

Levenshulme High School – Curriculum Map – Music

NC Links: To take students on a journey through history and around the world through music, and to explore the value and purpose of music in a variety of genres and contexts. The curriculum leads students to delve deeply into the inter-related musical dimensions through holistic activities which build skills in composing, performance and appraising, whilst opening their eyes to music in the world of work through the music industry. This curriculum aims to encourage students to be passionate and find a love for any kind of music, and crucially increasing their “self-confidence, creativity and sense of achievement”, as well essential life skills, including communication, confidence, cooperation, resilience, collaboration, independence, problem solving, and literacy.

		Term 1		Term 2		Term 3	
		8	7	6	6	5	7
No. of Weeks							
Topic Title		Me and My Self	Me and My School	Me and My City	Me and My Country	Me and My World	Me and My Future
		Performing Together: Introduction to singing and keyboards at LHS. Musical content: Matilda Musical.	Introduction to music production. Use of music technology to create school anthem, ‘tour of the school’ and school radio broadcast.	Music of Manchester: Introduction to ukulele’s, chords and pop songs.	West Side Story/Romeo and Juliet. Mambo (BBC 10 pieces). Cross Curricular Link: Drama - Romeo & Juliet	Ethnomusicology: Students will explore folk music from countries each lesson, then compare different cultures and sounds by creating a musical passport.	Theme & Variations: Influence by Enigma Variations by Elgar (BBC 10 pieces).
Year 7	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	<ul style="list-style-type: none"> Dynamics Tempo Confidence in performance Ensemble work developing communication and cooperation skills 	<ul style="list-style-type: none"> Music technology Chords and MIDI Using loops to create a school anthem Soundtrap Vocal recording Broadcasting <p>*BBC 10 pieces trip*</p>	<ul style="list-style-type: none"> Vibrant music scene in Manchester – comparing styles throughout history What chords are How to use a ukulele Ensemble playing with different parts Ensemble skills: Keyboard, ukelele, singing and percussion 	<ul style="list-style-type: none"> Compare the story of West Side Story to Romeo & Juliet, then reflect on how music demonstrates this. Perform Mambo rhythms Explore instruments of the orchestra Play tuned and untuned percussion How to compose to a brief 	<ul style="list-style-type: none"> Origins, instrumentation and purpose to music from different countries. Compare, contrast and appreciate different cultures of music. English folk music (singing, uku, cajon) India (Bhangra & fusion) Folk music from the Middle East 	<ul style="list-style-type: none"> Melody & theme How to develop and extend musical ideas with melodic devices and elements learned throughout year 7. How to use composing software such as Sibelius or Noteflight Understanding how music has changed throughout history

