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| **Music Curriculum Map 2025-26** | | | |  | | | | | |
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|  |  | **Autumn term** | |  | **Spring term** | |  | **Summer term** | |
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| **Year 7** |  | **Singing**  **Elements of Music**  **Constructive:**  An introduction to the elements of music:   * Dynamics * Tempo * Texture * Structure * Harmony   Use of the above to create own arrangement of a vocal piece  **Technical:**   * Vocal technique * Breath control * Posture * Diction * Individual melody lines * Parts in rounds * Simple harmonies * Multiple layered parts   **Expressive:** ·   * Listening to, analysing and singing * Traditional songs from different cultures * Contemporary songs | **Instruments of the Orchestra**  **Constructive:**   * Building on understanding of the elements of music * Studying the instruments of the orchestra * How each instrument is played * Different timbres * Developing an understanding of relevant basic notation * Developing an understanding of the layout of the keyboard   **Technical:** ·   * Building on vocal performance techniques * Applying them to either keyboard or sequencing * Keyboard techniques * Finger placement   **Expressive:**   * Listening to, analyse and play pieces of music * Simple arrangements of pieces in a “Classical” style |  | **Advanced Notation**  **Composition**  **Constructive:**   * Building on understanding of notation * Understanding of the elements of music Understanding of the keyboard/sequencing * Knowledge of instruments * Further developing knowledge and understanding of notation * Developing an understanding of the ukulele/guitar   **Technical:**   * Performance techniques * Correct body and hand positioning * Plucking and strumming techniques * Technology based notation skills   **Expressive:**   * Listening to, analyse and playing a range of styles and genres encompassing prior learning * Relevant pieces from different eras, styles and cultures | **Rhythms of the World**  **Constructive:**   * Building on understanding of the elements – rhythm * Understanding of notation * Knowledge of instruments/use of technology * Polyrhythm * Cross rhythm * Syncopation * Rhythm grid notation * Basic note and rest lengths * Percussion techniques   **Technical:**   * Performance techniques * Instrumental techniques * Percussion techniques * How to hold and handle relevant instruments * Other relevant playing techniques   **Expressive:**   * Listening to, analyse and playing a range of styles and genres * Pieces from different cultures |  | **Structure in Music**  **Constructive:**  Building on understanding of the elements of music, particularly structure Understanding of notation Knowledge of instruments/use of technology  Further developing knowledge and understanding of structures  Binary  Ternary  Rondo  Verse/Chorus form  Further developing an understanding of relevant percussion/technology techniques  **Technical:**   * Performance techniques * Instrumental techniques * Percussion techniques * Advanced playing techniques Sequencing/technology based skills   **Expressive:**   * Listening to, analyse and playing a range of styles and genres * Pieces from different cultures | **Composing to a Brief**  **Constructive:**   * Building on understanding of the elements of music Understanding of notation * Knowledge of instruments/use of technology * Further developing knowledge of composition processes Further developing an understanding of relevant instrumental/technology techniques   **Technical:**   * Building on general performance techniques * Instrumental/ sequencing techniques   **Expressive:**   * Building on previous units, to listening to, analyse and play a range of styles and genres encompassing prior learning from across the year |
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| **Year 8** |  | **Hooks and Riffs**   * Understanding multi-genre hooks and riffs * Composition skills * Keyboard technique skills | **Blues Music**   * Understanding historical background associated with Blues Music * Keyboard technique skills * Composition skills |  | **Advanced Rhythms of The World**   * Developing World drumming skillset * Performing * Composing skills and techniques * Listening and appraising skills | **Minimalism**   * Keyboard skills and developing hands together * Listening and analysing music |  | **Programme Music**   * Music History context * Music composers * Composition skills | **Music for Media**   * Instrumental technique * Notation * Performance – solo and ensemble * Composition skills |
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| **Year 9** |  | **Reggae**   * Listening and analysing * Composing * Performing – solo and ensemble work * DAW skills * Musical context | **Music in Gaming**   * Using the MIDI keyboard to play in music. Using and understanding DAW as a tool for composition. Create and sequence the sound for music in an advert or game. |  | **Electric Dance Music**   * Listening skills * Developing Music Technology DAW skills * Preparation skills for BTEC Music Level 2 qualification * Using and understanding DAW as a tool for composition. Compose a piece of music using chords, bass line and melody | **Performance to a Brief**   * Playing the keyboard / ukulele / drum kit / bass Group work Perform a cover in an ensemble |  | **Horror in Film**   * 5 finger technique on keyboard * Performance skills * Listening skills * Developing Music Technology DAW skills | **Composition to a Brief**   * Using and understanding DAW as a tool for composition. Compose a piece of music using chords, bass line and melody |

