

# Music Curriculum Map KS3

**YEAR 7** *1 x 1 hour lesson a week*

	<b>Skills</b>	<b>Knowledge</b>	<b>Cultural links</b>	<b>Cross-curricular links</b>	<b>Career links</b>	<b>GCSE links</b>
<p><b>Term 1</b></p> <p>Baseline test</p> <p>Swan Lake solo keyboard performance</p>	<p>Reading musical notation – note values and letter names.</p> <p>Reading the notation of a piece of music accurately and realising the notes.</p> <p>Keyboard skills – where to position the hand and which fingers to use for which notes.</p> <p>Performance skills – performing solo in front of a partner, a small group and eventually the whole class.</p> <p>Reading the music and playing at the same time.</p> <p>Memorising the notes accurately.</p> <p>How to practice effectively – not always starting at the beginning of the piece, practising a difficult section slowly, use repetition, being patient with oneself.</p> <p>Extension: How to play with 2 hands together, how to read chord symbols, how to read inverted chords, how to practice hands independently.</p> <p>How to appraise music from different musical periods.</p>	<p>Bentley (baseline) test – check existing knowledge and aural awareness.</p> <p>Knowledge of pitch – high and low.</p> <p>Knowledge of dynamics – loud and quiet.</p> <p>Knowledge of tempo – fast and slow.</p> <p>Knowledge of basic Latin/Italian terms for tempo and dynamics.</p> <p>Knowledge of where the musical notes are on the staff.</p> <p>Knowledge of note values: quavers, crotchets, minims. Extension: knowledge of dotted notes, dotted crotchets and rests.</p> <p>Knowledge of treble clef and time signature.</p> <p>Knowledge of basic musical time periods: Baroque, Classical, Romantic, 20<sup>th</sup>/21<sup>st</sup> century including relevant vocabulary.</p> <p>Brief knowledge of conjunct/disjunct melodies, regular phrases, repetition and contrast</p> <p>Know how to position the hand in anticipation of the notes.</p> <p>Knowledge through application of the musical elements: MAD TSHIRT (<b>Melody</b>, <b>Structure</b>, <b>Harmony (ext)</b> and <b>Tonality</b>, <b>Instrumentation</b>, <b>Rhythm Tempo and Note Values</b>, <b>Time Signature</b>).</p>	<p>Addressing the stigma attached to classical music.</p> <p>Looking at Great Western Classical Composers.</p> <p>Links between classical music that we recognise and enjoy being composed by composers from countries such as Germany, Russia, Austria.</p>	<p>Mathematics – patterns in music, note lengths and duration.</p> <p>PE – Hand-eye coordination, efficient practice.</p> <p>English – fine motor skills for handwriting, mnemonics to help remember letter names.</p> <p>History – periods of musical history.</p> <p>Science and Technology – use of keyboards and knowledge of how it evolved from a harpsichord.</p>	<p>Classical pianist/classical music performer.</p> <p>Composer.</p> <p>Introduction to 1 in 8 (1 in 8 jobs in London, 1 in 11 in UK, are in creative industries)</p>	<p>Dictation/Notation Question In Exam.</p> <p>Solo Performance.</p> <p>Musical Elements.</p> <p>The Development of Music (Western Classical Tradition).</p> <p>Musical Forms and Structure.</p> <p>Musical Devices.</p> <p>Appraising Music From Different Musical Periods.</p>

