

Levenshulme High School – Curriculum Map – Music

		Term 1		Term 2		Term 3	
No. of Weeks		8	7	6	6	5	7
Year 7	<b>Topic Title and NC link</b>	<b>Me and My School Performing Together SINGING/PLAYING SOLO/ENS</b>	<b>Me and My Self Music and Atmosphere TIMBRE</b>	<b>Me and My City Brit Pop (Manchester) – OASIS</b>	<b>Me and My Country West Side Story Mambo BBC 10</b>	<b>Me and My World Trip around the World</b>	<b>Me and My Future Theme and Variations – Enigma BBC10</b>
	<i>Pupils should know...</i>	-Dynamics & Tempo with their Italian terms -How to warm up effectively and safely -How to find C on a keyboard without assistance -Effective keyboard techniques -Confidence in performance – solo and ensembles	-Body Percussion & Orchestra -Soundscapes -Graphic Scores	-How to use a ukulele, keyboard, drum kit, guitar and bass guitar (depending on class size.) -How to play chords -How to play a simple 4/4 rhythm -How to perform/balance as an ensemble -The context of Oasis and “Don’t Look Back in Anger” or “-Wonderwall”	-The story of West Side Story – Romeo and Juliet links -South American Rhythms -Samba Drumming -Rhythmic devices -Basic Rhythm notation  LINK – MUSIC EVENT, Body Percussion Mambo with “Beat Goes On”	Each lesson will be an adventure to a different country. Students will use various skills to explore different types of “folk” music:  Russia – Kalinka (Piano skills, notation, tempo changes) Japan – Lullaby (singing, languages, dynamics) China – Puppet theatre (leitmotifs and pentatonic) New Zealand – Haka (chant, language, percussion) Caribbean – Steel pans, salsa	-What a theme is -What a variation is -How Elgar wrote Enigma and his inspiration behind it -How to create variations of music (link to Mozart Twinkle Twinkle)

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Pupils should be able to do...	-Sing different styles of music -Understand and talk about Dynamics and Tempo -Be able to change musical features to alter the mood of music -Learn basic keyboard skills using notation and 5 finger playing	-Demonstrate an exploration of timbre through body percussion -Recognise different instruments and families of the orchestra -Compose and perform music using graphic scores	-Use different pop band instruments  -Play chords, drum groove or sing a set song.  -Perform as an ensemble	-Perform samba rhythms as an ensemble using various percussion  -Recognise all rhythmic devices  -Play rhythms using notation	Use their skills from prior dream days to explore different countries' traditional music.  Freely use music language.	-Create a theme and variations based on a piece of inspiration
	Pupils should have remembered...	Music is often a new subject to students when they come up from primary school. Some students may have skills on an instrument and some students may have only done singing. This project will allow everybody to establish baseline performance skills on voice and keyboards.	How to talk about tempo and dynamics  How to sing with confidence  How to use a keyboard effectively  Feel comfortable with singing	Tempo language Dynamic language  What scores are  How to explore timbre  Feel comfortable with singing in class	Tempo language Dynamic language  What scores are  How to explore timbre  Feel comfortable with singing in class  Chords  Instrument skills  Ensemble skills	Tempo language Dynamic language  What scores are  How to explore timbre  Basic rhythm notation  Feel comfortable with singing in class  Chords  Instrument skills  Ensemble skills
Topic Title and NC link	The Blues – 12 bar blues, major and minor, keys		Music in the Media – Adverts and TV Themes	Music for Film – include Ride of the Valkyries for leitmotif BBC10		

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<b>Year 8</b>	<i>Pupils should know...</i>	What tonality is What musical keys are Origins of the blues 12 bar blues structure and chords Chord patterns and scales Improvising melodies	How to use Garageband or an alternative sequencer. How to layer music exploring texture How music is used in adverts How music is used for TV themes	Why music is essential in films How music is written for films Who Hans Zimmer, James Horner and John Williams are and their input to film music How to use video in Garageband What Foley SFX are
	<i>Pupils should be able to do...</i>	Play 12 bar blues Sing a blues song Change the key of 12 bar blues	Compose a jingle using music tech Perform a well known TV theme and change it using MAD T SHIRT knowledge	Perform well known movie themes on their chosen instrument  Sound engineer a movie trailer using sound effects, dialogue and composed atmosphere music.
	<i>Pupils should have remembered...</i>	How to use keyboards, percussion and band instruments. How to feel comfortable with singing.  Melody – leitmotif, tune and repetition Articulation – singing focus Dynamics T S Harmony – basic chords Instrumentation and timbre exploration Rhythm, tempo and notation T	How to use keyboards, percussion and band instruments. How to feel comfortable with singing.  Melody – leitmotif, tune and repetition, improvisation Articulation – singing focus Dynamics T S – 12 bar blues Harmony – basic chords Instrumentation and timbre exploration Rhythm, tempo and notation Tonality – major, minor, keys and modulation	How to use keyboards, percussion and band instruments. How to feel comfortable with singing.  Melody – leitmotif, tune and repetition, improvisation Articulation – singing and changing sound to match moods/themes Dynamics Texture – the different types of layers S – 12 bar blues Harmony – basic chords Instrumentation and timbre exploration Rhythm, tempo and notation Tonality – major, minor, keys and modulation
<b>Year 9</b>	<b>Topic Title and NC link</b>	<b>Songwriting – styles, structure and Fusions</b>	<b>Music of Africa – Lion King Links</b>	<b>Battle of the Bands – Wrap up all KS3 skills – MUFU Style</b>
	<i>Pupils should know...</i>	-How styles evolved in Pop, Rock (1960-70's, 80-90's 2000's), Fusion. -Song structures -Hooks and Riffs -Features of lyrics	-Features of traditional African music (singing and percussion) – culture link -Slap, tone, bass playing technique -A Cappella, C&R, polyphonic/polyrhythmic (in the jungle style singing)	"In at the deep end" project. Students given the choice of 4 different songs. Use the time to listen to their song and learn how to perform it as an ensemble. Class concert.

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			-How to compose for scenes in the Lion King			
	<i>Pupils should be able to do...</i>	-Write a song in their preferred styles. Should be meaningful and well structured. Composing and performing.	-Perform different types of African music vocally and on percussion -Compose music to suit specific scenes in the musical -FUSE styles together by creating African- style versions of well known songs	Perform at least 1 key role in an ensemble for their chosen piece. Limited resources to be given so students can explore their knowledge from KS3.		
	<i>Pupils should have remembered...</i>	How to use keyboards, percussion and band instruments. How to feel comfortable with singing. Confidence with music technology  Melody – leitmotif, tune and repetition, improvisation Articulation – singing and changing sound to match moods/themes Dynamics Texture – the different types of layers S – 12 bar blues Harmony – basic chords Instrumentation and timbre exploration Rhythm, tempo and notation Tonality – major, minor, keys and modulation	How to use keyboards, percussion and band instruments. How to feel comfortable with singing. Confidence with music technology Genres Lyrics Fusion  Melody – leitmotif, tune and repetition, improvisation, hooks and riffs Articulation – singing and changing sound to match moods/themes Dynamics Texture – the different types of layers S – 12 bar blues, pop structure, 32 bar form Harmony – basic chords Instrumentation and timbre exploration Rhythm, tempo and notation Tonality – major, minor, keys and modulation	How to use keyboards, percussion and band instruments. How to feel comfortable with singing. Confidence with music technology Genres Lyrics Fusion  Melody – leitmotif, tune and repetition, improvisation, hooks and riffs Articulation – singing and changing sound to match moods/themes Dynamics Texture – the different types of layers S – 12 bar blues, pop structure, 32 bar form Harmony – basic chords Instrumentation and timbre exploration Rhythm, tempo and notation Tonality – major, minor, keys and modulation		
	<b>Year 10 2020-2021</b>	<b>Topic Title and NC link</b>	<b>Intro to GCSE Music</b> <b>-Solo &amp; Ens</b> <b>-Sibelius</b> <b>-MAD T SHIRT</b>	<b>AOS1 Solo Comp</b>	<b>AOS2 Ens Comp</b>	<b>AOS3 Solo Comp-free start</b>
	<i>Pupils should know...</i>	Time to establish strengths in performance and discover suitable music for GCSE repertoire.	-Different musical structures used in classical music	-Musicals, jazz and chamber music	-Explore how music is used in	-Genre changes in pop music from 1960-2000.

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		How to use Sibelius for composing. Learn the key MAD T SHIRT language through practical learning Different techniques to approach composition	-A basic study of the set work		films in terms of atmosphere/mood.	-Fusions -A basic study of the set work.
	<i>Pupils should be able to do...</i>	Perform a solo Perform an ensemble Create simple compositions using notation on Sibelius Demonstrate key language in a musical manner	Enhance solo skills  Create a composition to a loose brief  Aurally identify different musical structures in classical music	Enhance ensemble skills  Create a new composition to a loose brief  Aurally identify style changes and different ensembles	Enhance solo skills  Start official free composition – students to write briefs  Make links aurally between sound and action.	Enhance ensemble skills  Complete free comp  Aurally identify style changes in the different pop genres.
	<i>Pupils should have remembered...</i>	Basic MAD T SHIRT language and skills. How to use different equipment and technology effectively,	MAD T SHIRT language Specific performance skills to be enhanced How to use Sibelius Composing techniques	Form and structure exam content MAD T SHIRT language Specific performance skills to be enhanced How to use Sibelius Composing techniques	Form & structure, and small ensemble content. MAD T SHIRT language Specific performance skills to be enhanced How to use Sibelius Composing techniques	Form & structure, film and small ensemble content. MAD T SHIRT language Specific performance skills to be enhanced How to use Sibelius Composing techniques
<b>Year 11 2021-2022</b>	<b>Topic Title and NC link</b>	<b>MAD T SHIRT – Practical skills Brief Composition Prep. Performance Recital PPE.</b>	<b>MAD T SHIRT &amp; Set Work Revision Composition Completion Performance Recital Exam</b>	<b>Component 3, Appraising Exam revision and prep.</b>		
	<i>Pupils should know...</i>	Key Language for MADTSHIRT  How to compose effectively for a purpose	All key language and skills required for component 3 of the qualification.  How to complete a composition.			

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	<p>The key features of the 2 set work pieces</p> <p>How to effectively prepare a performance recital</p>	<p>How to polish a performance recital</p>	
<i>Pupils should be able to do...</i>	<p>Prepare and polish a strong performance recital.</p> <p>Complete brief composition</p> <p>Aurally identify musical features in a variety of genres of music, and use specific subject language to describe and analyse it.</p>	<p>Continue to explore MAD T SHIRT features in the AOS genres.</p> <p>Complete, polish and perfect composition work for submission in May.</p> <p>Record performance recital for submission in May.</p>	
<i>Pupils should have remembered...</i>	<p>MAD T SHIRT language</p> <p>Specific performance skills to be enhanced</p> <p>How to use Sibelius</p> <p>Composing techniques</p> <p>Specific genre information related to the Areas of Study.</p>	<p>MAD T SHIRT language &amp; skills</p> <p>Specific performance skills to be enhanced</p> <p>How to use Sibelius</p> <p>Composing techniques</p> <p>Specific genre information related to the Areas of Study.</p>	

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