

# MUSIC

## CURRICULUM MAP



### Our subject vision:

<b>Aspiration</b>	<p>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.</p> <p><b>Knowledge:</b> 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.</p> <p><b>Skills:</b> 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.</p> <p><b>Understanding:</b> 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.</p>
<b>Opportunity</b>	<p><b>Within the classroom:</b> 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.</p> <p><b>Beyond the classroom:</b> Beyond the curriculum, students may participate in:</p> <ul style="list-style-type: none"> <li>• Choir</li> <li>• Show (Musical)</li> <li>• Soul Band</li> <li>• String Ensemble</li> <li>• Recording studio</li> <li>• Lunchtime booking of rehearsal rooms to create their own groups and music</li> </ul>
<b>Integrity</b>	<p><b>Knowledge:</b> 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.</p> <p><b>Skills:</b> 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.</p> <p><b>Understanding:</b> Pupils demonstrate their musical development through their performances and sharing of their work.</p>

# MUSIC CURRICULUM MAP



## How this document works:

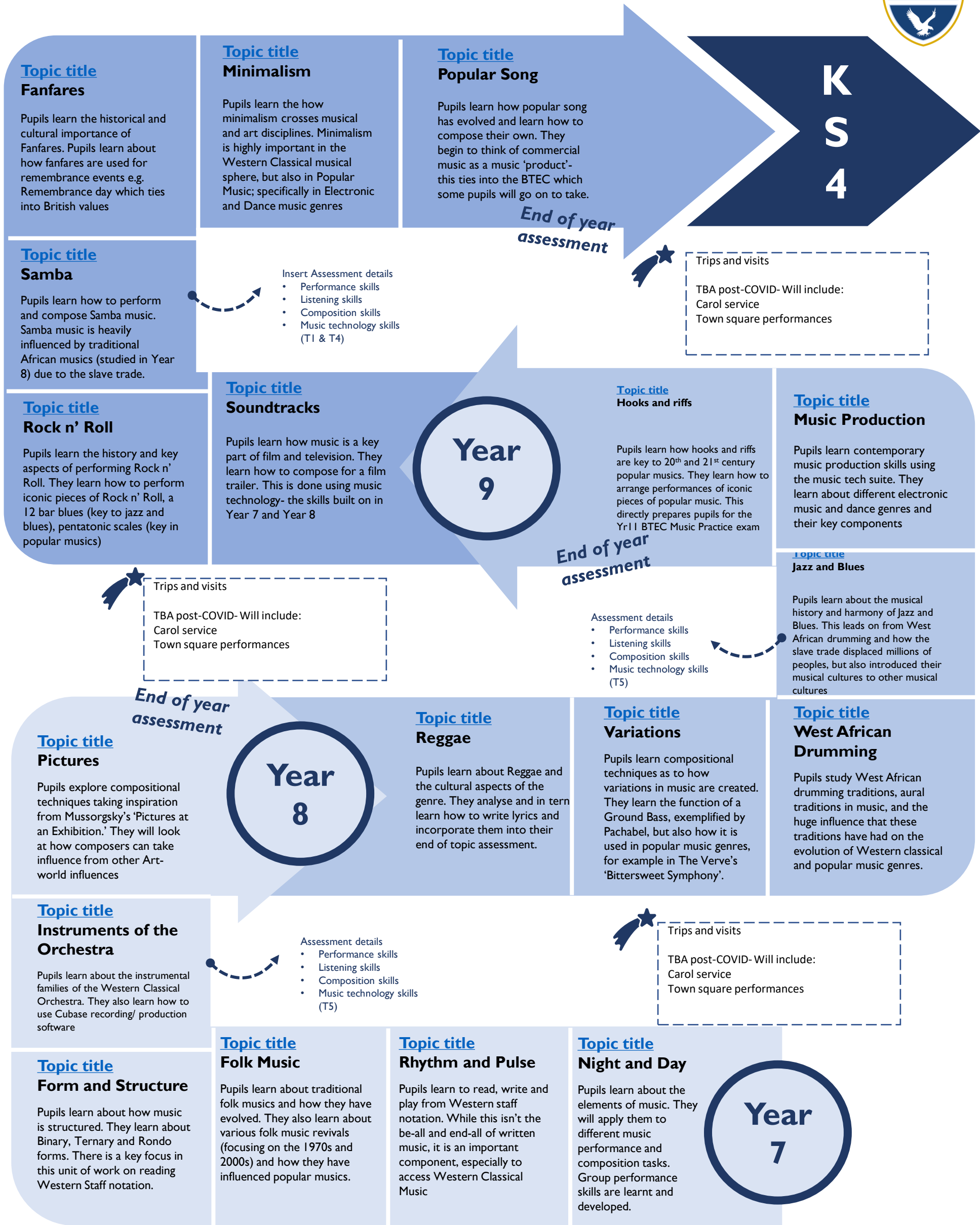
This Curriculum Map will show you everything we do in Music. It shows the learning journey from year 7 to year 11 and beyond.