<p>Engagement with singing</p> <p>(Spelling test of musical vocabulary)</p>	<p>Warming up the voice effectively before singing. Breathing effectively. Engaging the diaphragm. Controlling the pitch of the voice. Singing in tune. Learning how to sing complicated rhythms. Emphasis and accenting notes to enhance meaning of the lyrics. Singing in a group – timing, tuning. How to sing with good posture and diction. Build self-esteem, confidence, engagement and enjoyment of singing. How to appraise pieces of vocal music including textures such as ‘round’, ‘unison’, ‘solo’.</p>	<p>Knowledge of the importance of warming up the voice and of the body’s anatomy involved when singing Know what it sounds like to sing in tune/out of tune (intonation) Knowledge of different musical elements: <b>MAD TSHIRT (Melody, Articulation, Dynamics, Texture</b> (monophonic, homophonic, polyphonic, solo, duet, ensemble etc.), <b>Structure (chorus, verse, intro, solo), Harmony</b> and Tonicity, Instrumentation, <b>Rhythm</b> Tempo and Note Values, Time Signature). Knowledge of voice names: Soprano, Alto, Tenor, Bass Knowledge of vocal ensembles Knowledge of vocal music from different musical periods and genres (opera, musical theatre, Jazz and Blues, Folk, Rock, Pop) Know how to spell music-specific vocabulary including vocal music vocab.</p>	<p>Cultural: Appreciation of songs from different countries and cultures and different time periods. Black Lives Matter movement through learning songs taken from spirituals and work songs. Looking at songs by female, minority and/or composers with disabilities.</p>	<p>Cross-curricular: PSHE – confidence, self-esteem, songs exploring moral issues. English – learning new vocabulary through lyric-learning and understanding meaning behind songs. Spelling test encourages high standards of written English. Geography and History – Music from different countries, from different periods in time.</p>	<p>Careers: Public speaking – how to control, warm up and project your voice. Performance-based careers such as a musical or dramatic performer. Careers in musical theatre. Community music. Music therapy.</p>	<p>Ensemble Performance. Music For Ensemble. Musical Theatre. Jazz and Blues. Rock and Pop. Appraising Music for Different Voices and Vocal Ensembles.</p>
<p><b>Term 2</b></p> <p>Atmospheres composition</p>	<p>How to create an atmosphere through music. How to build layers in a composition. How to keep a composition interesting throughout for an audience. How to build suspense in composition and have a climactic point. Choosing instruments/timbres to create the atmosphere. Instrumental skills e.g. how to hold a xylophone beater,</p>	<p>Knowledge of structure in musical composition. Knowledge of the musical elements and how they can be manipulated to gain a certain effect: <b>MAD TSHIRT (Melody, Articulation, Dynamics (and silence), Texture, Structure, Harmony and Tonicity (and tone-colour), Instrumentation (and timbre), Rhythm Tempo</b> and Note Values, Time Signature). Understanding what a pedal and an ostinato are and how they can enhance a composition. Knowledge of the effect that is created by using particular instruments/timbres,</p>	<p>Cultural: Study various film/TV/video game composers – female, ethnic minority, composers with disabilities. Film and TV culture – explore different genres (e.g. horror films, chase scenes) and how the music contributes to the</p>	<p>Cross-curricular: English – descriptive story-writing. Drama – narrating story. Mathematics – intervals between notes to create major, minor, diminished, augmented chords. Geography – musical instruments or intervals in melody/chords,</p>	<p>Careers: Film, TV, video game or program music composer. Music in advertising. Foley artist (sound effects). TV writer -dramatic story enhanced by music and sound.</p>	<p>Free/Set Brief Composition. Sonority, Timbre and Texture. The Film Industry. The Use of Musical Elements In Film Music. Composing Film Music: Responding to a Stimulus or Commission. Appraising Film Music in the Examination.</p>

	<p>percussion instruments, vibraslap etc.  How to create realistic sound effects.  How to multi-task between different instruments/sound effects/narrating.  Group work – dividing up the parts, playing to people’s strengths.  How to fit a story to music.  How to appraise Film Music/Descriptive Music.  Ext: How to use technology to enhance the composition</p>	<p>keyboard voices, sound effects, tonalities.  Knowledge of how film music links to this atmospheres project.  Knowledge of words used to describe Film/Descriptive music.</p>	<p>atmosphere (including place and time).</p>	<p>congers images of particular countries.</p>		
<p>Band skills whole-class ensemble performance of Bamboleo</p>	<p>Be able to perform in a large group.  Follow and realise simple notation/chord or rhythm charts for chosen instrument.  Playing/singing in time.  Playing/singing in tune.  Singing in another language (Spanish).  Play Latin rhythms.  Group work – dividing up the parts, playing to people’s strengths.  Develop performance skills/confidence in performance.  How to appraise music for a band/ensemble.</p>	<p>Understand the components of a band: chords (piano/guitar), melody (usually vocals), bassline (bass guitar/keyboard), rhythm (drum kit) including relevant vocabulary and each instrument’s role.  Revisit notation knowledge.  Understand how the different parts of a band fit together.  Knowledge of Spanish music/Latin rhythms/Spanish instruments.  Develop an understanding of World Music.  Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation, Dynamics (ext), Texture, Structure, Harmony and Tonality, Instrumentation, Rhythm Tempo and Note Values, Time Signature).  Understand how to read chord symbols for guitar/ukulele/keyboard.  Understand how to read drum sheet music/a rhythm grid.  Understand how to read a bassline.</p>	<p>Culture:  World music – giving students politically correct vocabulary to respectfully discuss music from different cultures.  Appreciation of Spanish culture and Spanish music.  Listen to minority performers of Spanish performers.</p>	<p>Cross-curricular: MFL – reading and pronouncing Spanish lyrics correctly.  Geography – why does this music sound Spanish?  Science and Technology – how to connect and amplify electronic instruments.  Mathematics – learning notes in melody/chord patterns.</p>	<p>Careers:  Session musician – how to play the guitar, bass guitar, drum  kit/percussion, vocals,  keyboard/piano.  Music in advertising/ music producer – how to give the music a Latin twist.  Sound technician – balance of all musical instruments and vocals.</p>	<p>Ensemble Performance.  Sonority, Timbre and Texture.  Musical Ensembles.  Musical Features of Rock and Pop Music.  Fusion.  Appraising World Music/Fusion.</p>

