

# MUSIC CURRICULUM MAP



## Our subject vision:

Music making crosses boundaries of culture and language. Our vision for Music at Fitzharrys is that we study Music for the sake of Music. There are many transferrable skills in Music; group work, problem solving, working to a deadline, creativity etc, but the most important focus for Music is that it is Music for Music's sake. It is to provide a genuine and enriching musical experience for all pupils. 'A central purpose of good music education is for pupils to **make more music**, think more musically and consequently become more musical.' Ofsted (July 2021)

The curriculum focuses on Listening, Composing and Performing; the key tenants of music. Music is a practical subject focusing on the study and creation of music.

The Music curriculum is a spiral: students will return to the core skills and themes throughout KS3 and KS4 giving the opportunity to develop, refine and reflect upon their progress through the years. Assessment will take place throughout the course and will look at different music genres, compositional and technological techniques.

## 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, please contact Mr Adam



# SUBJECT CURRICULUM MAP: KS3

**K  
S  
4**

## 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*

## 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.

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

Trips and visits

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

## 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)

## 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

**Year  
9**

## Topic title **Hooks and riffs**

Pupils learn how hooks and riffs are key to 20<sup>th</sup> and 21<sup>st</sup> century popular musics. They learn how to arrange performances of iconic pieces of popular music. This directly prepares pupils for the Yr11 BTEC Music Practice exam

## 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

*End of year assessment*

Trips and visits

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

## Topic title **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

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

*End of year assessment*

## 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 Art-world influences

**Year  
8**

## 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 **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 **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.

