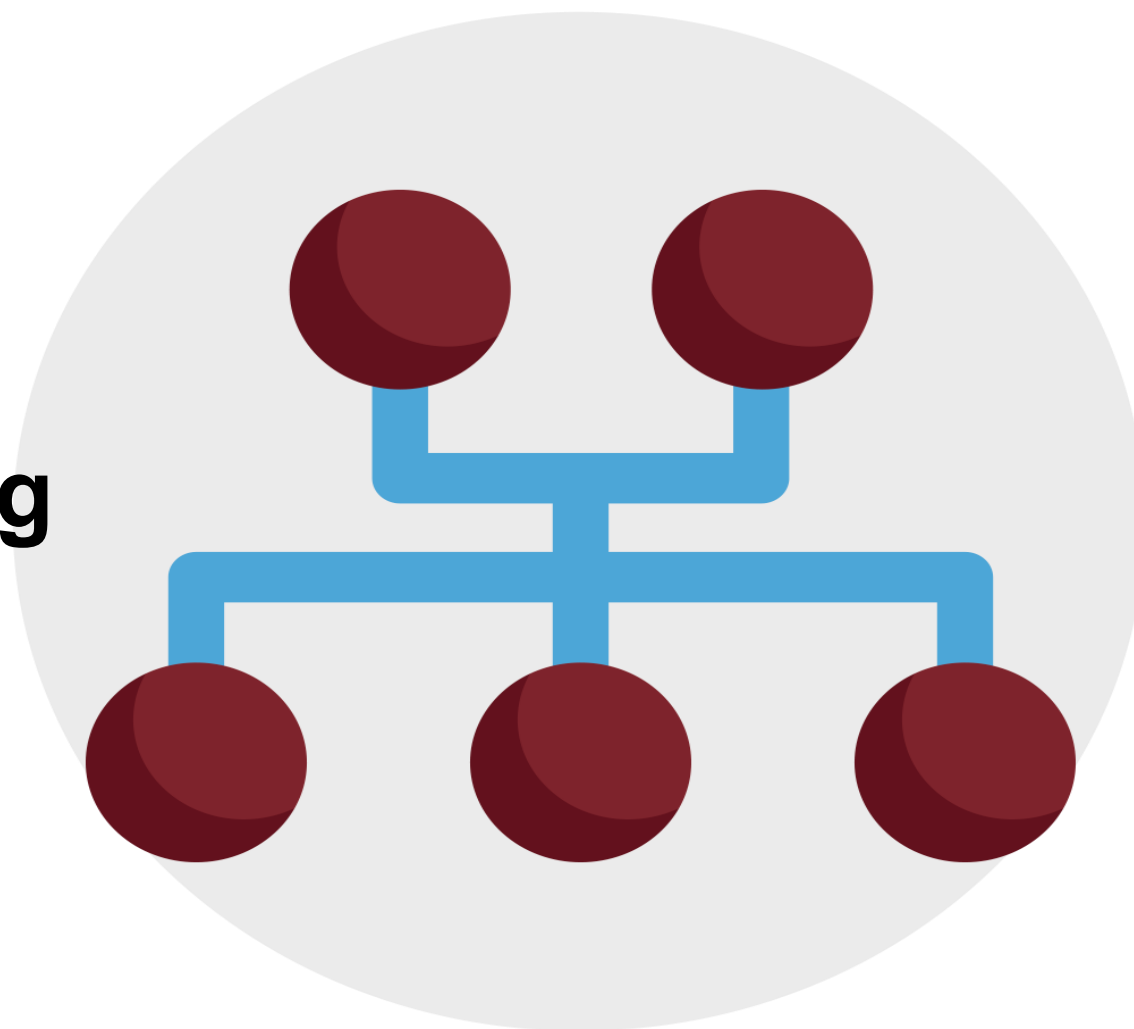


Music

Curriculum Mapping

2021



KS3 Concepts	Explanation of concept
1. Performing	<p><i>Learners are encouraged to develop their knowledge and understanding of music through performing.</i></p> <p>Within context of KS3 this is to give students a chance to work on their own and as part of an ensemble as required within GCSE.</p>
2. Composition	<p><i>Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.</i></p> <p>Within context of KS3 this is used to develop student understanding of creation of music understanding the musical characteristics of varying genres</p>
3. Elements of Music	<p><i>Learners will develop knowledge and understanding of musical elements, musical contexts and musical language.</i></p> <p><i>Musical Elements</i></p> <ul style="list-style-type: none"> • <i>melody</i> • <i>harmony</i> • <i>tonality</i> • <i>form and structure</i> • <i>dynamics</i> • <i>sonarity</i> • <i>texture</i> • <i>tempo</i> • <i>rhythm</i> • <i>metre</i> <p>Within the context of KS3 this is used to develop the understanding of listening to music and appraising it accordingly. Learning to identify instruments and developing listening skills to evaluate and constantly develop own work</p>

KS4 Concepts	Explanation of concept
<p>1. Performing</p>	<p>Learners are encouraged to develop their knowledge and understanding of music through performing. All learners are required to perform a minimum of two pieces of which at least one must be as part of an ensemble performance lasting at least one minute. The other piece(s) may be performed either solo and/or as part of an ensemble. One piece must be linked to one of the four areas of study. The use of music technology and improvisation is accepted within both solo and ensemble performances.</p> <p>The standard of pieces selected for performance should be broadly equivalent to grade 3 of the graded music examinations.</p>