		Understand how to sing the lyrics and melody to a song.				
<b>Term 3</b> EduBandLab Electronic Dance music composition	How to use a DAW (Digital Audio Workstation). ICT skills. Selecting loops that compliment one another. How to fit loops in time with one another. How to keep a composition interesting for the listener. Research skills into the genre of dance music we are studying e.g. typical bpm and time signature. How to ensure the A section contrasts the B section. How to add a break to a piece of dance music. How to appraise a piece of Electronic music.	Understand what makes a dance track. Understand the importance of building layers in a dance track composition. Knowledge of Dance artists and different genres of Electronic Dance music. Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation, Dynamics (ext), Texture, Structure Binary (AB) and Ternary form (ABA), Harmony and Tonality, Instrumentation, Rhythm Tempo (beats per minute - bpm) and Note Values, Time Signature). Dance-specific knowledge – why a 4/4 time signature is used, why there is a break or the bassline drops. Knowledge of Electronic music and relevant vocabulary.	Cultural: Researching electronic music – What, when where, who (notable artists such as The Beatles, The Beach Boys, Koenig), how, why? Listening specifically to electronic music artists: female, ethnic minority, composers with disabilities.	Cross-curricular: IT – learning how to use a DAW on the computer. Mathematics – using patterns to create music using, for example, the drum machine using certain beats and subdividing beats. History and Technology – the history behind Music Technology.	Career links: Composer – using Music Technology to put together a piece of music using only technology and pre-recorded sounds to create a new piece of music (Also video game/advertising music composer). Music producer – how to manipulate sounds after recording.	Free/Set Brief Composition. Musical Form and Structure. Musical Devices. Sonority, Timbre and Texture. Rock and Pop. Musical Features of Rock and Pop Music. Appraising Electronic Music.
Band skills small group performance of 'I need a dollar'	How to hold own part in a small group ensemble with no doubling. Follow and realise simple notation/chord or rhythm charts for chosen instrument. Playing/singing in time. Playing/singing in tune. Realise given rhythms, chords, bassline and melody to make it sound like the original piece. Group work – dividing up the parts, playing to people's strengths. Develop performance skills/confidence in performance.	Continue to develop an understanding of the components of a band: chords, melody, bassline, rhythm. Revisit notation knowledge. Continue to understand how the different parts of a band fit together through application in a small group context. Knowledge of soul/contemporary soul music and its historical context. Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation, Dynamics (ext), Texture, Structure, Harmony and Tonality, Instrumentation, Rhythm Tempo and Note Values, Time Signature).	Cultural: Black Lives Matter – black composer/performer Aloe Blacc. Gospel roots in soul music, Otis Reading, Gnarls Barkley, History of soul music. Themes from the lyrics – being a good Samaritan, value and	Cross-curricular: English – lyrics study. Mathematics – learning chord patterns, reading melody/bass lines, counting beats and subdividing beats. History – social context of hip-hop music. Science and Technology – using and connecting electronic instruments.	Career links: Musician and composer – case study of Aloe Blacc (wrote and performed vocals for Avicii's Wake me up). "A Renaissance and Trustee Scholar at the University of Southern California, Blacc majored in linguistics and psychology and graduated in 2001.	Ensemble Performance. Musical Dictation/Notation Question in Examination. Musical Form and Structure. Sonority, Timbre and Texture. Musical Ensembles. Rock and Pop. Musical Features of Rock and Pop Music. Appraising Rock and Pop Music.

