Music



KING I HANDSW GIRLS	DWARD YI RTH WOOD ACADEMY	KEVI HWGA Curriculum Map
Cur	riculum Purpo	ose:
	Beyond KEVI HWGA:	Music can lead to further education through Music courses usually by way of vocational and University degrees in the preferred area of study. The Music Industry boasts a diverse range of career options, some of these include Music Performance, Musical Instrument teaching, Music Therapy, Music Education, Composition - for Film etc., Sound Engineering, Music and Tour Management and Live events production, Media and communication (music industries), Music Business, Music Journalism, Music Production and technology, Musical Theatre, Song writing, Sound engineering and Stage Management.
	KS5	KS5 students taking the Music enrichment programme will receive guidance and support in performing, composing and theoretical music depending on their preference. They could undertake a Guitar or Keyboard course for instance. The aim is to promote Music within the academy through structured skill development and team building with the added opportunity to perform throughout the academic year. KS5 will recap on techniques taught previously but to a more advanced level where they can manage or promote school concerts and music clubs. Students will not need any entry requirements as the programme is open to everyone to promote creativity and emotional wellbeing.
Context	KS4	Year 11s to cover units from the BTEC First Award in Music course. Unit 1: Music Industry (exam) and Unit 2 – Managing a Music Product. They will learn about the Music Industry from its job roles and how they interlink, to how artists generate profit through collecting royalties and performing in concerts. Students will improve their music theory and performance skills, and have access to instrumental lessons and opportunities to perform on stage. Year 10s will be covering units from the Educas performing Arts (Technical Award). The will cover Unit 1: Performing, Unit 2 Creating
		and Unit 3 Performing Arts in Practice across year 10 and 11. They will also be provided with performance opportunities where they can gain a holistic knowledge and understanding of the skills and techniques needed to reproduce an existing piece(s) of professional/published work. They will also develop and demonstrate knowledge and understanding of the skills and techniques needed to create and refine original work in music through composition using technology or their chosen instrument.
	KS3	In KS3 students will develop skills gained in KS1/2. Students will follow specifically designed Keyboard, technology and drums units where they will demonstrate a knowledge of rhythm, harmony and melody by performing individually and in groups. They will learn music theory through performance, listening, composition and appraisal. Students will understand how intertwined these skills are; e.g. they might listen to and learn what a Leitmotif is, and then perform or compose one of their own. Students should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in music activities out of school and in later life, and understand and apply the long-term health benefits of musical activity.

KS1/	2	lin	ks

In KS1/2 students apply and develop a broad range of musical skills, which include singing, listening and performance. They will learn how to apply this knowledge to their own and others' work. Music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.



KEVI HWGA Curriculum Map

Big Qs	Autumn		Spring 1	Spring 2	Summer 1	Summer 2
Linked to NC						
Year 11	Finish Unit 1 – Performan		Unit 3 – Performing Arts in P			
	Start Unit 2 – Creating (Co		Students will create a concep			
	Must be finished latest Er December finish.	nd of January but aim for	it to an audience before refler receive.	cting on the feedback they		
	Collaborative Confident					
	Practice		Confident			
	Perseverance		Perseverance			
	Resilience		Resilience			
	Fluent Thinking		Fluent Thinking			
	Originality					
W	Precision	anna baand	Manual and a second	bd		
Key	Working to a brief set by		Working to a brief set by exa			
Knowledge, Concepts	is their target audience?	their chosen piece(s), What	TBC Jan 24 for lay out of unit	assignment		
and skills	piece?	what is the context of her	Learners will need to draw or	n their knowledge of the		
aliu skilis	•	mposition and performance	skills and techniques needed	_		
	rehearsals.	imposition and performance	piece of professional/publish			
		lation, dexterity, dynamics,	alongside their knowledge ar			
	rhythm, accuracy of pitch		skills and techniques needed	_		
	Composition Skills (Use of DAW, use of appropriate		original work from Unit 2.			
	instruments, Setting a scene with the use of musical					
	elements)					
	Evaluating performance					
Feedback & Assessment	5		Feedback Prohibited when assignments started.			
Year 10	How do we bridge the	How do we use are	How do we use are	How can we reflect on our	Set Assignment briefs for	How can we use are
		knowledge of music	knowledge of music theory	own techniques to ensure	Unit 1: Performance	developed music