<p>2. Composition</p>	<p>Learners are encouraged to develop their knowledge and understanding of music through composing. All learners are required to create and develop musical ideas in relation to given and chosen briefs.</p> <p>Learners must submit two compositions with a total playing time of between 3-6 minutes.</p> <p>1. A composition which responds to a brief set by WJEC. The brief will be released during the first week of September in the academic year in which the assessment is to be taken. Learners select one from a choice of four briefs, each related to a different area of study:</p> <p>Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music.</p> <p>2. A free composition. Learners will compose a piece of music in a style of their own choice. Learners will set their own brief for this composition. The brief itself is not assessed; however, learners are assessed on their musical response to the brief</p>
<p>3. Appraising</p>	<p>Area of study 1: Musical Forms and Devices Area of study 2: Music for Ensemble Area of study 3: Film Music Area of study 4: Popular Music.</p> <p>Learners will develop knowledge and understanding of musical elements, musical contexts and musical language.</p> <p>Musical Elements</p> <ul style="list-style-type: none"> • melody • harmony • tonality • form and structure • dynamics • sonority • texture • tempo • rhythm • metre <p>Musical Contexts</p> <ul style="list-style-type: none"> • the purpose and intention of composers, performers and those who commission music • the effect of the occasion, audience and choice of venue on the way music is composed and performed • how music is created, developed and performed in different social, historical and cultural contexts <p>Musical Language</p> <ul style="list-style-type: none"> • reading and writing treble and bass clef staff notation in simple time • reading treble and bass clef staff notation in compound time • roman numerals for chords I, ii, iii, IV, V and vi in a major key • contemporary chord symbols for chords within a major key e.g. C, Dm, Em, F, G(7) and Am • reading and writing key signatures to four sharps and flats • musical vocabulary related to areas of study <p>This component encourages learners to develop skills in appraising music through the exploration of a wide variety of music linked to the four areas of study. Each area of study includes a list of terms focusing on particular musical knowledge and understanding.</p>

