

Music Curriculum Mapping

Year	NC Ref:	Half Term 1 (Rotation 1) Half Term 4 (Rotation 2)	NC Ref:	Half Term 1 (Rotation 2) Half Term 4 (Rotation 5)	NC Ref:	Half Term 1 (Rotation 3) Half Term 4 (Rotation 6)
7	1, 3, 5, 2, 6 Tier words Rhythm Pulse	<u>Samba</u> Through exploration of the key characteristics of Samba music students will create their own Samba composition. (C&R, Q&A, improvisation, Break, signal, Ostinato.) This will be underpinned by the basics of rhythmic notation. (Crotchets, quavers, semiquavers etc... and their associated rests.	1, 5, 2 Tier Words Diction Posture	<u>Musical Theatre - Singing, movement and gesture</u> Students will learn about popular music through the use of singing. Students will learn about the voice as an instrument. Through the singing of a short repertoire students will gain an understanding of vocal anatomy, posture, vowel sounds. H.A groups will explore simple harmony. Instrumentalists will be encouraged to provide the accompaniment for the songs that we are singing. Songs - Matilda, Annie, The Greatest Showman Warm up focus - Breathing, posture, Vowel sounds,	1, 3, 5, 2 Tier Words Improvisation Sequence	The 12 Bar Blues <u>Improvisation</u> Student will learn about ensemble and solo performance skills through the playing of popular tunes. Each piece will be matched to the PiXI criteria to allow for students progression allowing access to all strands of the PiXI framework. This will also be underpinned by reading of standard notation. (Instrumentalists will be encouraged to practice these on their own instrument.)
8	1, 3, 5 Tier Words Transition Fluency	<u>Instrumental skills Part 1</u> <u>The Basics</u> Axis of Awesome Students will be introduced to the common band instruments that can be played and through this will develop their understanding of 4 chords. Through the exploration of popular music	2, 3, 5, 2 Tier Words Motif Devices	Film Music - Disney Horror trailer <u>Film music</u> Students will listen to a variety of composers of film with a focus on atmospheric music. Through the use of film and picture stimuli students will explore various elements and devices in an atmospheric context. (The elements and devices used are filmy rooted within the classical context allow transferring of skill to the classical composition genre.	1, 3, 2 Tier Words Ostinato	<u>Tech/Performance challenge</u> <u>Instrumental skills Part 2</u> <u>Digging Deeper</u> Student will learn to play in an ensemble and develop their instrumental skills. Students will pick an instrument that they have played to continue and develop their technical skills. It will be up to the students which instrument they desire to play however students will not be allowed to change from this choice as progression on instruments will take a long time.

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
9	<u>Song writing - Part 1</u> <u>The Blues</u> Through the exploration of Blues music students will be introduced to the use of chords and improvisation developing instrumental skills along the way. Students will look at the history of Blues music and explore the characteristics of the lyrics.	Music Instrumental skills Student will learn to play in an ensemble and develop their instrumental skills. Students will pick an instrument that they have played to continue and develop their technical skills.	Riffs and Hooks - Song writing part 2 Explore riffs and hooks to create your own song.	Classical music - Remix Explore Pachelbel's Canon and create your own EDM remix of this using midi input and sequencing skills.	Samba 2 Reading and writing rhythms including syncopation and dotted rhythms.	Managing a music product mock LA:B - Promote a music product LA.A - A plan, develop and deliver a music product LA.C - Review the management of a music product.
10	Unit 2: Managing a music product LA:B - Promote a music product	Unit 2: Managing a music product LA.A - A plan, develop and deliver a music product LA.C - Review the management of a music product.	Unit 1: Music Industry Exam LA.A: understand different types of organisations that make up the music industry	Unit 1: Music Industry Exam LA.B understand job roles in the music industry.	Unit 7: Music Sequencing LA.A: Explore music sequencing techniques LA.B: Use music sequencing software to create music.	Unit 7 Music Sequencing LA.A: Explore music sequencing techniques LA.B: Use music sequencing software to create music.
11	Unit 7: completion	Optional unit Unit 5 - Music Performance LA.A: Develop your music performance skills and review your own practice LA.B: Use your music performance skills within rehearsal and performance. OR Unit 3 - Live Sound OR Unit 4 - Music composition	Optional unit Unit 5 - Music Performance LA.A: Develop your music performance skills and review your own practice LA.B: Use your music performance skills within rehearsal and performance. OR Unit 3 - Live Sound OR Unit 4 - Music composition	Optional unit Unit 5 - Music Performance LA.A: Develop your music performance skills and review your own practice LA.B: Use your music performance skills within rehearsal and performance. OR Unit 3 - Live Sound OR Unit 4 - Music composition	Course complete	Course complete

Pupils should be taught to:

1. Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
2. Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
3. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions