MUSIC CURRICULUM MAP



Our subject vision:

Aspiration

We believe that every pupil in the time at Fitzharrys should have an engaging and fully encompassing education and experience. Music is a very broad discipline that we engage with on multiple levels; whether it be films, concerts, travelling to school or work, gigs, television; music is always there. The music education at Fitzharrys addresses and educates on multiple genres and styles of music to provide a fully rounded and creative musical education.

Knowledge:

In Music, we learn about different styles and genres of music. We learn the rules and boundaries of music, and more importantly when we can follow and indeed break those rules for the sake of musical creativity.

Skills:

Students learn to critically listen to music and engage with what they are listening to. They also learn to compose; to be creative within a given style and genre, and indeed beyond. Students learn to perform and what it means to perform in front of an audience. Finally, they learn to verbally critique others' performances and work.

Understanding:

At the end of students' study of Music they will have had a rich and varied music experience. They will learn appreciation for different styles and genres of music. Across each key stage, students will demonstrate their knowledge and skills verbally through discussion, through their compositions and arrangements, and in their performances.

Opportunity

Within the classroom:

In Music lessons, students will encounter musical styles and genres that promote access to the musical canon for all. Music should never be divided through class and social structures, therefore the opportunity for all styles and genres is open to all. Each year pupils will explore genres from the Western Art Music (classical) traditions, to electronic, world, Commercial Pop and many more.

Beyond the classroom:

Beyond the curriculum, students may participate in:

- Choir
- Show (Musical)
- Soul Band
- String Ensemble
- Recording studio
- Lunchtime booking of rehearsal rooms to create their own groups and music

Integrity

Knowledge:

Musical experiences across the curriculum are diverse; it is designed so that pupils experience a wide range of musical ideas and disciplines. Students will learn how music is enjoyed in different ways by different peoples.

Skills:

Pupils are given the means to express themselves through Music. Performance appreciation and openness to interpretation are taught. Pupils are taught that there are different interpretations in music; that there are different interpretations but not necessarily a 'right' or 'wrong' interpretation. In and beyond the classroom pupils are taught to work in groups. Emphasis is put on pupils picking their own groups due to shared musical experiences and learning as musicians learn (Green (2001, 2008)). Pupils are given agency to be musicians.

Understanding:

Pupils demonstrate their musical development through their performances and sharing of their work.

MUSIC CURRICULUM MAP



How this document works:

This Curriculum Map will show you everything we do in Music. It shows the learning journey from year 7 to year 11 and beyond.

At each point it will show you what is covered and how it will be assessed. Click on each topic and it will automatically take you to an explanation of why we learn it.

If you have any further questions, contact Mr Adam.

Email: ladam@fitzharrys.oxon.sch.uk

SUBJECT CURRICULUM MAP: KS3

Topic title

Fanfares

Pupils learn the historical and cultural importance of Fanfares. Pupils learn about how fanfares are used for remembrance events e.g. Remembrance day which ties into British values

Topic title

Minimalism

Pupils learn the how minimalism crosses musical and art disciplines. Minimalism is highly important in the Western Classical musical sphere, but also in Popular Music; specifically in Electronic and Dance music genres

Topic title

Popular Song

Pupils learn how popular song has evolved and learn how to compose their own. They begin to think of commercial music as a music 'product'-this ties into the BTEC which some pupils will go on to take.

End of year assessment



Trips and visits

TBA post-COVID- Will include: Carol service

Town square performances

Topic title

Samba

Pupils learn how to perform and compose Samba music. Samba music is heavily influenced by traditional African musics (studied in Year 8) due to the slave trade.

Topic title

Rock n' Roll

Pupils learn the history and key aspects of performing Rock n' Roll. They learn how to perform iconic pieces of Rock n' Roll, a 12 bar blues (key to jazz and blues), pentatonic scales (key in popular musics)

Trips and visits

Carol service

TBA post-COVID- Will include:

Town square performances



Insert Assessment details

- Performance skills
- Listening skills
- Composition skills
- Music technology skills (TI & T4)

Topic title

Soundtracks

Pupils learn how music is a key part of film and television. They learn how to compose for a film trailer. This is done using music technology- the skills built on in Year 7 and Year 8



Topic title

Hooks and riffs

Pupils learn how hooks and riffs are key to 20th and 21st century popular musics. They learn how to arrange performances of iconic pieces of popular music. This directly prepares pupils for the Yrll BTEC Music Practice exam

End of year assessment

Assessment details

- Performance skills
- Listening skillsComposition skills
- Music technology skills
 (T5)

Variations

Pupils learn compositional techniques as to how variations in music are created. They learn the function of a Ground Bass, exemplified by Pachabel, but also how it is used in popular music genres, for example in The Verve's 'Bittersweet Symphony'.

Topic title

Music Production

Pupils learn contemporary music production skills using the music tech suite. They learn about different electronic music and dance genres and their key components

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Jazz and Blues

Pupils learn about the musical history and harmony of Jazz and Blues. This leads on from West African drumming and how the slave trade displaced millions of peoples, but also introduced their musical cultures to other musical cultures

Topic title Pictures

Pupils explore compositional techniques taking inspiration from Mussorgsky's 'Pictures at an Exhibition.' They will look at how composers can take influence from other Artworld influences



Topic title Reggae

Pupils learn about Reggae and the cultural aspects of the genre. They analyse and in tern learn how to write lyrics and incorporate them into their end of topic assessment.

Topic title

Topic title

West African Drumming

Pupils study West African drumming traditions, aural traditions in music, and the huge influence that these traditions have had on the evolution of Western classical and popular music genres.

Topic title

Instruments of the Orchestra

Pupils learn about the instrumental families of the Western Classical Orchestra. They also learn how to use Cubase recording/ production software



Assessment details

- Performance skills
- Listening skills
- Composition skills
- Music technology skills (T5)



Trips and visits

TBA post-COVID- Will include: Carol service Town square performances

Topic title

Form and Structure

Pupils learn about how music is structured. They learn about Binary, Ternary and Rondo forms. There is a key focus in this unit of work on reading Western Staff notation.

Topic title Folk Music

Pupils learn about traditional folk musics and how they have evolved. They also learn about various folk music revivals (focusing on the 1970s and 2000s) and how they have influenced popular musics.

Topic title

Rhythm and Pulse

Pupils learn to read, write and play from Western staff notation. While this isn't the be-all and end-all of written music, it is an important component, especially to access Western Classical Music

Topic title

Night and Day

Pupils learn about the elements of music. They will apply them to different music performance and composition tasks. Group performance skills are learnt and developed.



SUBJECT CURRICULUM MAP: KS4



Further study

Music BTEC Level 3
Music A level

Music Degree

Music Masters

Music PhD/ DPhil

Career pathways

- -Performing musician (pop, classical, session, theatre, cruise ship etc.)
- -Composer (pop, classical, tv, film, gaming etc.)
- -Editing (film, tv, gaming etc)
- -Arts and Venue management
- -Music technician (venue, touring, studio etc.)

Topic title

Component 3

Pupils prepare for and take the exam where they create a music product/ piece of music in a different style or genre.

Summer exams

Topic title

Topic title

Component 3

Pupils prepare for and take the

music product/ piece of music

in a different style or genre.

exam where they create a

Component 2B

Pupils focus on their long term musical development and focus on aspects of their skills they wish to develop

Insert Assessment details

- Key skills
- Methods

Topic title Component 2 A

Pupils learn about the music industry and key professional skills.



Topic title

Component 2 A

Pupils learn about the music industry and key professional skills.

Topic title

Component 2 A

Pupils learn about the music industry and key professional skills.

Topic title

exams

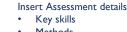
Component 2 B

Pupils focus on their long term musical development and focus on aspects of their skills they wish to develop

Topic title

Component I B

Exploring products and styles **Mock**Part A
Pupils focus on different styles **exams**of their choice to specialise in.
They will record these and use
these along with their
logbooks for coursework





TBA post-COVID- Will include:

Carol service

Town square performances

Hopefully to include visits to higher education providers in music, music concerts and venue visits to see the music industry in action

Topic title

Component IB

Exploring products and styles-Part A

Pupils focus on different styles of their choice to specialise in. They will record these and use these along with their logbooks for coursework

Topic title

Component I A

Exploring products and styles-Part A

Pupils explore and different music styles. They will record these and use these along with their logbooks for coursework

Topic title

Component I A

Exploring products and styles-

Pupils explore and different music styles. They will record these and use these along with their logbooks for coursework

Topic title

Component I A

Exploring products and styles-Part A

Pupils explore and different music styles. They will record these and use these along with their logbooks for coursework





	Soundtracks
Why this?	Music is used to a great extent in tv, film and gaming Pupils develop their knowledge in how music is used
Why now?	Developing key musical compositional and ICT skills

Why this?

Rock n' roll is an important genre of music, in addition to learning the historical and cultural evolution of the genre

Rock n' Roll

Why The unit of work gives pupils now? the opportunities to work in bands with a band focus

Samba Why Pupils learn about different this? music making cultures, in addition to learning the historical and cultural evolution of the genre The unit of work develops Why now? pupils group and compositional skills

Fanfares

Pupils develop their cultural this? understanding, understanding of important events including remembrance

Why Developing key musical now? compositional and ICT skills **Minimalism**

An engagement with an arts Why this? philosophy, reflected in the aesthetic

Whv Pupils are encouraged to now? question the purpose of music and approaches usec

Popular song Pupils develop skills learnt Why this? previously in order to

Why

now?

3

Why

this?

Whv

now?