How to appraise a piece of rock/pop music.	Understand how to read chord symbols for guitar/ukulele/keyboard. Understand how to read drum sheet music/a rhythm grid. Understand how to read a bassline. Understand how to sing the lyrics and melody to a song. Understand the role played by each instrument in a band.	importance of money, brief discussion of alcoholism.	PE – hand-eye coordination and practice.	He worked briefly in the corporate sector for Ernst & Young.”
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YEAR 8 <i>1 x 1 hour lesson a week</i>						
	<b>Skills</b>	<b>Knowledge</b>	<b>Cultural links</b>	<b>Cross-curricular links</b>	<b>Career Links</b>	<b>GCSE links</b>
<b>Term 1</b> Baseline test Classical solo keyboard performance Spelling test	Reading musical notation – note values and letter names (wider range than Swan Lake in Year 7). Reading the notation of a piece of music accurately and realising the notes (music has more complex note values and changes notes more frequently than Swan Lake in Y7). Keyboard skills – continue to develop hand position. Continue to develop confidence in solo performance skills. Combining reading, memorising and playing more complex music at the same time to create	Bentley (baseline) test – compare existing knowledge in Year 7 to Year 8. Continue to develop knowledge of pitch, dynamics, tempo, Latin/Italian terms for tempo and dynamics. Continue to develop knowledge of where more complex musical notes are on the staff including ledger lines. Knowledge of more complex note values: quavers, crotchets, minims, semibreves, rests and dotted notes. Continue to embed knowledge of musical time periods and how to recognise key characteristics from each one: Baroque, Classical, Romantic, 20 <sup>th</sup> /21 <sup>st</sup> century. Knowledge of the difference between conjunct and disjunct melodies.	Addressing the stigma attached to classical music. Looking at Great Western Classical Composers. Links between classical music that we recognise and enjoy being composed by composers from countries such as Germany, Russia, Austria.	Mathematics – patterns in music, note lengths and duration. PE – Hand-eye coordination, efficient practice. English – fine motor skills for handwriting, spelling test encourages high standards of written English. History – periods of musical history. Science and Technology – use of keyboards and knowledge of how it evolved from a harpsichord.	Classical pianist/classical music performer. Composer. Reiterate 1 in 8 (1 in 8 jobs in London, 1 in 11 in UK, are in creative industries).	Dictation/Notation Question In Exam. Solo Performance. Musical Elements. The Development of Music (Western Classical Tradition). Musical Forms and Structure. Musical Devices. Appraising Music From Different Musical Periods.

	<p>an accurate performance. Continue to develop efficient solo performance practice skills - not always starting at the beginning of the piece, practising a difficult section slowly, use repetition, learning from others. Extension: How to play with 2 hands together, how to read chord symbols, how to read inverted chords, how to practice hands independently. Recognise the difference between musical time periods. Recognise the differences between conjunct and disjunct melodies as well as devices such as repetition and contrast.</p>	<p>Knowledge of regular phrases, and devices such as repetition and contrast Know how to position the hand in anticipation of the notes. Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation, Dynamics (ext), Texture, Structure, Harmony (ext) and Tonality, Instrumentation, Rhythm Tempo and Note Values, Time Signature). Know how to spell more complex musical terms correctly.</p>				
Band Skills composition of Christmas carol /winter song	<p>How to compose a piece of music for a specific occasion/event (composing to a brief). How to compose song lyrics. How to compose an idiomatic part for a specific instrument e.g. bassline, percussion part, sung melody.</p>	<p>Knowledge of how existing Christmas/winter songs have been written effectively – focus on lyric writing and a hook in the intro/chorus. Knowledge of how harmony works to inform own bassline and chord writing. Knowledge of how to write a drum/percussion part in keeping with a particular style.</p>	<p>Cultural: Discussion about Christian beliefs often celebrated in Christmas songs. Choice of composing sacred/secular Christmas/ winter composition. Listening to versions of well-known Christmas/</p>	<p>Cross-curricular: English – lyric-writing (high standard of written English encouraged). RPE and PSHE – could write a song based on a particular faith (e.g. Christianity) or write a protest song (e.g. homeless people,</p>	<p>Career: Singer/ songwriter – commissioned or wanting to express themselves through song-writing. Lyricist – writing poignant lyrics to evoke emotion or societal change.</p>	<p>Set Brief Composition. Musical Elements. Dictation/Notation Question In Examination. Musical Form And Structure. Devices. Sonority, Timbre And Texture.</p>

