CURRICULUM ROADMAP - Nursery to Year 13 Music





Year 13 (SUM)

Unit 6: Learning aim C: Carry out a solo performance. Deliver a solo performance recital of three pieces to an audience.

Unit 2: Professional Practice in the Music Industry: opportunity to resit Unit 3: Ensemble Music Performance: opportunity to resit

Year 13 (AUT)

Unit 6: Solo Music Performance:

Learning aim A: Explore the skills required for a solo performance. Create an article about techniques for the development of instrumental/vocal skills. Learning aim B: Develop skills for a solo performance. Create a practice diary which evidences progression on an instrument/voice

Year 12 (SPR)

Unit 2: Professional Practice in the Music Industry: Learning aim A: evidence understanding of professional behaviours, as well as project planning & legal requirements. Learning aim B: evidence understanding of various roles in music industry organisations. Financial requirements: Learners will evidence understanding of producing a budget, business finances & how to present findings for defined audiences Unit 3: Ensemble Music Performance: Learning aim A: Explore ensemble skills & techniques. Learning aim B: Response & planning: choosing pieces, sourcing & writing parts, trying out parts & arrangements/styles & agreeing on structure & version. Learning aim C: take part in rehearsals (as part of an ensemble & individually) to learn their own parts. Learning aim D: Performance skills as part of an ensemble. Initial response: choosing pieces, sourcing & writing parts, trying out parts & arrangements/ styles & agreeing on structure and version

Year 11 (SUM)

Component 3 - Responding to a Music Brief - Externally Moderated Coursework (40%) Learners will be given the opportunity to develop and present music in response to a given music brief Assessment objectives:

AO1 Understand how to respond to a music brief

AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief

Year 11 (AUT)

Externally Moderated Coursework (30%)

Component 2 - Music Skills Development (see content in Y10 Summer information) Learning outcomes:

A Demonstrate professional and commercial skills for the music industry **B** Apply development processes for music skills and techniques

Year 10 (SPR)

Externally Moderated Coursework (30%) Component 1 continued (see content in Y10 Autumn information)

Year 9 (SUM)

Band project 1: covers: Listening & analysis of pop hits. Performance task: students to form bands, working towards cover performances with a focus on enhancing staff notation reading skills & performance complexity, as well as expression & interpretive skills.

Year 13 (SPR) 😐

Unit 6: Learning aim B: Develop skills for a solo performance. Continue creating a practice diary which evidences progression on an instrument/voice. Create a 2-week pre-recital plan, evidencing progress/development of skills

> Unit 2: Professional Practice in the Music Industry: opportunity to resit Unit 3: Ensemble Music Performance: opportunity to resit

Year 12 (SUM) (

Unit 1: Practical Music Theory & Harmony:

Learning aim B: Explore the application of melodic composition based on musical elements: Learners will be given a selection of chord structures which they should develop into melodic compositions in a variety of styles in order to evidence understanding of signs & symbols & melodic devices

Year 12 (AUT) 👞

Unit 1: Practical Music Theory & Harmony:

Learning aim A: Examine the signs and symbols used in musical notation: Completing a standard notation article analysing rhythm and pitch in staff notation & how tempo, dynamics & expression, as well as completing an alternative notation article Learning aim B: Explore the application of melodic composition based on musical elements: Learners will be given a selection of chord structures which they should develop into melodic compositions in a variety of styles in order to evidence understanding of signs & symbols & melodic devices

Component 3 - Responding to a Music Brief - Externally Moderated Coursework (40%) Learners will be given the opportunity to develop and present music in response to a given music brief

Assessment objectives:

- AO1 Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief
- AO3 Present a final musical product in response to a music brief
- AO4 Comment on the creative process and outcome in response to a music brief

Year 10 (SUM)

Component 2 - Music Skills Development:

Learners will have the opportunity to develop two musical disciplines through engagement in practical tasks, while documenting their progress and planning for further improvement. Learning outcomes: A Demonstrate professional and commercial skills for the music industry B Apply development processes for music skills and techniques

Year 10 (AUT)

Externally Moderated Coursework (30%)

Component 1 - Exploring Music Products & Styles: Learners will explore the techniques used in the creation of different musical products and investigate the key features of different musical styles. Learning outcomes:

A Demonstrate an understanding of styles of music B Apply understanding of the use of techniques to create music

Year 9 (SPR)

80s/90s cover versions: Listening & analysis of 1980s/1990s hits. Group performances of 1980s/1990s covers. Performances on keyboard, bass, guitar, voice & students' other instruments; enhancing understanding of staff notation & encouraging development of expressive & interpretative skills. Musicals: Students to engage in musical theatre performances; utilising singing/ dancing/ acting skills (link to drama curriculum). Students encouraged to perform on stage & as part of the pit band

Year 8 (SUM) 🥌

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Song-writing: listening & analysis of song examples. Composition task: composing a pop song using major/minor chords, melodies, rhythms and harmonies with a clear sense of style and structure.

