectively on the keyboard.	To be able to effectively analyse and review contrasting pieces of music throughout time.	<p>To learn the 12-bar blues structure.</p> <p>To further our understanding of pitch</p>	To be able to warm up your voice and body safely and effectively.	To be able to appreciate music from contrasting cultures e.g India, Africa, Latin	To be able to construct various structures and forms within music.	

	<p>To know what sheet music is.</p> <p>To understand how to read and perform a variety of musical elements, such as: rhythms, pitch, tempo, instrumentation.</p> <p>To create a foundation of reading stave notation.</p> <p>Students will develop ensemble skills through both partnered and whole class performance</p>	<p>To be able to assess continued use of the elements of music.</p> <p>To further performance skills through use of keyboard; studying key composers such as Handel, Bach, Mozart, and Edvard Greig</p> <p>Students will complete this unit, leaving with a new knowledge and appreciation of baroque, classical, and romantic music.</p>	<p>and harmony by introducing scales.</p> <p>To create a foundation of creativity by integrating improv skills through using the blues scale.</p> <p>Students will be able to recite the origins of jazz and blues music. Student will also gain the knowledge of key stylistic features of blues music as walking bassline, instrumentation, lyrical themes and improvisation.</p>	<p>To know what an opera is.</p> <p>To understand the roles music and drama play in opera, and the relationship between them.</p> <p>To develop approaches to building and performing a character.</p> <p>Students will finish their opera studies with a full rehearsal and performance of sequenced opera tracks, seamlessly transitioning between contrasting songs.</p>	<p>America, Steel band and gamelan.</p> <p>To develop transferable skills by practical performance skills on different instruments.</p> <p>To understand the function of music within different cultures e.g. celebration, tradition, popular music etc.</p>	<p>To be able to create examples of strophic, rondo and pop song forms.</p> <p>Year 7 students will also be introduced to mixing and mastering skills such as automation, audio panning and effects.</p> <p>In link to KS4 studies, KS3 pupils will be instructed upon how to meet and design brief.</p>	
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