	<p>How to write a chord progression.</p> <p>How to notate composed part for specific instrument (e.g. chord symbols, rhythm grid etc.)</p> <p>How to ensure all parts fit together.</p> <p>How to choose a genre to compose in.</p> <p>How to research characteristics of that chosen genre.</p> <p>How to apply research and compose within a chosen genre.</p> <p>How to appraise existing Christmas/Winter Song Compositions.</p>	<p>Continue to develop an understanding of the components of a band: chords, melody, bassline, rhythm.</p> <p>Revisit notation knowledge from solo performance last half-term; understand how to read and write chord symbols, drum sheet music/rhythm grid, a bassline, lyrics/a sung a melody.</p> <p>Continue to understand how the different parts of a band fit together and each instrument's role through application in a small group context.</p> <p>Specific knowledge of chosen genre to compose in.</p> <p>Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation (ext), Dynamics (ext), Texture, Structure (intro/verse/chorus/ext: middle 8, outro), Harmony and Tonality, Instrumentation, Rhythm Tempo and Note Values, Time Signature).</p>	<p>winter songs by minority composers/ performers.</p>	<p>those less fortunate at Christmas).</p>	<p>Singer/ musician – performing in a band/as a solo artist.</p>	<p>Musical Ensembles. Rock and Pop. Musical Features of Rock and Pop. Appraise Existing Compositions.</p>
<p><b>Term 2</b></p> <p>Musical theatre whole-class performance of <i>America</i> from West Side Story</p>	<p>Warming up the voice effectively before singing.</p> <p>Breathing effectively when singing.</p> <p>Engaging the diaphragm.</p> <p>Controlling the pitch of the voice.</p> <p>Singing in tune.</p> <p>Learning how to sing complicated rhythms and difficult intervals.</p>	<p>Knowledge of the importance of warming up the voice and of the body's anatomy involved when singing.</p> <p>Recap knowledge of intonation.</p> <p>Knowledge of different musical elements: MAD TSHIRT (Melody, Articulation, Dynamics, Texture (monophonic, homophonic, polyphonic, solo, duet, ensemble etc.), Structure (chorus, verse, intro, solo), Harmony and Tonality, Instrumentation, Rhythm</p>	<p>Cultural: Racism issues and animosity towards immigrants between Sharks (Puerto Ricans) and Jets (New York, descended from Polish immigrants). The American Dream. Turf and gang warfare. Musical theatre used to explore these issues.</p>	<p>Cross-curricular: Dance – West Side Story and America are heavily choreographed. Drama – Projecting voice, acting like the character you are playing in the song, reacting to others' lines, singing/ speaking in an accent. Geography – Puerto</p>	<p>Career: Musical theatre performer. Costume design in musical theatre. Theatrical make-up. Lighting and sound engineer in a theatre/live music theatre venue. Backstage, front of house, managerial or administration</p>	<p>Ensemble Performance. Musical Form and Structure. Musical Ensembles. Musical Theatre. Fusion. Appraising Vocal Music.</p>