	<i>Pupils should be able to do... (Skills being developed)</i>	<ul style="list-style-type: none"> Sing as an ensemble Use a keyboard effectively (note finding and dexterity) Compare different dynamics and tempos in music 	<ul style="list-style-type: none"> Perform as full class and smaller ensembles Use music technology / DAW (Digital Audio Workstation) Microphone technique 	<ul style="list-style-type: none"> Work independently to develop personal instrumental skills Transition between chords on the ukulele Perform in time using chords and lead sheet Perform as ensemble. Suggest ways to change/improve performance through reflection activities 	<ul style="list-style-type: none"> Perform difficult, syncopated rhythms Analyse different styles of music and their purpose Compose a melody using a chosen instrument for a purpose Identify different families and instruments of the orchestra 	<ul style="list-style-type: none"> Perform different styles of music from different countries. Compose music influenced by different countries Analyse the differences between music from different countries 	<ul style="list-style-type: none"> Understand how Elgar composed his Enigma Variations Perform a theme and variations on the piano from notation Compose their own version of Enigma Variations using notation
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<ul style="list-style-type: none"> Transition activities – building confidence Subject specific language Students begin analysing music Students develop vocal techniques Students develop aural skills 	<ul style="list-style-type: none"> Introduction to notation and performing in time Students critically select suitable timbres for a Composition Introduces music tech early 	<ul style="list-style-type: none"> Develop comparison/analysis skills Opportunity to gain skills on a second instrument Build on ensemble playing Reflect on own practice 	<ul style="list-style-type: none"> Explore timbre through the orchestra Develop analysis skills Recognise that music has a purpose and how to compose to suit this Develop performance and confidence. 	<ul style="list-style-type: none"> Developing the understanding of music and its purpose Appreciate different types of music and how they influence each other Continue to develop performance, composition and confidence 	<ul style="list-style-type: none"> Opportunity to put all previous knowledge into action by composing a variations. Introduction to notation to prepare for year 8
Year 8	Topic Title and NC link	Jazz, blues and early pop music		Music in popular culture		Music for Stage and screen	
		Explore the origins of the Blues and the impact the Blues had on other genres. Cross Curricular Link: Drama - World Links/Fusion		Discover how music is used on different media platforms, including adverts, TV programmes, games and social media. Cross Curricular Link: Drama – Alice in Wonderland		Analyse the power of music in films and compare different genres. Introduction to music technology and sound engineering.	
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	<ul style="list-style-type: none"> Major and Minor Chord patterns (I,IV,V) The origins of Blues Other musical genres influenced by the blues 12 bar blues structure Improvisation Changing keys 		<ul style="list-style-type: none"> Jingles & features of music in adverts TV theme tunes and their purpose Impact of music in games Impact of music on social media platforms such as TikTok 		<ul style="list-style-type: none"> How sound effects are created using Foley techniques Leitmotif and themes Using tonality and harmony to create atmosphere Use music technology to record, arrange and edit their own music for film. 	

		<ul style="list-style-type: none"> Bass Line 		
	<i>Pupils should be able to do... (Skills being developed)</i>	<ul style="list-style-type: none"> Play the 12 bar blues in any key Play the walking bass line Improvise a melody with confidence Put the above 3 skills together as an ensemble Critically comment on Blues music and its origins. Read music from notation 	<ul style="list-style-type: none"> Compose, perform, record and edit a jingle for a product Perform and then create an arrangement of a famous TV theme to suit a different genre (using their knowledge of the inter-related dimensions to make sensible musical changes) Analyse the impact music has on these different media platforms and compare. 	<ul style="list-style-type: none"> Perform and create music and SFX for a movie trailer using music technology Use automation to edit and “sound engineer” their work. Reflect, adapt and change their work Analyse the impact of music in specific scenes for different genres of film
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<ul style="list-style-type: none"> Builds on prior learning of year 8 by exploring melody and harmony. Build confidence again after summer break Introduces tonality ahead of exploring music for screen and film. 	<ul style="list-style-type: none"> Allows students to independently explore their knowledge of inter-related dimensions in a practical sense. Continues to develop analysis skills by comparing different genres and the purpose of music Encourages students to consider music in the current world of work 	<ul style="list-style-type: none"> Expands on students’ knowledge of music technology by introducing new recording and editing techniques Students develop their understanding of melody and themes and how they can be developed to prepare for song writing in year 9
Year 9	Topic Title and NC link	<p>West African music</p> <p>Delve deeply into the musical culture in western Africa, including composing polyrhythms, singing with harmony and considering how environment influences music.</p> <p>Cross Curricular Link: Drama - Lion King</p>	<p>Songwriting</p> <p>Engage with writing music in a typical pop style. Explore different chord sequences, melody writing, lyric writing and structure.</p>	<p>Battle of the Bands</p> <p>An opportunity to use all KS3 musical knowledge to create an ensemble performance of any piece of music. In at the deep end, students will be encouraged to work independently using their aural and note reading skills.</p>
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	<ul style="list-style-type: none"> Rhythmic techniques used in African drumming music Traditional African songs Culture and purpose behind African music 	<ul style="list-style-type: none"> Different types of structures used in pop music culture How to create successful chord patterns Riffs vs Loops vs Ostinato’s Basslines How to compose meaningful lyrics Putting all of these skills together to create a song as an ensemble 	<ul style="list-style-type: none"> How to read different types of notation How to perform as an ensemble/soloist How to learn, play and maintain a part whilst others play something different How to adapt, refine and “polish” a performance using expression and dynamics.
	<i>Pupils should be able to do... (Skills being developed)</i>	<ul style="list-style-type: none"> Perform different types of traditional African music Compose a piece of music with an African influence for the Lion King Critically comment on features of African music and compare to other genres of music 	<ul style="list-style-type: none"> Compose a “pop style” song with lyrics, riff, clear structure and tonality. Compose a song with a purpose Perform as an ensemble different parts of their own song 	<ul style="list-style-type: none"> Perform their part of a piece of music with an ensemble Make changes and adapt their cover of the song as needed in rehearsals Perform in front of others