Topic 1

Topic 2

Topic 3

Topic 4

Year 7

Learning	Rhythmic Notation Note values Time signature (4 4) Composition	Notation Treble Clef Bass Clef Reading Music	Remix Garage Band technical skill Listening Texture	Podcasting Jingles Texture Ensemble work
Concepts	1. Performance 2. Composition 3. Elements of Music	1. Performance 3. Elements of Music	2. Composition	1. Performance 2. Composition
What is needed to master the knowledge	Understanding of pulse Understanding of musical bars Understanding of beats in a bar Demonstrate understanding of rhythmic note values through writing down of rhythmic composition. Basic application of musical timing	Demonstrating understanding of bass clef Demonstrating an understanding of treble clef Application of reading music 'rules' to work out notes on a staff Demonstrating a beginning point of working with Garage Band Application of performance skills to perform a basic piece of music, Application of listening skills to assess own performance	Demonstrating a heightened use of compositional skills using Garage Band for the purposes of composition Demonstrating ability to vary texture within music to create a variety for the listener Application of own evaluative skills to develop, make changes to and further refine music Demonstration of an understanding of what 'remix' is through practical compositional outcome	Demonstrate an understanding of musical characteristics of a 'jingle' through ensemble composition and performance Demonstrate an understanding of texture through practical application of composition underpinning the spoken word Ensemble performance blending
Common Misconceptions	Putting more beats in a bar than necessary Miscounting musical note values	Mixing up bass and treble Starting point on piano keyboard	Overwhelming textures Not listening to blended sounds Over use of one or more sections	The need for talking too much Less is more Appropriate sound effects when underpinning spoken word

Topic 1

Topic 2

Topic 3

Topic 4

Year 8

	Topic 1	Topic 2	Topic 3	Topic 4
Learning	<u>Musical Theatre</u> Musical characteristics Treble and bass lines Solo Performance	<u>Blues Music 1</u> Origins Basic characteristics Walking bass line	<u>Blues Music 2</u> 12 bar blues Performance Music to follow	<u>Film Music</u> Foley Music for effect Composition
Concepts	1.Performance 3. Elements of Music	1.Performance 3. Elements of Music	1. Performance 2. Composition	2. Composition 3.Elements of Music
What is needed to master the knowledge	Demonstration of understanding of musical characteristics of Musical Theatre through the Elements of music and listening to pieces of Musical Theatre from Les Miserables and West Side Story. Including word painting and visuals. Identify bass and treble clef notes from Chicago 'All That Jazz' Beginning to develop an understanding of chords and how chords are played on a piano. Development of performance skills in both left and right hand and/or solo/ensemble performance	Demonstration of understanding of Blues music origins and Blues musical characteristics including use of key words/phrases such as 'call and response', 'improvisation' and 'syncopation'. Using bass line to create a walking blues bass and applying appropriate practical timings and instrumentation. Developing ability to listen and refine own work given rhythmic timings.	Demonstration of understanding of 12 bar blues Application and constant refinement of performance skills combining 12 bar blues and walking bass line. Application of understanding of playing chords through 12 bar blues Application of understanding of texture and blues rhythm when composing soft beat under the performance to underpin it using appropriate instrumentation.	Demonstrating an understanding of consideration of sounds and sound effects within a piece of film music Demonstrating an understanding of the elements of music and consideration of appropriate musical characteristics of a composition dependant on the genre of the film. Demonstrating a careful considering of texture, structure and dynamics Fully showing an understanding and appreciation of refining own work and listening to opinions of other listeners. Demonstrating a full understanding of music technology to compose
Common Misconceptions	Rhythmic timing Chords as arpeggios and not block Musical Theatre and music in films being the same thing	Improvisation being structured Critical analysis rather than constructive Rhythmic timing Use of treble instead of bass	Chords not played in blocks Overuse of texture Instruments chosen not found in Blues Music Bass line played in treble	Overuse of texture Out of context sound effects Timing issues