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.

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# SUBJECT CURRICULUM MAP: KS3



# SUBJECT CURRICULUM MAP: KS4

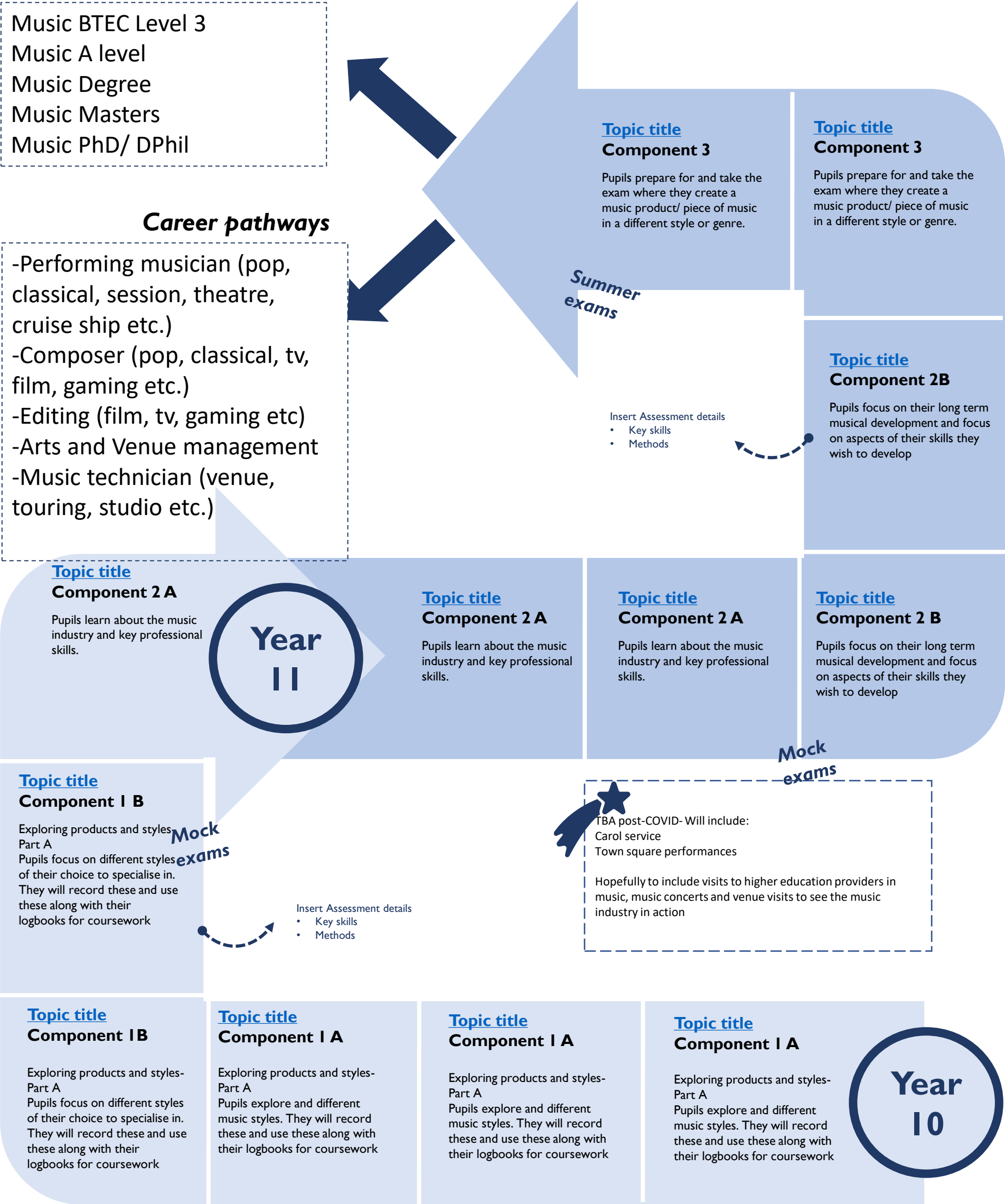


## Further study

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.)





Year  
9

Year  
8

Year  
7

1

### 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

4

### Fanfares

Why this?	Pupils develop their cultural understanding, understanding of important events including remembrance
Why now?	Developing key musical compositional and ICT skills

1

### Reggae

Why this?	Reggae is an important genre of music, in addition to learning the historical and cultural evolution of the genre
Why now?	The unit of work gives pupils the opportunities to work in bands with a band focus

4

### Jazz and Blues

Why this?	Jazz and Blues are important genres of music, in addition to learning the historical and cultural evolution of the genres
Why now?	The unit of work gives pupils the opportunities to work in bands with a band focus

1

### Night and Day

Why this?	This unit of work gives an accessible introduction to secondary school Music and helps every child access the subject
Why now?	Pupils will have come to secondary school with vastly different music making experiences

4

### Form and Structure

Why this?	This unit gives pupils the understanding of how to effectively lay out and structure music
Why now?	Organising musical creations and an understanding of how to organise is important

2

### Rock n' Roll

Why this?	Rock n' roll is an important genre of music, in addition to learning the historical and cultural evolution of the genre
Why now?	The unit of work gives pupils the opportunities to work in bands with a band focus

5

### Minimalism

Why this?	An engagement with an arts philosophy, reflected in the aesthetic
Why now?	Pupils are encouraged to question the purpose of music and approaches usec

2

### Variations

Why this?	Variations are a key part of Western Classical Music and also popular music genres
Why now?	Pupils build on previous skills learnt using music technology

5

### Music Production

Why this?	Music is listened to through audio and video recordings, and in film, tv, gaming in advertising. It is hugely important
Why now?	Pupils develop their skills learnt in previous genres and focus on key editing skills

2

### Rhythm and Pulse

Why this?	Rhythms are key to music; regardless of genre, an understanding of rhythm is key. Pupils learn to read and write rhythms
Why now?	To access Western Classical Music, it is essential to have an understanding of reading and writing rhythms

5

### struments of the Orchestra

Why this?	This unit gives pupils an understanding of the instruments of the Western 'Classical' orchestra and how it has evolved