***Year 10 and 11 curriculum map on the next page***

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| **Year 10** |  | **Component 1: Exploring Music Products and Styles (36 GLH) (GLH – Guided Learning Hours)**  **Reggae**  Develop understanding of different types of music products and the techniques used to create them. Explore how music elements, technology and other resources are used in the creation of production and performance of music. Explore different styles of music and music theory to develop your own creative work. LA.A Demonstrate an understanding of style of music LA.B Apply an understanding of the use of techniques to create music | **Component 1: Exploring Music Products and Styles (36 GLH) (GLH – Guided Learning Hours)**  **EDM Music in Media**  Develop understanding of different types of music products and the techniques used to create them. Explore how music elements, technology and other resources are used in the creation of production and performance of music. Explore different styles of music and music theory to develop your own creative work. LA.A Demonstrate an understanding of style of music LA.B Apply an understanding of the use of techniques to create music |  | **Component 1: Exploring Music Products and Styles (36 GLH) (GLH – Guided Learning Hours)**  **Blues and Delta Blues Rock ‘n’ Roll**  Develop understanding of different types of music products and the techniques used to create them. Explore how music elements, technology and other resources are used in the creation of production and performance of music. Explore different styles of music and music theory to develop your own creative work. LA.A Demonstrate an understanding of style of music LA.B Apply an understanding of the use of techniques to create music | **Component 1: Exploring Music Products and Styles. Task 1 and 2 (12 GLH)**  **Brief released – February Internally assessed. Externally moderated – May/June**  Develop understanding of different types of music products and the techniques used to create them. Explore how music elements, technology and other resources are used in the creation of production and performance of music. Explore different styles of music and music theory to develop your own creative work. LA.A Demonstrate an understanding of style of music LA.B Apply an understanding of the use of techniques to create music |  | **Component 2: Musical Skills Development (36 GLH)**  **Brief released in October of Y11**  Develop technical, practical, personal and professional skills and specialist in two of the following: music performance, creating original music and music production. Review your progress and consider how to make improvements. Develop musical skills and techniques to consider your aptitude and enjoyment of music, helping you make informed decisions about what you will study in the future. LA. A Demonstrate professional and commercial skills for the music industry LA.B Apply development processes for music skills and techniques | **Component 2: Musical Skills Development (36 GLH)**  **Brief released in October of Y11**  Develop technical, practical, personal and professional skills and specialist in two of the following: music performance, creating original music and music production. Review your progress and consider how to make improvements. Develop musical skills and techniques to consider your aptitude and enjoyment of music, helping you make informed decisions about what you will study in the future. LA. A Demonstrate professional and commercial skills for the music industry LA.B Apply development processes for music skills and techniques |

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| **Year 11** |  | **Component 2: Musical Skills Development (36 GLH) Brief released in October of y11** | **Component 2: Musical Skills Development (36 GLH)** |  | **Component 3: Responding to a Music Brief (48 GLH) (GLH – Guided Learning Hours) Brief release – January** | **Component 3: Responding to a Music Brief (48 GLH) (GLH – Guided Learning Hours)** |  | **External Assessment May/June by Pearson (23GLH)**  AO1 – Understand how to respond to a music brief AO2 Select and apply musical skills in response to a music brief AO3 Present a final musical product in response to a music brief AO4 Comment on the creative process and outcome in response to a music brief. |  |

***Year 11 Autum 1 – Spring 2 = Explore strengths and interests and apply the skills that you have learnt through the course in a practical way. Focus on a particular area of the music sector that excites and appeal to you and respond to a music brief as a composer or producer. Students will begin exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using the relevant skills, resources and techniques you will develop and refine your musical material before presenting your final response, which will be sent to the exam board for assessment. Your project will be created using a Digital Audio Workstation (DAW). Presenting your work is a key element in this course because if students decide to take Music Technology on at post-16, students will be asked to work independently on a brief, therefore this unit develops skills in self-management, communication and presentation, which is vital to any future course of study.***