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
- Orchestra
- 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: <u>ladam@fitzharrys.oxon.sch.uk</u>

SUBJECT CURRICULUM MAP: KS3

Music Production

Pupils learn contemporary music production skills using the music tech suite. They learn about how genres of music differ and how to produce a piece of music in a different genre

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

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





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

<u>Samba</u>

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.



Insert Assessment details

- Performance skills
- Listening skills
- Composition skills
- Music technology skills (T1 & T4)

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)



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



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 YrII BTEC Music Practice exam

End of year assessment

Assessment details

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

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

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

End of year assessment

Trips and visits

Carol service

TBA post-COVID- Will include:

Town square performances

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



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.

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'.

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.

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

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.

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.

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

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.)



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

Component 2B

Component 3

Pupils prepare for and take the

music product/ piece of music

in a different style or genre.

exam where they create a

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

Component 2 A

Pupils learn about the music industry and key professional skills.



Component 2 A

Pupils learn about the music industry and key professional skills

Component 2 A

Pupils learn about the music industry and key professional skills

Component 2 B

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

Component I B

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

Mock exams



Insert Assessment details

- Key skills
- Methods



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

exams

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

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

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

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	(2)	Rock n' Roll	(3)	Samba
	Why this?	Music is used to a great extent in tv, film and gaming. Pupils develop their knowledge in how music is used	Why this?	Rock n' roll is an important genre of music, in addition to learning the historical and cultural evolution of the genre	Why this?	Pupils learn about different music making cultures, in addition to learning the historical and cultural evolution of the genre
	Why now?	Developing key musical compositional and ICT skills	Why now	0	Why now?	The unit of work develops pupils group and compositional skills
4)	Music Production	5	Minimalism	6	Popular song
	Why this?	Music is listened to through audio and video recordings, and in film, tv, gaming in advertising. It is hugely important	Why this?	An engagement with an arts philosophy, reflected in the aesthetic	Why this?	Pupils develop skills learnt previously in order to properly equip them to transition to Music BTEC at KS 4
	Why now?	The final 'music product' links directly into the BTEC Music practice course- pupils learn key skills required for the Year 11 exam	Why now	-	Why now?	Pupils have the opportunity to continue with their band focus from previous units, and to develop compositional skills
		Reggae	2	Variations	3 W	est African Drumming
	Why this?	Reggae is an important genre of music, in addition to learning the historical and cultural evolution of the genre	Why this?	Variations are a key part of Western Classical Music and also popular music genres	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 gives pupils the opportunities to work in bands with a band focus	. Why	Pupils build on previous skills Plearnt using music technology	Why now?	The unit of work develops pupils group and compositional skills
4		Jazz and Blues	5	Music Production	6	Hooks and riffs
	Why this?	Jazz and Blues are important genres of music, in addition to learning the historical and cultural evolution of the genres	Why this?	Music is listened to through audio and video recordings, and in film, tv, gaming in advertising. It is hugely important	Why this?	Hooks and riffs are hugely important to modern popular music genres
	Why now?	The unit of work gives pupils the opportunities to work in bands with a band focus	Why	Pupils develop their skills Plearnt in previous genres and focus on key editing skills	Why now?	Pupils have the opportunity to continue with their band focus from previous units, and to develop compositional skills
		Night and Day	2	Rhythm and Pulse	3	Folk Music
	Why this?	This unit of work gives an accessible introduction to secondary school Music and helps every child access the subject	Why this?	Rhythms are key to music; regardless of genre, an understanding of rhythm is key. Pupils learn to read and write rhythms	Why this?	Folk music gives a contextual understanding of popular music making genres across the globe.
	Why now?	Pupils will have come to secondary school with vastly different music making experiences	Why now	To access Western Classical Music, it is essential to have an understanding of reading and writing rhythms	Why now?	An understanding and appreciation for different musical cultures and traditions
4		Form and Structure	5 Ins	truments of the Orchestra	6	Pictures
	Why this?	This unit gives pupils the understanding of how to effectively lay out and structure music	Why this?	This unit gives pupils an	Why this?	Music influences art and vice versa. Pupils get to experiment using contemporary techniques to

'Classical' orchestra and how

instruments to pupils; they

listen to famous pieces of classical music and have an

introduction to Cubase

it has evolved

This unit advertises

Why

now?

structure music

Organising musical creations

and an understanding of how

to organise is important

Why

now?

contemporary techniques to

Pupils will have their knowledge and abilities in

them the creativity to

their first year- this unit gives

compose

explore this.

Why

now?



C2A Music skills development

Why Pupils focus on key 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

C2B Music skills development

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

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

C2B Music skills development

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

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

C3 Responding to a commercial music brief

Why

now?

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

The externally assessed component is the equivalent now? 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 their musical knowledge and now? abilities on the course to be able to complete this component

C3 Responding to a commercial music brief

Why

now?

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

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

C1A Exploring Music products and styles

> Exploring Music products and styles- Pupils engage with this? 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?

C1A Exploring Music products and styles

> Exploring Music products and Why 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 now? how to recreate the genres; what makes them that particular genre?

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 now? how to recreate the genres; what makes them that particular genre?

C1B Exploring Music products and styles

> Pupils engage with listening, Why performing and critiquing a this? 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?

C1B Exploring Music products and styles

> Pupils engage with listening, performing and critiquing a this? 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?

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 understanding of now? professional skills in industry and the music industry