

MUSIC CURRICULUM MAP

Threshold Concepts		Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7
		Y7	Y8	Y9	Y10	Y11	Y12	Y13
Everyone Can Play and Sing (Performing)	Content The knowledge and skills should become more complex, detailed and sophisticated from Y7 onwards	Basic skills on piano/keyboard (single hand melodies) and ukele (melodies). Basic vocal skills - being able to repeat a simple melody. All students should be able to play simple melodies in keys with no more than 1 sharp or flat. On piano students should be able to read 5 notes in treble clef (C-G) and 5 notes in bass clef (F-C). In terms of ukulele they should know 3 chords. Full class singing in unison and rounds of folk music, pop songs and world music.	Use of chords on piano/keyboard and ukulele/guitar using well known pieces. Students will focus on using two hands independently, reading the full stave in both treble and bass. All students should be able to play at least 3 chords on Ukulele and play a range of classic riffs. Full class singing in unison and two/three parts of rounds, pop songs, world music and folk songs.	In terms of piano playing, students will be working at around ABRSM grade 1. They will be using two hands independently and using an extended range of notes and rhythms. Being able to perform in another musical idiom e.g. Jazz and the Blues: Use of the Blues Scale and Blues Chords. All students should be able to play a Blues keyboard/piano melody in C Major. More able students will be able to play a more extended melody and/or in a more complex key and/or melody and chords. All students will be able to play at least one extended chord (e.g. a 7th) on the ukulele/guitar. More able students will be able to play a more extended chord sequence with a range of extended chords. Performance of famous film tune melodies on piano/keyboard. Full class singing in three parts of rounds, world music, jazz and blues and pop music.	All students will be able to give an instrumental and/or vocal (their choice) performance of a solo and/or ensemble performance of 2 minutes duration.	All students will be able to give an instrumental and/or vocal (their choice) performance of a solo and/or ensemble performance of 2 minutes duration. More able students will perform repertoire of at least Grade 3 (ABRSM) standard.	All students will be able to give an instrumental or vocal (their choice) performance of solo repertoire of at least 3 and a half minutes in duration. More able students will perform repertoire of at least Grade 6 (ABRSM) standard.	All students will be able to give an instrumental or vocal (their choice) performance of solo repertoire of at least 10 minutes in duration. More able students will perform repertoire of at least Grade 7 (ABRSM) standard.
	Assessment Ensure the form and content of the assessment is suited to the knowledge being assessed	Individual performances of piano/keyboard melodies (simple key and limited range) and single finger ukulele melodies and chords. e.g. repertoire.	Individual performances of music (e.g. pop) which uses simple (or more advanced) chord (triads) patterns on piano/keyboard and ukulele/guitar.	Individual performances on piano/keyboard, ukulele/guitar of jazz/blues melodies. Performances of blues songs - well known or student compositions. Performance of blues improvisations. These will include use of blues scales and blues notes. More able students will be expected to attempt to use chords in addition to melody.	Performance of an instrumental and/or vocal (their choice) solo and/or ensemble performance of 2 minutes duration.	Performance of an instrumental and/or vocal solo and/or ensemble piece(s) of at least 2 minutes duration.	Performance of instrumental and/or vocal solo repertoire of at least 3 and a half minutes in duration.	Performance of instrumental and/or vocal solo repertoire of at least 10 minutes in duration.
Creative Intentions (Composing)	Content	Introduction to the Elements of Music: what they are and how they are integral to all aspects of every genre of music, whether you are performing, composing or listening. Students will look specifically at how the Elements are used by composers.	How music is created in other cultures e.g. Asia and Africa. What are the characteristics, features, elements and musical ingredients which go into music from other cultures. Students will use these features to create music of their own in the style of the culture(s) they've studied.	How music is used in the media. Creating music for the various types of media in existence is one of the most important types of musical composition and is fast growing. Students will look at how the Musical Elements and Musical Devices are used in soundtracks for Films, Animation, TV programmes Video Games and Advertisements. This will lead to students creating their own soundtracks. The role that Music Technology plays in the process will also be studied.	Students will look at starting points for compositions, inspiration for compositions, compositional devices, compositional structures and how to develop a composition.	Students will consolidate knowledge gained in Year 10 and also look at how to develop and extend a composition further, including modulations and thematic development. Students will also look at how to complete a composition satisfactorily.	Students will consolidate knowledge gained in KS3 and, in particular KS4, and look at advanced compositional techniques such as extended structures (e.g. Sonata Form), modulations, advanced harmony (e.g. extended chords and cadences) and compositional development. This will dovetail/overlap with the Listening and Appraising Threshold Concepts.	Students will consolidate knowledge gained in KS3 and, in particular KS4, and look at advanced compositional techniques such as extended structures (e.g. Sonata Form), modulations, advanced harmony (e.g. extended chords and cadences) and compositional development. This will dovetail/overlap with the Listening and Appraising Threshold Concepts. Students will learn how to include all of the above into a coherent and engaging composition.