	<p>Emphasis and accenting notes to enhance meaning of the lyrics.</p> <p>Engaging an audience while performing a piece of musical theatre.</p> <p>Singing in a group – timing, tuning.</p> <p>How to sing with good posture and diction.</p> <p>Continue to build self-esteem, confidence, engagement and enjoyment of singing.</p> <p>How to appraise a piece of vocal Music.</p>	<p>Tempo and Note Values, <b>Time Signature</b>).</p> <p>Knowledge of voice names: Soprano, Alto, Tenor, Bass</p> <p>Knowledge of vocal ensembles and relevant vocabulary.</p> <p>Knowledge of vocal music from different musical theatre genres (historical links between opera and musical theatre, Pop, Jazz, Rock, Folk, Latin influences etc. in musical theatre)</p>		<p>Rico, the climate, the socio-economic background.</p> <p>History – The American Dream.</p>	<p>positions in a theatre.</p> <p>Community theatre/music.</p> <p>Vocal coach, choreographer, director.</p>	
Blues performance	<p>How to play a 12-bar-Blues chord sequence.</p> <p>How to play a Blues scale.</p> <p>How to play the Blues chords and scale in time with a partner (or 2 hands together).</p> <p>How to swing a straight rhythm.</p> <p>How to play (ext. sing) in time (ext. sing in tune).</p> <p>Partner work – dividing up the parts, playing to people’s strengths.</p> <p>Develop performance skills/ confidence in performance.</p> <p>Ext 1: How to improvise using the Blues scale. How to scat sing.</p>	<p>Know what chords are in a 12 bar Blues chord progression including roman numerals (ext: change the key from C major to something more difficult).</p> <p>Know what notes are in a blues scale (revisit note names from <b>solo performance SOW</b>).</p> <p>Knowledge of key Blues artists.</p> <p>Historical knowledge and social context of Blues music.</p> <p>Knowledge of what came before and after The Blues musically.</p> <p>Knowledge of different musical elements:</p> <p><b>MAD TSHIRT (Melody, Articulation, Dynamics, Texture (melody dominated homophony), Structure (12 bars), Harmony and Tonality, Instrumentation, Rhythm (swung vs straight rhythms) Tempo and Note Values, Time Signature).</b></p>	<p>Cultural:</p> <p>Very strong links to Black History and Black Lives Matter. Trans-Atlantic slave trade, slavery, racism, segregation.</p> <p>Spirituals and worksongs leading to the Blues, Jazz etc.</p> <p>Promoting black female blues musicians/ singers such as Bessie Smith, Ma Rainey, Memphis Minnie. Jazz: Billie Holiday, Ella Fitzgerald, Nina Simone.</p>	<p>Cross-curricular:</p> <p>History – Trans-Atlantic slave trade, history behind Blues music.</p> <p>How, when, why it came about.</p> <p>Geography – journey of slaves from Africa to North America.</p> <p>PSHE – racism, encourage discussions around Black Lives Matter. Mathematics – pattern of intervals in blues scale, 12 bar blues. English (extension to write blues lyrics).</p>	<p>Career:</p> <p>Blues/jazz musician.</p> <p>Musicologist – the study of Blues/Jazz music.</p> <p>Event organiser – Blues/Jazz festival celebrating and promoting Blues and Jazz music.</p> <p>Composer – films such as Live and Let Die set in New Orleans with the Dixieland Jazz funeral procession.</p>	<p>Ensemble Performance (Ext: Solo Performance).</p> <p>Musical Form and Structure.</p> <p>Sonority, Timbre and Texture.</p> <p>Musical Ensembles.</p> <p>Jazz and Blues.</p> <p>Link to Rock and Pop.</p> <p>Appraising Blues and Jazz Music.</p>

	<p>Ext 2: Writing a set of lyrics using the Blues AAB line structure on a topic that makes you feel sad/ using the experiences of African slaves taken to America.</p> <p>How to appraise a piece of Blues/Jazz music.</p>	<p>Knowledge of improvisation.</p> <p>Knowledge of scat singing.</p> <p>Blues and Jazz relevant vocabulary.</p>				
<p><b>Term 3</b></p> <p>EduBandLab compose backing track for a rap</p>	<p>How to use a DAW (Digital Audio Workstation). ICT skills. How to create your own drum beat using a drum machine on EduBandLab. Selecting loops that compliment one another and composed drum beat. How to fit loops in time with one another. How to keep a composition interesting for the listener. Research skills into clean Rap music e.g. typical bpm and time signature and other features of Rap backing tracks. How to compose an intro, right length of verse material. How to change the beat in the chorus. How to add a break to a piece of rap music.</p>	<p>Understand what makes a (clean) Rap track. Understand the importance of building layers in a Rap backing track. Knowledge of inspirational Rap artists and listen to subgenres within Rap. Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation, Dynamics (ext), Texture, Structure (intro/verse/chorus/ext: middle 8, outro), Harmony and Tonality, Instrumentation, Rhythm Tempo (beats per minute - bpm) and Note Values, Time Signature). Rap-specific knowledge (and vocabulary) – why a 4/4 time signature is typically used, why there is a break or specific sound effects (DJ scratches). Specific focus on female/ethnic minority Rap artists.</p>	<p>Cultural: Researching Rap music with an electronic backing track – What, when, where, who (notable artists such as The Sugarhill Gang), how, why? Listening specifically to electronic music artists: female, ethnic minority, composers with disabilities.</p>	<p>Cross-curricular: IT – using a DAW. Mathematics – drum machine using certain beats and subdividing beats, counting beats. The history behind Music Technology. History: life as an African American in the late 20th century. Geo: East Coast vs West Coast USA. RPE: the importance of faith in rap Languages: the use of swearing/ bad language Dance: break dancing! Art: a look at graffiti</p>	<p>Career links: Composer – using Music Technology to put together a backing track using pre-recorded sounds to create a piece of music to rap over. Lyricist – creating lyrics to evoke emotion or societal change. Music producer – manipulate sounds after recording.</p>	<p>Free/Set Brief Composition. Musical Form and Structure. Musical Devices. Sonority, Timbre and Texture. Rock and Pop. Musical Features of Rock and Pop Music. Appraising Rap/Electronic Music.</p>

