

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	
	No. of Weeks	8	7	6	6	5	7
Year 7	Topic Title	Me and My Self <u>Global Classical Music:</u> Involves the exploration of classical music from around the world and its characteristics.	Me and My City <u>Ukulele Skills:</u> Introducing Ukulele skills through a range of Manchester Bands and Artists.	Me and My School <u>Guitar Skills 1:</u> Introduction to the Guitar with the opportunity to perform in one of the school Ensembles	Me and My World <u>Rhythmic Awareness:</u> Students will explore rhythms from West Africa and Brazil and compose their own percussion performance.	Me and My Country <u>Hooks, Riffs and Chords:</u> Pupils will be introduced to music technology and how to compose. Initially by recreating popular British hits.	Me and My Future <u>Video Game Music:</u> Pupils will use samples and keyboard skills to recreate and compose their own tracks to a brief.
	<i>Pupils should know... (Core knowledge and concepts to be learned)</i>	• Dynamics • Tempo • Texture • Instrumentation • Keyboard Skills • Improvisation • Pentatonic Scale • Working in Pairs • Timing • Notation • Chords • 5 Finger keyboard Technique	• A variety of music from Manchester • What a chord is • How to correctly hold a ukulele • The parts of the ukulele • Ensemble skills • Reading Tablature • Reading Chord Boxes	• The parts of the Guitar • Holding the Guitar • Reading Tablature • Reading Chord Boxes • Understand rhythm notation	• The names of percussion instruments • How to read basic rhythmic notation • How to compose using rhythm grids • How to perform in a group	• How to perform chords, melodies and hooks. • How to use a DAW • Recording using a DAW. • What quantization means • How to use a drum loop	• How to use samples • How to use audio • How to record MIDI • How to perform a Melody

	<i>Pupils should be able to do... (Skills being developed)</i>	- Perform right hand melodies - Listen to and identify instruments - Improvise using 5 note scales - Accompany themselves or another student with chords	- Perform as a class and in small ensemble - Use chord boxes to identify chords - Analyse a range of Manchester Artists	- Work independently on Guitar skills - Recognise common errors - Use tab to perform a variety of songs - Identify Chord boxes - Perform a range of popular songs in ensembles and individually - Read simple notation	- Perform difficult, syncopated rhythms - Analyse different styles of music and their purpose - Compose rhythms using grids - Perform in small ensembles	- Record into a DAW - Correct their work through editing - Layer instruments in a DAW - Compose simple chord patterns and riffs	- Line up sampled audio with visual cues. - Perform popular video game soundtracks on the keyboard - Record and edit MIDI
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	- Helps to assess current musical knowledge of the cohort - Develops basic keyboard skills - Introduces a range of musical keywords	- Introduction to notation and performing in time - Develops dexterity - Introduces rhythm - Gives pupils the opportunity to perform as an ensemble	- Introduction to notation and performing in time - Develops dexterity - Introduces rhythm - Gives pupils the opportunity to perform as an ensemble - Creates a pathway into extra curricular	- Expands rhythm knowledge - Allows pupils to engage with music and instruments from around the world - Introduces composition - Encourages group work	- Builds upon keyboard skills - Introduces music technology - Develops composition skills	- Provides relevant use for music tech - Allows pupils to compose to a brief (GCSE) - Introduces the use of sampling - Further builds on keyboard skills
Year 8	Topic Title and NC link	<u>Reggae and The Blues</u> Explore the origins of the Blues and Reggae NC Link: Develop a deepening understanding of the music that they perform and to which they listen, and its history.		<u>Guitar Skills 2</u> Builds upon the Year 7 Curriculum with more advanced songs and chords. NC Link: Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression		<u>Composing</u> Students will use drum loops and compose chord sequences, bass lines, riffs and melodies to create an original song. NC Link: Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	

	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	• 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	• How to read more complex tablature • How to read a wide range of chord boxes • How to learn songs independently • Perform in ensembles • Switch between chords and notes • Perform more complex rhythms	• Use music technology to record, arrange and edit their own music • How chord sequences are put together • How to create a melody • How to create a bass line • How to make their music sound in time.
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		- Walking Bass Line - Off-beat rhythms - Syncopation		
	<i>Pupils should be able to do... (Skills being developed)</i>	- 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 it's origins. - Read music from notation - Perform an offbeat rhythm with a bass line	- Recognise tablature and chord diagrams - Use chord booklets to learn their own songs - Identify rhythms and strumming patterns - Start to form bar chords - Perform for up to 2 minutes in an ensemble	- Record chords, melodies, bass lines into Bandlab - Use virtual instruments appropriately - Use drum loops - Use quantization - Be able to edit MIDI
	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	- Builds on prior learning of year 8 by exploring melody and harmony. - Build confidence again after summer break - Introduces tonality. - Introduces more complex rhythm terminology such as offbeat and syncopation - Builds on keyboard skills in year 7	- Builds upon prior knowledge in Year 7 - Provides some consistency on an instrument - Increases engagement with extra-curricular - Develops musicality in ensemble settings - Allows pupils to learn independently and have choice over songs that they perform	- 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 - Teaches pupils that even if you are not musical you can create effective tracks using technology to help
Year 9	Topic Title and NC link	<u>Film Music</u> Listen to and appraise a variety of film music. Students will use keyboards and/or technology to recreate film scores and understand compositional techniques used to create emotional responses. NC Link: Listen with increasing discrimination to a wide range of music from great composers and musicians	<u>Arranging Music</u> Pupils will use a combination of technology and keyboards to recreate some popular music songs before beginning to compose their own tracks. NC Link: Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices	<u>Battle of the Bands</u> 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. NC Link: Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
	<i>Pupils should know... (Core knowledge and concepts to learned)</i>	- What a leitmotif is - The difference between diegetic and non-diegetic music - Why music is used in film - How tonality affects mood - How to identify flats and sharps - Key composers such as Zimmer, Williams and Giachinno.	- 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.	- 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>	• Perform a piece of film music on the keyboards or recorded into a DAW • Identify how musical techniques affect mood • Perform more complex melodies on the keyboard • Perform more complex chords on the keyboard	• Compose a “pop style” song with lyrics, riff, clear structure and tonality. • Compose a song with a purpose. • High performing students will also have the chance to perform their song live	• 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
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	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	- Expand on keyboard technique and ability to recreate rhythm - Links with GCSE music and provides key terminology from the GCSE - Gives pupils the chance to appraise music on a deeper level		- Provides students with knowledge on the key components of popular music composition - Lays the groundwork for GCSE composition tasks - Allows the pupils to respond to a brief. - The topic summarises all the skills learned so far and combines composition, appraising and performance together. - Gives pupils a glimpse of the GCSE content.		- This is a good opportunity for students to fully explore their ks3 subject knowledge by performing music of their choice as an ensemble. - 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 - 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 - How to use notation software - To compose using scales and intervals Component 3 - Read treble and bass clef - Read rhythms and rests - Understand major and minor scales - Understand intervals - Recognise Cadences		Component 1 - Choosing the right music for solo - Choosing the right music for ensemble Component 2 - How to compose for a specific purpose Component 3 - Know key language for each element in MAD T SHIRT - Identify MAD T SHIRT features in different genres of music		Component 1 - Continue to prepare performance skills, one solo and one ensemble. Component 2 - Create free composition Component 3 - AOS1 – Form & Structure - Bach Badinere set work - AOS2 – Music for Ensemble	
	<i>Pupils should be able to do... (Skills being developed)</i>	- Perform a solo - Use notation software to create a scalic piece - Read music effectively - Understand major scales and intervals	- Perform an ensemble - Use notation software to explore cadences - Understand minor scales and all intervals - Cadences	- Perform a solo - Compose to a brief - MADTSH - Practice typical exam style questions	- Perform an ensemble - Complete composition - IRT - Continue to practice typical exam style questions	- Perform a solo - Begin free composition - Explore musical structures - Explore the history of music (western classical tradition) - Study Bach's Badinerie set work	- Perform an ensemble - Complete free composition - Explore music for ensemble including jazz, chamber music and musicals. - Exam technique for AOS 1 & 2.

	<i>Why are we doing this now? How does it build on prior learning and prepare for knowledge and learning still to come?</i>	- 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.	- 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.	- 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.	- 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.
Year 11	Topic Title and GCSE link	Component 1: Preparing mock recital Component 2: Brief composition *REAL* Component 3: AOS3 & AOS4 & Theory Training	Component 1: Preparing real recital Component 2: Polish and complete compositions Component 3: Reteach/Revise AOS1-4 & Theory Training	Exam – Revision and Technique	
	<i>Pupils should know... (Core knowledge and</i>	Component 1 - Students should be working on their final performance pieces, ensemble and solo. Mock recording session will take place this term. Component 2 - Create composition to exam board brief.	Component 1 - Performance recital to take place before Feb half term Component 2 - Compositions to be completed, with composing log before Easter holidays Component 3		

	<i>concepts to learned)</i>	Component 3 - AOS3 – Film music - AOS4 – Pop music and Fusions - Africa by Toto set work		- 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>	- Perform working progress of solo and ensemble - Begin brief composition - Explore music for film - Explore pop music	- Record mock recital - Complete brief composition - Explore musical fusions - Analyse set work “Africa” - Answer exam style questions on all set works	- 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	- 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>	- 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.	- 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.	- 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.	- 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.	