	Assessment	Students will work in small groups, using classroom instruments. creating a composition inspired by a non musical stimulus: a picture and description of a fictional creature. They will create their composition by focussing heavily on the Elements of Music.	Group based/individual (depending on the room setting) compositions of music in the style of the cultures studied. Students will be assessed on how they have used the features studied and the musical coherence of their work.	In small groups and/or as individuals, students will compose blues songs, including lyric writing, head tune composition, improvising and use of chords and rhythm. Students will create their own soundtracks for film, TV programme and Video Game cues in pairs/small groups. Depending on the room setting they will use traditional/acoustic instruments, piano/keyboards and Music ICT facilities e.g. BandLab.	Assessment will be through individual composition activities focussing on specific skills, structures and genres. By the end of the year each student should have produced a composition of around 2 minutes in duration.	Assessment will be through individual composition activities focussing on specific skills, structures and genres. By the end of the year each student will need to have produced two composition of at least 2 minutes in duration.	Students will need to compose 2 pieces with a minimum combined duration of four and a half minutes. One compositions must be in response to a set brief and one freely composed.	Students now need to compose one piece of music with a duration of at least two minutes. This will be 2 pieces with a minimum combined duration of four and a half minutes. One compositions must be in response to a set brief and one freely composed.
Learning Through Listening (Listening and Appraising)	Content	Introduction to the Elements of Music: what they are and how they are integral to all aspects of every genre of music, whether you are performing, composing or listening. Students will build on prior knowledge and look at some of the greatest output in various musical genres and study how the Elements of Music function.	Introduction to tonality and harmony - being able to recognise major/minor tonality and chords, being able to spot the harmonic rhythm of a song/piece. World Music - listening to Music from Asia and Africa and identifying characteristics.	Students will look at the characteristics, history and development of Blues and Jazz Music through listening activities. They will study what these genres led to in the 20th century. Students will look at the role of significance of music in films, TV and video games. They will study musical devices used in these genres. Leading musical personalities (composers/performers) will be studied.	Students will learn about various genres and styles, musical periods and ensembles. This will include the detailed study of two set works within four Areas of Study. Students will consolidate and build upon knowledge learned in KS3.	Students will learn about various genres and styles, musical periods and ensembles. This will include the detailed study of two set works within four Areas of Study. Students will consolidate and build upon knowledge learned in KS3 and year 10.	Students will learn about selected genres and styles and musical periods. This will include the detailed study of set works and composers within Areas of Study. Students will consolidate and build upon knowledge learned in KS3 and KS4.	Students will learn about selected genres and styles and musical periods. This will include the detailed study of set works and composers within Areas of Study. Students will consolidate and build upon knowledge learned in KS3 and KS4.
	Assessment	Listening activities on works from various genres.	Written listening activities on Tonality, Harmony and World Music genres.	Written listening activities on jazz/blues and music in the media.	GCSE Exam style questions, including multiple choice, single answers and extended writing tasks. Students will be set a past paper in the Year 10 exam.	GCSE Exam style questions, including multiple choice, single answers and extended writing tasks. This will include a past paper in the Year 11 Trial Exam and the actual exam paper in the summer.	A Level Exam style questions, including multiple choice, single answers and extended writing tasks. Students will be set a past paper in the Year 12 exam.	A Level Exam style questions, including single answers and extended writing tasks. This will include a past paper in the Year 12 exam and the actual Listening and Appraising Exam paper in the Summer.
How Music Works (Transcribing)	Content	Students will cover some of the most popular types of basic musical notation e.g. the staff, Treble Clef notation and TAB (for ukulele). The most commonly used types of rhythmic notation and terms of expression (e.g. dynamics) will also be covered. Students will have hopefully covered some of these at KS2.	Harmony: What is an interval? What is a chord? How do you construct various types of chords. Consolidation of and extension of notation (to include entire staff), terms of expression, keys in 1 sharp and rhythm. Introduction of the bass clef.	Students will study 'extended harmony' used in Jazz/Blues, Pop and Music for the Music. This will include the use of 7th chords.	Students will continue to learn about various forms of musical notation (treble and bass clefs extending out of the musical staff to use ledger lines), rhythms (including dotted rhythms and triplets), chords and cadences and musical terms of expression and articulation. They should now be able to use and connect this theoretical work to the Listening and Appraising threshold concepts.	Students will continue to learn about various forms of musical notation (treble and bass clefs extending out of the musical staff to use ledger lines), rhythms (including dotted rhythms and triplets), chords and cadences and musical terms of expression and articulation. They should now be able to use and connect this theoretical work to the Listening and Appraising threshold concepts.	Students will consolidate knowledge gained in KS3 and, in particular KS4, and look at advanced theoretical techniques such as modulations, advanced harmony (e.g. extended chords and cadences), rhythmic devices and performance and expressive terms and techniques. This will dovetail/overlap with the Listening and Appraising Threshold Concepts.	Students will consolidate knowledge gained in KS3 and, in particular KS4, and look at advanced theoretical techniques such as modulations, advanced harmony (e.g. extended chords and cadences), rhythmic devices and performance and expressive terms and techniques. This will dovetail/overlap with the Listening and Appraising Threshold Concepts.
	Assessment	Students will be assessed using activities taken from and/or adapted from the ABRSM grade 1 music theory specification and exam.	Students will be assessed using activities taken from and/or adapted from the ABRSM grade 1 and 2 music theory specification and exam.	Students will be assessed using activities taken from and/or adapted from ABRSM grades 1-3 music theory specification and exam.	Students will be assessed using GCSE exam style questions and ABRSM grades 1-5 music theory assessments and exams.	Students will be assessed using GCSE exam style questions, past papers and the actual GCSE Appraising Exam in the Summer.	Students will be assessed using A Level exam style questions and past papers.	Students will be assessed using A Level exam style questions, past papers and the actual A Level Listening and Appraising Exam in the Summer.