	How to appraise a piece of Rap/Electronic music.					
Band Skills whole class performance of choice of 2 chart pieces	<p>How to choose between 2 pieces of repertoire – play to strengths, use own taste in music.</p> <p>How to hold own part in a small group ensemble with no doubling.</p> <p>Follow and realise simple notation/chord or rhythm charts for chosen instrument.</p> <p>Playing/singing in time.</p> <p>Playing/singing in tune.</p> <p>Realise given rhythms, chords, bassline and melody to make it sound like the original piece.</p> <p>Group work – dividing up the parts, playing to people’s strengths.</p> <p>Develop performance skills/ confidence in performance.</p> <p>How to appraise a piece of Rock/Pop music.</p>	<p>Continue to develop an understanding of the components of a band: chords, melody, bassline, rhythm. Revisit notation knowledge from previous SOW.</p> <p>Continue to understand how the different parts of a band fit together through application in a small group context.</p> <p>Knowledge of chart music and Pop’s historical context.</p> <p>Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation, Dynamics (ext), Texture, Structure, Harmony and Tonality, Instrumentation, Rhythm Tempo and Note Values, Time Signature).</p> <p>Understand how to read chord symbols for guitar/ukulele/keyboard.</p> <p>Understand how to read drum sheet music/a rhythm grid.</p> <p>Understand how to read a bassline.</p> <p>Understand how to sing the lyrics and melody to a song.</p> <p>Understand the role played by each instrument in a band.</p> <p>Consolidate knowledge of all band skills performance projects from previous 2 years.</p>	<p>Cultural:</p> <p>Themes from the lyrics.</p> <p>As I only have resources for predominantly white bands, watch performances by ethnic minority or disabled performers to promote these performers (e.g. Lascel Wood “Use Somebody” X factor performance, Damiyr subway performance).</p>	<p>Cross-curricular:</p> <p>English – lyrics study.</p> <p>Mathematics – learning chord patterns, reading melody/ bass lines, counting beats and subdividing beats.</p> <p>History – social context of hip-hop music. Science and Technology – using and connecting electronic instruments.</p> <p>PE – hand-eye coordination and practice.</p>	<p>Career links:</p> <p>Musician and composer – case study of the particular artists we are learning and their careers. Looking into buskers and X Factor auditionees.</p>	<p>Ensemble Performance.</p> <p>Musical Dictation/ Notation Question in Examination.</p> <p>Musical Form and Structure.</p> <p>Sonority, Timbre and Texture.</p> <p>Musical Ensembles. Rock and Pop.</p> <p>Musical Features of Rock and Pop Music.</p> <p>Appraising Rock and Pop Music.</p>
<b>YEAR 9</b>	<i>2 x 1 hour lessons a week for 6 or 7 weeks as part of the Year 9 Technology rotation.</i>					