	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<ul style="list-style-type: none"> Expand on the knowledge of lyric placement and singing music from other languages. Develops student's knowledge of rhythmic devices using improvisation techniques. Opportunity to compose for a purpose emphasising the value of music. 	<ul style="list-style-type: none"> Allows students opportunity to reflect on learning from year 8 (tonality, melody writing, developing ideas, purpose of music) Create music which is personal to the students by allowing freedom of lyric topic and exploration of the inter-related dimensions. 	<ul style="list-style-type: none"> This is a good opportunity for students to fully explore their ks3 subject knowledge by performing music of their choice as an ensemble. The scheme will end with a large scale performance where selected ensembles perform their work to the rest of the year group Pupils have the choice to perform their composition from previous unit Continues to build confidence and resilience for students, even if they don't pursue music at KS4. 			
Year 10	Topic Title and GCSE link	Component 1: Intro to performing at GCSE Component 2: Intro to composing at GCSE Component 3: Traditional music theory		Component 1: Developing performance Component 2: Composing to a brief Component 3: MAD T SHIRT & Theory		Component 1: Developing performance Component 2: Free composition *REAL* Component 3: AOS1 & AOS2& Theory	
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	Component 1 <ul style="list-style-type: none"> How to prepare a solo based on the marking criteria for GCSE How to prepare an ensemble with suitable parts for each student Component 2 <ul style="list-style-type: none"> How to use notation software To compose using scales and intervals Component 3 <ul style="list-style-type: none"> Read treble and bass clef Read rhythms and rests Understand major and minor scales Understand intervals Recognise Cadences 		Component 1 <ul style="list-style-type: none"> Choosing the right music for solo Choosing the right music for ensemble Component 2 <ul style="list-style-type: none"> How to compose for a specific purpose Component 3 <ul style="list-style-type: none"> Know key language for each element in MAD T SHIRT Identify MAD T SHIRT features in different genres of music 		Component 1 <ul style="list-style-type: none"> Continue to prepare performance skills, one solo and one ensemble. Component 2 <ul style="list-style-type: none"> Create free composition Component 3 <ul style="list-style-type: none"> AOS1 – Form & Structure Bach Badinere set work AOS2 – Music for Ensemble 	
	<i>Pupils should be able to do... (Skills being developed)</i>	<ul style="list-style-type: none"> Perform a solo Use notation software to create a scalic piece Read music effectively Understand major scales and intervals 	<ul style="list-style-type: none"> Perform an ensemble Use notation software to explore cadences Understand minor scales and all intervals Cadences 	<ul style="list-style-type: none"> Perform a solo Compose to a brief MADTSH Practice typical exam style questions 	<ul style="list-style-type: none"> Perform an ensemble Complete composition IRT Continue to practice typical exam style questions 	<ul style="list-style-type: none"> Perform a solo Begin free composition Explore musical structures Explore the history of music (western classical tradition) Study Bach's Badinerie set work 	<ul style="list-style-type: none"> Perform an ensemble Complete free composition Explore music for ensemble including jazz, chamber music and musicals. Exam technique for AOS 1 & 2.