Why now?	This unit advertises instruments to pupils; they listen to famous pieces of classical music and have an introduction to Cubase

3

### Samba

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

6

### Popular song

Why this?	Pupils develop skills learnt previously in order to properly equip them to transition to Music BTEC at KS 4
Why now?	Pupils have the opportunity to continue with their band focus from previous units, and to develop compositional skills

3

### West African Drumming

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

6

### Hooks and riffs

Why this?	Hooks and riffs are hugely important to modern popular music genres
Why now?	Pupils have the opportunity to continue with their band focus from previous units, and to develop compositional skills

3

### Folk Music

Why this?	Folk music gives a contextual understanding of popular music making genres across the globe.
Why now?	An understanding and appreciation for different musical cultures and traditions

6

### Pictures

Why this?	Music influences art and vice versa. Pupils get to experiment using contemporary techniques to compose
Why now?	Pupils will have their knowledge and abilities in their first year- this unit gives them the creativity to explore this.





Year  
11

**1 C2A Music skills development**

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

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

**3 C2B Music skills development**

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

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

**4 C3 Responding to a commercial music brief**

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

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

**5 C3 Responding to a commercial music brief**

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

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

**6 C3 Responding to a commercial music brief**

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

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

**1 C1A Exploring Music products and styles**

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

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

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

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

**4 C1B Exploring Music products and styles**

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

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

**5 C1B Exploring Music products and styles**

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

Why now? 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 this? Pupils focus on key 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

Year  
10