Year 8 (AUT)

Piano chords: Performance task: Students to enhance their piano skills, adding in complex parts and playing using two hands. Students to enhance their reading of staff notation and lead sheets.

Year 7 (SPR)

- The Orchestra: Focus on identifying instruments of the orchestra by listening & composition task manipulating the elements using orchestral sounds in Soundtrap.
 - Developing understanding of staff notation: note names and values.
- Programme music:: Listening & analysis of programme music examples, such as "Carnival of the Animals" by Saint Saena. Composition task: composing a piece representative of a certain animalencouraging live performance input
- Instrumental/vocal scheme: students engage in group vocal/instrumental performance sessions

Year 6 (SUM) (

Ukulele / Production Learning to finger pick a simple tune on the ukulele Ukulele magic unti 6 Year 6 end of year full scale production

Year 6 (AUT)

<u>Ukulele / Singing Performance</u> Progressing ukuele skills - more complex chords using two or three fingers Ukulele magic unit 4 Christmas performance

Year 5 (SPR)

Ukulele Technique Exploring playing techniques Introducing simple chords using one finger Ukulele magic unit 2

Year 4 (SUM)

Recorder / Performance Recorder performance skills, playing together as a whole class group

Year 4 (AUT)

Recorder / Notation / Singing Performance Exploring easy tunes on recorder Reading staff notation Christmas performance

Year 3 (SPR)

Developing Recorder Skills Playing and reading EFD Exploring and playing simple tunes

Band project 2: original songs: Performance task: students to form bands, working towards original song performances. Students to notate their ideas using tab/staff notation. Ideas can be recorded into Soundtrap

Year 9 (AUT)

Pop timeline/ the 60s: Timelines created detailing the history of British pop music from 1960s to the present day, including key artists/songs, as well as changes in the music industry. Beatles study, including keyboard/vocals/ bass/ guitar performances (enhancing notation reading) of a Beatles hit. 70s pop/ word painting: listening & analysis of "Bohemian Rhapsody" by Queen, focussing on the inclusion of word painting. Composition task: songwriting including word painting on Soundtrap software.

Year 8 (SPR)

World music: African drumming - Performance task: students perform African drumming pieces utilising common musical features. Composition task: use common African drumming structures and features. Reggae/world music: listening & analysis of various world music examples. Performance task: singing/ playing popular reggae pieces, as well as completing presentations about the features of various world music styles.

Year 7 (SUM)

Ensemble Music Performance: Performance task: students to deliver ensemble performances of a piece by their chosen artist utilising key skills developed during the instrumental/vocal scheme. Folk music: listening & analysis of folk examples & presentations detailing facts about folk. Performance task: sing/play folk songs using keyboards/vocals/instrumentalists utilise their skills.

Year 7 (AUT)

Baseline assessment: aural skills/music aptitude test/performance & theory standard questionnaire Elements of music: students enhance their knowledge & understanding of key musical terms (the elements of music) through listening & retrieval practice Rap: listening & analysis of rap examples. Composition task: using Soundtrap: creating rap lyrics, focussing on rhythm (note values) & structure, using Soundtrap software to create backing tracks Instrumental/vocal scheme: students engage in group vocal/instrumental performance sessions

Year 6 (SPR)

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RECORDER

Ukulele using T A B Playing repeated patterns from simple chords in T A B Ukulele magic unit 5

Year 5 (SUM)

<u> Ukulele / Singing Performance</u> Learning to play together for a performance using simple chords and strumming patterns Ukulele magic unit 3

Year 5 (AUT)

<u>Ukulele Introduction / Singing Performance</u> Comparing ukulele to recorder Learning to tune-using ukulele magic unit 1 Christmas song performance

Year 4 (SPR)

<u>Recorder</u> Using visual musical minds to increase repertoire of recorder songs

Year 3 (SUM)

Recorder and Performance Skills Playing and reading low C and high C D & E Class performance

Year 3 (AUT)

Recorder / Notation / Singing Performance Introduction to the recorder and reading staff notation B A ${\rm G}$