Topic 1

Topic 2

Topic 3

Topic 4

Year 9

	Topic 1	Topic 2	Topic 3	Topic 4
Learning	Pop Music Structure Melody Chords	Rap Music Lyric writing Rhythmic accompaniment Ensemble work	World Music 1 - Indian Music Raga Scales Characteristics Drones and Pedal	World Music 2 - African Music Sonority Rhythm Vocal variations
Concepts	1. Performance 2. Composition	1. Performance 2. Composition	2. Composition 3. Elements of Music	2. Composition 3. Elements of Music
What is needed to master the knowledge	Demonstration of understanding of how pop is structured identifying and using loops to structure a composition Application of bass line over rhythmic structure Composition and performance of chord progression Creating a melody which develops over the structure of the pop piece	Demonstration of understanding of the power of rap music in terms of target audience by identification of themes of the genre Composition of an appropriate beat to underpin performed words Demonstration of an understanding of lyric writing in verse - chorus format Performance of rap piece which is rhythmically correct	Demonstration of an understanding of Indian music through identification of characteristics within listening work Application of understanding of texture through use of GB loops Application of understanding of structure through GC composition. Appropriate selection of INDIAN instrumentation to compose and develop melody using a raga scale.	Demonstration of an understanding of African music through identification of characteristics within listening work Application of understanding of texture through use of GB loops Application of understanding of structure through GC composition. Appropriate selection of african instrumentation to compose and develop rhythm over the melodic loops. Demonstration of development of composition skills by blending both Indian and African sections together carefully and showing consideration
Common Misconceptions	Misplacing of structure elements Inappropriate instrumentation Melody in bass	Overuse of texture Overuse of rhythm	Using natural instead of flat notes within a raga scale Thinking an acoustic guitar is the same as a sitar Misunderstanding length of drone	Overuse of texture Not understanding the blending techniques required within the sections

September 2021- July 2022	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 10						
Learning	MAD TSHIRT Elements of Music - Melody Articulation Dynamics Texture Structure Harmony and Tonality Instrumentation (Sonority) Rhythm Tempo	MAD TSHIRT Elements of Music - Melody Articulation Dynamics Texture Structure Harmony and Tonality Instrumentation (Sonority) Rhythm Tempo	Component 1 Performance Solo Ensemble Dynamic markings Phrasing Intonation	Component 2 Composition Structure instrumentation Chord and Chord Progressions Melodic Devices Texture Melodic development	Component 3 Appraising Set works Acute AoS breakdown	Component 1, 2 and 3 Performance looking towards final choices Initial ideas for free compositions Past Papers
Concepts	3. Appraising	3. Appraising	1. Performing 3. Appraising	2. Composition	3. Appraising	1. Performance 2. Composition 3. Appraising
What is needed to master the knowledge	Understanding basic music skills such as pulse and metre Understanding bass clef Understanding treble clef Reading music Reading piano keys Demonstrating an initial understanding of listening to music and being able to decipher instrumentation Demonstrating an initial understanding of picking up the pulse of a piece of music Application of basic listening skills to pieces of music *Students need basic lesson within this half term as skill set is lost due to lack of curriculum time in KS3.	Understanding of time signatures Understanding of key signatures and reading key signatures from sheet music Demonstration of understanding of finding relative minors of key signatures Understanding of melodic devices Understanding of rhythmic devices Demonstration of Italian terms and sheet music marking equivalents or tempo and dynamics Acute application of elements of music even at a basic level when listening to musical pieces within each AoS	Demonstration of an understanding of dynamic markings on sheet music Demonstration of an understanding of musical phrasing Application of intonation within context of piece Demonstration of an acute understanding of accuracy Demonstration of an understanding of ensemble Application of listening to ensemble members for balance within a performance Acute application of true understanding of the piece being performed.	Demonstration of understanding of chords Demonstration of chord progressions through practical pre main composition activities Demonstration of musical families Demonstration of practical ability to create a chord progression for the purpose of a free composition. Development of melodic ideas Ability to step back from composition and appraise the direction of the music Application of sonority Demonstration of understanding in using musical compositional software	Demonstration of understanding of Musical Forms and Devices Demonstration of understanding of Music For Ensemble Demonstration of understanding of Film Music Demonstration of understanding of Pop Music All of the above must be shown with an understanding of the elements of music that are in umbrella of the AoS (see Music Concepts) Ability to analyse music within listening and appraising activities and exam questions identifying broad range of musical areas.	Gaining ideas towards free composition and undertaking research to create mood board for this Pulling together ideas for final performances particularly for ensemble showing acute understanding and appreciation for ensemble working and the area of A02 which is wished to be explored Acute demonstration of appraising skills again former exam questions
AOs	A03 and A04	A03 and A04	A01	A02	A02	A01 A02 A03 A04
Common Misconceptions	Bass v treble (Low and high) Pulse being more difficult to find Rand hand an left hand playing - treble and bass	3/4 and 4/4 Dynamic mix up (loudest to quietest in Italian terminology) Timbre and Sonority Melodic devices can be hard to hear and often overlooked	Singing as song has been heard rather than to the mark scheme Forgetting intonation Piano playing without sustain pedal Overlooking dynamic markings Overlooking phrasing Undertiming Majority harmony	Not firming key Simplistic chord progression not showing development Static melodic development Inappropriate instrumentation choice given genre decision	Performance values Performance timings	Incorrect ensemble choice based on own likes rather than what would be best suited to individual performer given mark scheme Closing ideas for composition without full musical exploration

September 2021- July 2022	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11						
Learning	MAD TSHIRT Elements of Music - Melody Articulation Dynamics Texture Structure Harmony and Tonality Instrumentation (Sonority) Rhythm Tempo	Component 2 Composition Structure Instrumentation Chord and Chord Progressions Melodic Devices Texture Melodic development	Component 1 Performance Solo Ensemble Dynamic markings Phrasing Intonation	Component 3 Appraising Set works Acute AoS Breakdown Component 1 and 2 completion	Component 3 Appraising Set works Acute AoS breakdown	
Concepts	3. Appraising	2. Composition	1. Performing 2. Composition	1. Performance 2. Composition 3. Appraising	3. Appraising	
What is needed to master the knowledge	Acute application of all musical listening skills to pieces of music across all four Areas of Study whilst incorporating basic understanding of musical skills like time signature, sight reading, sequencing, key signature and relative minors. Acute application of appraisal skills using MAD T-SHIRT in order to answer large mark exam question showing understanding of being able to justify decisions within this. Ability to decipher and apply to listening questions things like vocal ranges and timbre changes, cadences and chord progressions. Ability to demonstrate understanding of basic musical elements such as dynamics and tempo as well as being able to orally decipher structure and changes in tonality.	Demonstration of understanding of chords Demonstration of chord progressions through practical pre main composition activities Demonstration of musical families Demonstration of practical ability to create a chord progression for the purpose of a free composition. Development of melodic ideas Ability to step back from composition and appraise the direction of the music progressions. Application of sonority Demonstration of understanding in using musical compositional software Creating a piece of music which fits within the given brief	Demonstration of an understanding of dynamic markings on sheet music Demonstration of an understanding of musical phrasing Application of intonation within context of piece Demonstration of an acute understanding of accuracy Demonstration of an understanding of ensemble Application of listening to ensemble members for balance within a performance Acute application of true understanding of the piece being performed. Demonstration of understanding of chords Demonstration of chord progressions through practical pre main composition activities Demonstration of musical families Demonstration of practical ability to create a chord progression for the purpose of a free composition. Development of melodic ideas Ability to step back from composition and appraise the direction of the music Application of sonority Demonstration of understanding in using musical compositional software	Acute understanding of all areas of SYBG and EKN Demonstration of understanding of melodic, rhythmic devices within set works Demonstration of understanding of knowledge organiser for set works. Completion of all performances Completion of all compositions including demonstration of journey of compositions through log book/appraisal	Demonstration of understanding of Musical Forms and Devices Demonstration of understanding of Music For Ensemble Demonstration of understanding of Film Music Demonstration of understanding of Pop Music All of the above must be shown with an understanding of the elements of music that are in umbrella of the AoS (see Music Concepts) Ability to analyse music within listening and appraising activities and exam questions identifying broad range of musical areas.	
AOs	A03 and A04	A02	A01 and A02	A01 A02 A03 A04	A03 and A04	
Common Misconceptions	Mishearing cadences Relative minors reading key signatures (sharps and flats) Mishearing timbre Not using MAD TSHIRT system when responding to essay question	Not firming key Simplistic chord progression not showing development Static melodic development Inappropriate instrumentation choice given genre decision Moving away from brief/losing sight of musical intention	Singing as song has been heard rather than to the mark scheme Forgetting intonation Piano playing without sustain pedal Overlooking dynamic markings Overlooking phrasing Undertiming Majority harmony Not firming key Simplistic chord progression not showing development Static melodic development Inappropriate instrumentation choice given genre decision	Performance values Performance timings Set works	Not using MAD TSHIRT system when responding to question	