**Year  
7**



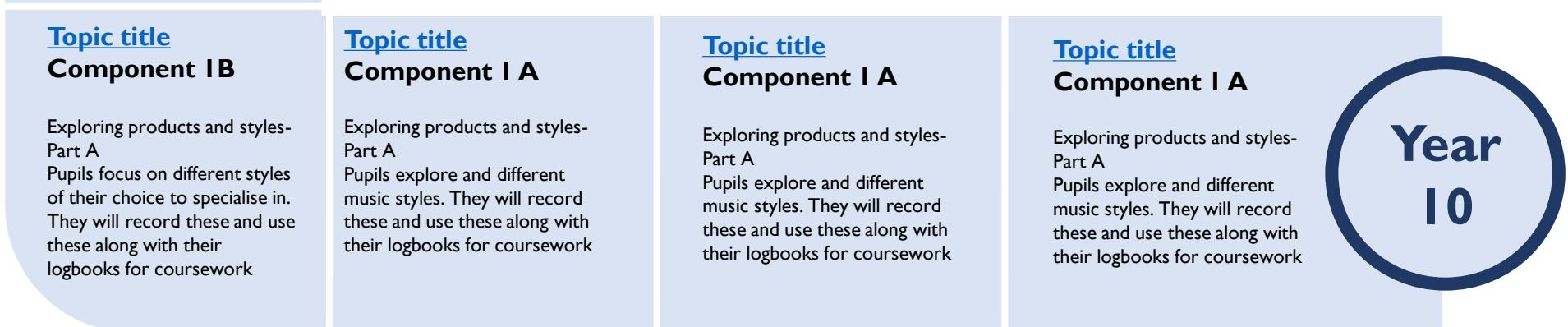
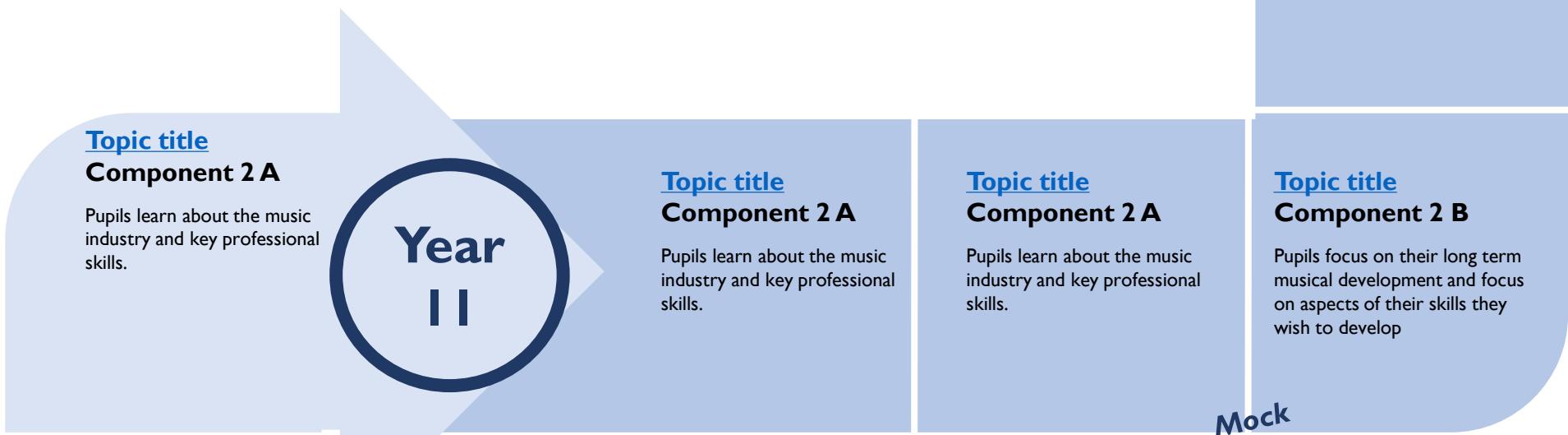
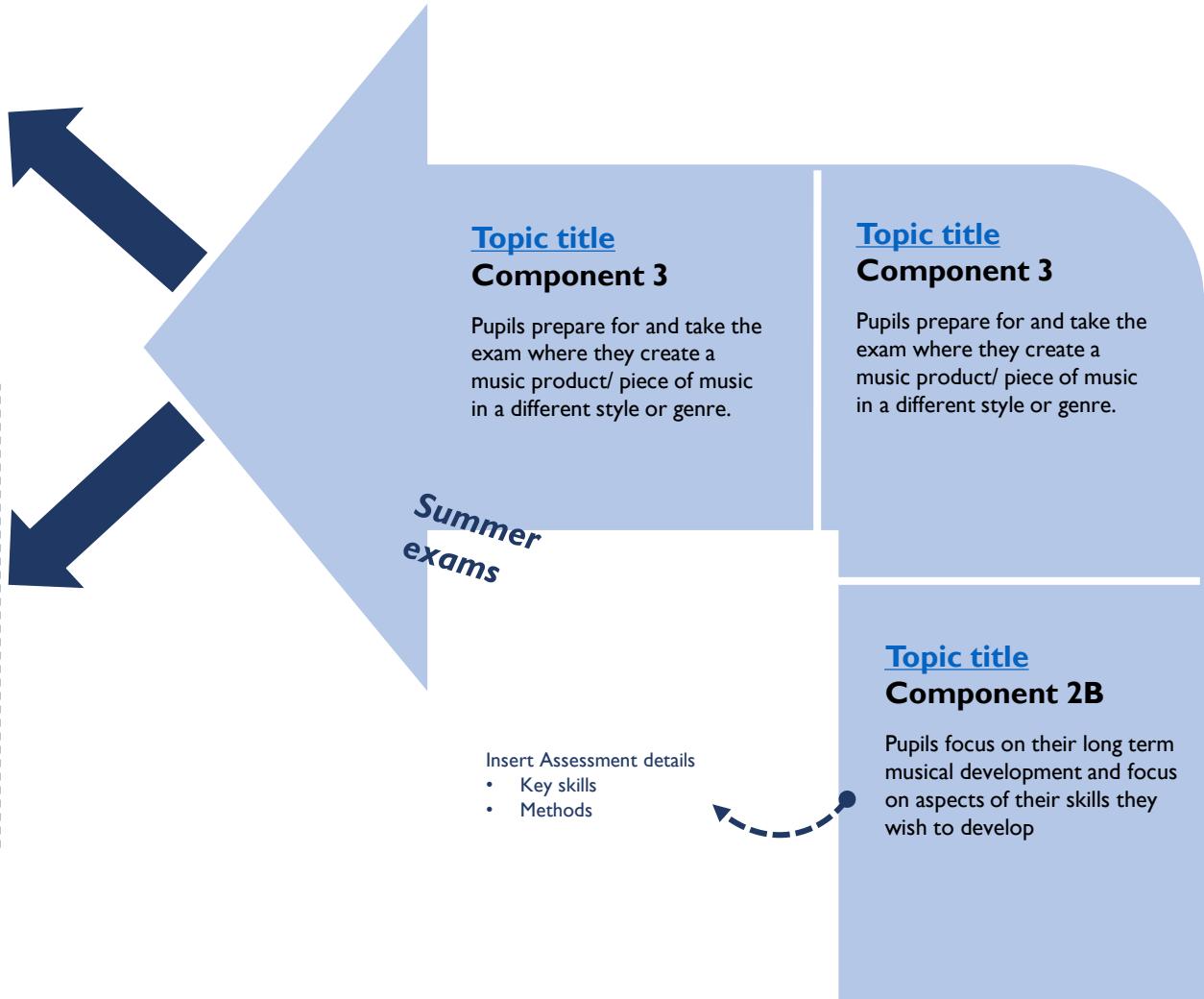
# SUBJECT CURRICULUM MAP: KS4

## 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.)





<b>1</b>	<b>Soundtracks</b>
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

<b>4</b>	<b>Fanfares</b>
Why this?	Pupils develop their cultural understanding, understanding of important events including remembrance
Why now?	Developing key musical compositional and ICT skills

<b>1</b>	<b>Reggae</b>
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

<b>4</b>	<b>Jazz and Blues</b>
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

<b>1</b>	<b>Night and Day</b>
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

<b>4</b>	<b>Form and Structure</b>
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

<b>2</b>	<b>Rock n' Roll</b>
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

<b>5</b>	<b>Minimalism</b>
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 used

<b>2</b>	<b>Variations</b>
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

<b>5</b>	<b>Music Production</b>
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

<b>2</b>	<b>Rhythm and Pulse</b>
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

<b>5</b>	<b>Instruments of the Orchestra</b>
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 introduces instruments to pupils; they listen to famous pieces of classical music and have an introduction to Cubase

<b>3</b>	<b>Samba</b>
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

<b>6</b>	<b>Popular song</b>
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

<b>3</b>	<b>West African Drumming</b>
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

<b>6</b>	<b>Hooks and riffs</b>
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

<b>3</b>	<b>Folk Music</b>
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

<b>6</b>	<b>Pictures</b>
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

**Year 10**

**1 1A 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 1A 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 1A 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 1B 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 1B 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 1B 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