

MUSIC DEPARTMENT CURRICULUM MAPPING

Year 7

SOW	Skills/ Intent	Assessments
1: Baseline Assessment and Keyboard Skills	<p><i>Introduction to Music@LCS</i> Understand the meanings of Key Musical terms i.e. Pitch, Tempo, Texture, Dynamics & Timbre</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> • Students sing in unison. • Students develop good keyboard foundations. <p>Creating Music:</p> <ul style="list-style-type: none"> • Composing a 30 second Ringtone, using Elements of Music <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> • Understanding rhythmic values and dictation. • Recognise aurally changes in the Elements of Music. 	<ul style="list-style-type: none"> • Baseline Assessment in Listening. • Keyboard Performing Assessment. • Class body percussion • Rhythm Dictation • Ringtone Composition
2: Variations	<p>Consolidating work on Elements of Music and introduction to Digital Audio Workstation (DAW)</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> • Students sing in rounds. • Students consolidate good keyboard foundations with both hands. <p>Creating Music:</p> <ul style="list-style-type: none"> • Composing a 'Frere Jacques' 'remix' using DAW. • Compose variations on the keyboard <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> • Recognise aurally changes in the Elements of Music. • Deepen rhythmic dictation. • Understand pitch notation. 	<ul style="list-style-type: none"> • Rhythm Dictation. • Frere Jacques Performing. • DAW composition. • Variations performing
3: Ground Bass, Canon, and Ukulele Skills	<p>Applying skills and knowledge in solo and group work. Developing new skills on Ukulele</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> • Students sing in parts. • Students perform in groups • Students learn ukulele skills <p>Creating Music:</p> <ul style="list-style-type: none"> • Composing songs based upon a set Ground Bass <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> • Recognising and understanding major/minor chords. • Comparing songs based upon Ground Bass. • Rhythm dictation using semiquavers. 	<ul style="list-style-type: none"> • 'Pachelbel's Canon' Solo performance. • 'Pachelbel's Canon' group performance. • Song composition • Rhythm Dictation

Year 8

SOW	Skills/ Intent	Assessments
1: 4 Chord Song and Songwriting	<p>Understand chords: What they are, their use, how to construct them. Apply understanding to 4 Chord Song</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> • Students sing in parts, in groups and as a class. • Students perform a bass line with chord accompaniment. • Students perform in groups. • Deepen ukulele skills and develop strumming patterns. <p>Creating Music:</p> <ul style="list-style-type: none"> • Composing a Festive Song in groups <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> • Chords – primary and secondary. • 4 Chord song – recognition of sequence. • Pitch dictation. • Research and Listening to 4 chord songs 	<ul style="list-style-type: none"> • Bass and chords – ‘Pricetag’. • Group ‘band’ performance of a 4 chord song. • Song writing. • Rhythm Dictation
2: Jazz and The Blues	<p>Appreciation of Jazz/Blues History, Origins, Development and Destinations</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> • Students sing in parts, in groups and as a class. • Students perform a 12 Bar Blues <p>Creating Music:</p> <ul style="list-style-type: none"> • Students improvise vocally (scat), and using instruments. • Students compose a twelve -bar Blues Call and Response. <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> • Jazz History Research. • Aural recall of Jazz Phrases. • ‘Swing’ beat/quavers. 	<ul style="list-style-type: none"> • ‘Jackass Blues’ • Composition of 12 Bar Blues. • Research into Jazz/Blues History. • Comparison of performances of Jazz Standards.
3: Reggae	<p>Awareness of different cultures and strengthening DAW skills.</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> • Students sing in parts, in groups and as a class ‘3 Little Birds’. • Students perform bass, chords, melody, back-beat and off-beat. <p>Creating Music:</p> <ul style="list-style-type: none"> • Students create on DAW a Reggae beat and authentic song backing. <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> • Reggae Research. • Terms – back-beat, off-beat. • Deepening pitch and rhythm dictation. 	<ul style="list-style-type: none"> • ‘3 Little Birds’ – keyboard and ukulele. • Creation of a DAW Reggae Track. • Rhythm and pitch dictation.

Year 9

SOW	Skills/ Intent	Assessments
1: Sound Tracks	<p>Broadening understanding and deepening knowledge of this important area of Music Creation.</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> Students sing songs of a wider vocal range related to the topic. Students perform a number of 'James Bond' themes, which become progressively complex <p>Creating Music:</p> <ul style="list-style-type: none"> Students create on DAW music suitable to accompany the action on screen, ensuring they utilise some of the new musical clichés learnt about. <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> Students develop an understanding of new musical vocabulary. Students understand what type of film it is by identifying musical clichés and elements. History of Film Music. 	<p>Aural tests - Pupils identify musical clichés.</p> <ul style="list-style-type: none"> 'James Bond' Performing assessment. 'Skyfall' composition.
2: Minimalism	<p>Creating understanding and recognition of Minimalist Music within 'Art' and 'Popular' Culture.</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> Students perform 'Tubular Bells' with increasing complexity and keyboard technique demands. Students perform in groups 'Clapping Music', and as a class 'In C' and '4'33''' <p>Creating Music:</p> <ul style="list-style-type: none"> Students create a Minimalist Composition using metamorphosis on industry-standard notation software. Students create in groups a phase-shift rhythm piece. <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> Students develop an understanding of new musical vocabulary with aural recognition. Students understand what type of film it is by identifying musical clichés and elements. Research Development of Minimalist Music. Minimalist Music within Dance Music. 	<ul style="list-style-type: none"> Aural recognition of Minimalist Musical techniques 'Tubular Bells' Performing Assessment Metamorphosis notation composition Listening Assessments.
3: Rap and Dance Music	<p>Engage Students in the development of popular music genres through history</p> <p>Singing and Performing:</p> <ul style="list-style-type: none"> Students perform classic early rap. Students perform elements of rap and dance tracks on the keyboard, guitar, body percussion and percussion. <p>Creating Music:</p> <ul style="list-style-type: none"> Students create a rap based upon 'A Poison Tree'. Students use keyboards and loops to create a dance track. <p>Understanding and Appraising:</p> <ul style="list-style-type: none"> Students analyse rap music and appreciate common elements. Students analyse and critique dance music through the ages, across a range of genres/cultures. 	<ul style="list-style-type: none"> Rap performing. Creation of 'Poison Tree' Rap in groups. Listening and appraisal of Rap and Dance Music.