	<b>Skills</b>	<b>Knowledge</b>	<b>Cultural links</b>	<b>Cross-curricular links</b>	<b>Career links</b>	<b>GCSE links</b>
<p><b>Topic 1</b></p> <p>Baseline test</p> <p>Revisit musical notation</p> <p>Band Skills small ensemble performance – free choice of piece</p>	<p>How to select a piece of repertoire that the whole group agree upon.</p> <p>How to source musical notation for chosen repertoire – percussion part may have to be learnt by ear.</p> <p>How to research chosen genre for authentic performance techniques.</p> <p>Follow and realise simple notation/chord or rhythm charts for chosen instrument.</p> <p>How to hold own part in a small group ensemble with no doubling.</p> <p>Playing/singing in time.</p> <p>Playing/singing in tune.</p> <p>Realise given rhythms, chords, bassline and melody to make it sound like the original piece or deliberately change the genre or interpretation of the piece to put own slant on the piece of music.</p> <p>Group work – dividing up the parts, playing to people’s strengths.</p> <p>Develop performance skills/confidence in performance.</p>	<p>Continue to develop an understanding of the components of a band including relevant vocabulary: chords, melody, bassline, rhythm.</p> <p>Revisit notation knowledge from previous SOW.</p> <p>Continue to understand how the different parts of a band fit together through application in a small group context.</p> <p>Knowledge of piece’s historical context and musical characteristics.</p> <p>Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation, Dynamics, Texture, Structure, Harmony and Tonality, Instrumentation, Rhythm Tempo and Note Values, Time Signature).</p> <p>Understand how to read chord symbols for guitar/keyboard(/ukulele).</p> <p>Understand how to read drum sheet music/a rhythm grid.</p> <p>Understand how to read a bassline.</p> <p>Understand how to sing the lyrics and melody to a song.</p> <p>Understand the role played by each instrument in a band.</p> <p>Consolidate knowledge of all band skills performance projects from Year 7, 8 and 9.</p>	<p>Cultural:</p> <p>Themes from the lyrics.</p> <p>Encourage students to find their own repertoire and promote ethnic minority, disabled and female composers/ performers.</p> <p>Find performances of their choice by diverse performers.</p> <p>Discuss why some songs would be appropriate/inappropriate for school and the reasons why i.e. bad language, idealising a life of crime etc.</p>	<p>Cross-curricular:</p> <p>English – lyrics study.</p> <p>Mathematics – learning chord patterns, reading melody/ bass lines, counting beats and subdividing beats.</p> <p>History – social context of their genre of music. Science and Technology – using and connecting electronic instruments.</p> <p>PE – hand-eye coordination and practice.</p> <p>Drama – stage presence.</p> <p>PSHE – discuss issues presented in the lyrics.</p>	<p>Career links:</p> <p>Musician, composer, singer/ songwriters – case study of the particular artists we are learning about and their careers.</p> <p>Look at careers linked to the genre of music.</p> <p>Likely to look at pathways that some musicians have taken such as busking, auditioning for talent shows, YouTube/ Social Media followers.</p>	<p>Ensemble Performance.</p> <p>Musical Dictation/ Notation Question in Examination.</p> <p>Musical Form and Structure.</p> <p>Sonority, Timbre and Texture.</p> <p>Musical Ensembles.</p> <p>Rock and Pop.</p> <p>Musical Features of Rock and Pop Music.</p> <p>Appraising Rock and Pop Music.</p>

	Ext: Arranging parts for different instruments than the original. How to appraise a piece of Rock/Pop music.					
<b>Topic 2</b> EduBandLab free composition using Band Skills	Investigate and experiment with different genres of music to help to decide what genre to compose in. Research characteristics of chosen genre. How to use a DAW (Digital Audio Workstation). ICT skills. How to create your own composition using a drum pattern, chord sequence, bassline, melody. Selecting loops that compliment one another. How to fit loops (ext. recorded material) in time with one another. How to keep a composition interesting for the listener. Research skills into the genre of music being composed e.g. typical bpm and time signature. How to ensure contrasting sections (A/B, verse/chorus). How to add a break/middle 8 to a piece of music. Ext: How to create your own loops/record your own ideas.	Understand characteristics specific to chosen genre of music and relevant vocabulary. Understand what makes a piece of music interesting to listen to. Understand the importance of building layers in a composition. Knowledge of prolific artists in chosen genre. Knowledge through application of the musical elements: MAD TSHIRT (Melody, Articulation (ext), Dynamics (ext), Texture, Structure (Binary/Ternary/Rondo/verse chorus), Harmony and Tonality, Instrumentation, Rhythm Tempo (bpm) and Note Values, Time Signature).	Cultural: Researching electronic music – What, when where, who (notable artists such as The Beatles, The Beach Boys, Koenig), how, why? Listening specifically to electronic music artists: female, ethnic minority, composers with disabilities within the chosen genre.	Cross-curricular: IT – learning how to use a DAW on the computer. Mathematics – using patterns to create music using, for example, the drum machine using certain beats and subdividing beats. History and Technology – the history behind Music Technology.	Career links: Composer – using Music Technology to put together a piece of music using only technology and pre-recorded sounds to create a new piece of music (Also video game/ advertising music composer). Music producer – how to manipulate sounds after recording. Singer/ songwriter – commissioned work or writing to express feelings about the song matter e.g. protest song, love song, story	Free Composition. Musical Form and Structure. Musical Devices. Sonority, Timbre and Texture. Rock and Pop. Musical Features of Rock and Pop Music. Appraising Rock/Pop/ Electronic Music.

	<p>Ext: How to add harmonies over the top of singing/ backing vocals under a rap. How to appraise a piece of Rock/Pop/Electronic music.</p>					
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