	<p><i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i></p>	<ul style="list-style-type: none"> • Rebuild confidence after the summer break • New musical group – get to know each other • Cover a foundation of music theory knowledge not required at KS3 • Interval and dictation activities take practice so this will be developed throughout the course. 	<ul style="list-style-type: none"> • Continue to incrementally develop performance skills and practice choosing suitable repertoire • Continue to incrementally develop compositional skills in preparation for beginning coursework. • Be familiar with all key language to allow analysis to be more meaningful when we explore specific genres. • Interval and dictation activities take practice so this will be developed throughout the course. 	<ul style="list-style-type: none"> • Students will gauge an understanding of the history of music and how certain features originated. This sets them on a journey of exploring different musical genres and styles with a rich understanding of where music has come from. • Bach's Badinerie fits within the Baroque era and will help to set a foundation for exploring the history of music. • Interval and dictation activities take practice so this will be developed throughout the course. 	<ul style="list-style-type: none"> • An extension on the history of music, exploring music for smaller ensembles such as jazz and musical theatre. • Learning about the elements of jazz and extended harmony will lead into film music next term effectively. • Interval and dictation activities take practice so this will be developed throughout the course.
<p>Year 11</p>	<p>Topic Title and GCSE link</p>	<p>Component 1: Preparing mock recital Component 2: Brief composition *REAL* Component 3: AOS3 & AOS4 & Theory Training</p>	<p>Component 1: Preparing real recital Component 2: Polish and complete compositions Component 3: Reteach/Revise AOS1-4 & Theory Training</p>	<p>Exam – Revision and Technique</p>	
	<p><i>Pupils should know... (Core knowledge and</i></p>	<p>Component 1</p> <ul style="list-style-type: none"> • Students should be working on their final performance pieces, ensemble and solo. Mock recording session will take place this term. <p>Component 2</p> <ul style="list-style-type: none"> • Create composition to exam board brief. 	<p>Component 1</p> <ul style="list-style-type: none"> • Performance recital to take place before Feb half term <p>Component 2</p> <ul style="list-style-type: none"> • Compositions to be completed, with composing log before Easter holidays <p>Component 3</p>		

<i>concepts to learned)</i>	Component 3 <ul style="list-style-type: none"> AOS3 – Film music AOS4 – Pop music and Fusions Africa by Toto set work 		<ul style="list-style-type: none"> Reteach any gaps in knowledge discovered through assessment. Revise the set works Pitch dictation techniques 		
<i>Pupils should be able to do... (Skills being developed)</i>	<ul style="list-style-type: none"> Perform working progress of solo and ensemble Begin brief composition Explore music for film Explore pop music 	<ul style="list-style-type: none"> Record mock recital Complete brief composition Explore musical fusions Analyse set work "Africa" Answer exam style questions on all set works 	<ul style="list-style-type: none"> Record final performances Work on polish/completion of compositions Have a thorough understanding of the set works and AOS Develop confidence at pitch dictation activities and interval / cadence recognition 	<ul style="list-style-type: none"> Work on polish/completion of compositions Have a thorough understanding of the set works and AOS Be confident at pitch dictation activities and interval / cadence recognition 	
<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	<ul style="list-style-type: none"> Students will expand on their knowledge of the history of music and jazz/small ensembles by linking it to film music. Composition brief is released 1/9/2021 Interval and dictation activities take practice so this will be developed throughout the course. 	<ul style="list-style-type: none"> Fusions is linked to pop music and how the other AOS link with pop music. Africa is the pop set work All AOS will have been covered, so good opportunity to prepare analysis technique Interval and dictation activities take practice so this will be developed throughout the course. 	<ul style="list-style-type: none"> Completion of coursework ahead of the May deadline. Component 3 learning will be tailored to suit the needs of the students at this point based on previous summative assessments completed in class. Interval and dictation activities take practice so this will be developed throughout the course. 	<ul style="list-style-type: none"> Completion of coursework ahead of the May deadline. Component 3 learning will be tailored to suit the needs of the students at this point based on previous summative assessments completed in class. Interval and dictation activities take practice so this will be developed throughout the course. 	