Why

properly equip them to $transition \,to\,\,Music\,\,BTEC\,at$ Pupils have the opportunity

to continue with their band focus from previous units, and to develop compositional skills

West African Drumming

Pupils learn about different

music making cultures, in

The unit of work develops

addition to learning the

historical and cultural evolution of the genre

pupils group and

compositional skills

Reggae

Why

now?

Why

now?

Reggae is an important genre Why of music, in addition to this? learning the historical and cultural evolution of the genre

> The unit of work gives pupils the opportunities to work in bands with a band focus

2 **Variations**

Why Variations are a key part of Western Classical Music and also popular music genres

Why now? learnt using music technology

Jazz and Blues

Why Jazz and Blues are important genres of music, in addition this? to learning the historical and cultural evolution of the

> The unit of work gives pupils the opportunities to work in bands with a band focus

this?

Pupils build on previous skills

Music Production

Why Music is listened to through this? audio and video recordings, and in film, tv, gaming in advertising. It is hugely important

Why Pupils develop their skills now? learnt in previous genres and focus on key editing skills

Hooks and riffs

Why Hooks and riffs are hugely this? important to modern popular music genres

Pupils have the opportunity now? to continue with their band focus from previous units, and to develop compositional skills

Night and Day

This unit of work gives an Why this? accessible introduction to secondary school Music and helps every child access the subject

Why Pupils will have come to now? secondary school with vastly different music making experiences

Rhythm and Pulse

Rhythms are key to music; Whv this? regardless of genre, an understanding of rhythm is key. Pupils learn to read and write rhythms

Why To access Western Classical Music, it is essential to have now? an understanding of reading and writing rhythms

3 **Folk Music**

Whv Folk music gives a contextual this? understanding of popular music making genres across the globe.

Why An understanding and appreciation for different now? musical cultures and traditions

Form and Structure

Whv This unit gives pupils the this? understanding of how to effectively lay out and structure music

Why Organising musical creations now? and an understanding of how to organise is important

5 struments of the Orchestra

Whv This unit gives pupils an this? understanding of the instruments of the Western 'Classical' orchestra and how it has evolved

Why This unit advertises now? instruments to pupils; they listen to famous pieces of classical music and have an introduction to Cubase

6 **Pictures**

Music influences art and vice Whv this? versa. Pupils get to experiment using contemporary techniques to compose

Pupils will have their Why knowledge and abilities in their first year- this unit gives them the creativity to explore this.



C2A Music skills development

Why Pupils focus on key this? professional aspects of the music industry, evaluate themselves and plan for their own progression

Why now?

Pupils need to have a key understanding of professional skills in industry and the music industry 2 C2B Music skills development

Why Pupils use their prior this? evaluation to develop their musical skills

Why In order to prepare for the now? exam (Component 3) and ensure they are developing as musicians

C2B Music skills development

Why Pupils use their prior this? evaluation to develop their musical skills

Why In order to prepare for the now? exam (Component 3) and ensure they are developing as musicians

Year 11

C3 Responding to a commercial music brief

Why Pupils practice, revise and this? prepare for the externally assessed component

Why The externally assessed now? component is the equivalent to the exam; the pupils have been developing their skills to lead up to this

C3 Responding to a commercial music brief

Why Pupils demonstrate their this? musical knowledge and abilities for the externally assessed component of the course

Why Pupils will have developed now? their musical knowledge and abilities on the course to be able to complete this component

6 C3 Responding to a commercial music brief

Why Pupils demonstrate their musical knowledge and abilities for the externally assessed component of the course

Why Pupils will have developed now? their musical knowledge and abilities on the course to be able to complete this component

C1A Exploring Music products and styles

now?

Why Exploring Music products and this? styles- Pupils engage with listening, performing and critiquing a range of music products and styles

Pupils need to have a broad understanding to understand how to recreate the genres; what makes them that particular genre?

2 C1A Exploring Music products and styles

Why Exploring Music products and this? styles-Pupils engage with listening, performing and critiquing a range of music products and styles

Why Pupils need to have a broad understanding to understand how to recreate the genres; what makes them that particular genre?

3 C1A Exploring Music products and styles

Why Exploring Music products and this? styles- Pupils engage with listening, performing and critiquing a range of music products and styles

Why Pupils need to have a broad now? understanding to understand how to recreate the genres; what makes them that particular genre?

Year 10

4 C1B Exploring Music products and styles

Why Pupils engage with listening, this? performing and critiquing a range of music products and styles- focusing in on 3 specific genres

Why Pupils need to have a broad now? understanding to understand how to recreate the genres; what makes them that particular genre?

5 C1B Exploring Music products and styles

Why Pupils engage with listening, this? performing and critiquing a range of music products and styles-focusing in on 3 specific genres

Why Pupils need to have a broad understanding to understand how to recreate the genres; what makes them that particular genre?

6 C2A Music skills development

Why Pupils focus on key
this? professional aspects of the
music industry, evaluate
themselves and plan for their
own progression

Why Pupils need to have a key now? understanding of professional skills in industry and the music industry