	musical skills gap to create confident performers? Introduction to performance skills. Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision	theory to develop further our understanding on how music is created? Introduction to music theory Confident Practice Perseverance Resilience Fluent Thinking Originality	to explore and develop our own piece of music? Introduction to music composition. Composing for an instrument Composing using technology Confident Practice Perseverance Resilience Fluent Thinking Originality	we progress as musical performers? Development of Music Performance Creating reflections of rehearsals and class performances Peer feedback on class performances. Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision	Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision	theory understanding to create a piece of music to a brief? Using music theory to develop our own compositional skills. Composing to set brief Developing their composition Collaborative Confident Practice Perseverance Resilience Fluent Thinking Originality
Key Knowledge, Concepts and skills	Solo and Group Performance Skills Rehearsal Skills Performances to the class Instrumental Techniques	MR TIGHTS Melody Rhythm Texture Instruments Genre Harmony Tonality Structure Reading Sheet Music Composing basic melodies Analysing existing music	Texture Timbre Tempo Dynamics Structure Pitch Rhythm Tonality	Articulation Dexterity Dynamics Rhythm accuracy of pitch Texture Timbre Tempo Dynamics Structure Pitch Rhythm Tonality	Working to a brief set by exam board Why are they performing their chosen piece(s), What is their target audience? What is the context of her piece? Creating Log Books for composition and performance rehearsals. Performance Skills (Articulation, dexterity, dynamics, rhythm, accuracy of pitch) Composition Skills (Use of DAW, use of appropriate instruments, Setting a scene with the use of musical elements)	Composition techniques Song Writing Lyrics Chords Texture Timbre Tempo Dynamics Structure Pitch Rhythm Tonality

					Evaluating performance	
Feedback &	Whole class feedback	Whole class feedback	Whole class feedback based	Whole class feedback	Feedback Prohibited once	
Assessment	based on knowledge of	based on knowledge of	on knowledge of key skills.	based on knowledge of	unit assignment started	
	key skills.	key skills.		key skills.		
			Verbal self, peer and			
	Verbal self, peer and	Verbal self, peer and	teacher feedback takes	Verbal self, peer and		
	teacher feedback takes	teacher feedback takes	place each lesson.	teacher feedback takes		
	place each lesson.	place each lesson.		place each lesson.		
			Practical performance			
	Practical performance	Practical performance	showing key skills and	Practical performance		
	showing key skills and	showing key skills and	understanding of genre.	showing key skills and		
	understanding of genre.	understanding of genre.		understanding of genre.		
			Self reflection at the end of			
	Self reflection at the end	Self reflection at the end	unit	Self reflection at the end		
	of unit	of unit		of unit		
Year 9	What is Reggae Music?	What is EDM and how	Can we use our	Can we develop our	What is remixing and how	How can we develop
		can we create our own	understanding of music	performance skills?	can we use our iPads to	our ensemble skills to
	Reggae Music	EDM track?	technology to record our		create our own version of	ensure an effective
			own track to accompany a	Developing as a	a song.	performance?
	Studnets will explore a	EDM	film?	performer		
	number of Reggae				Remixing	Band Performance #3
	musicians and the	Students will create an	Film Music	Students will develop their		
	history of Reggae.	Electronic Dance Music		performance skills	Students will be using an	In groups the students
		Track song using music	Students will learn different	through lessons on	ipad to remix their chosen	will rehearse a song
	Students to perform a	technology (Eg. Loops and	film music technics to	different songs with the	track	ready for a
	piece of Reggea music	recording their own riffs).	create a piece of music that	option of using their own		performance at the end
	that uses skank chords		could accompany a moving	instruments if they	Collaborative	of the year.
	on the keyboards.	Collaborative	image.	choose.	Confident	
		Confident			Practice	Collaborative
	Collaborative	Practice	Collaborative	Collaborative	Perseverance	Confident
	Confident	Perseverance	Confident	Confident	Resilience	Practice
	Practice	Resilience	Practice	Practice	Fluent Thinking	Perseverance
	Perseverance	Fluent Thinking	Perseverance	Perseverance	Self Regulation	Resilience
	Resilience	Originality	Resilience	Resilience		Fluent Thinking
	Fluent Thinking		Fluent Thinking	Fluent Thinking		Originality
	Precision		Originality	Precision		
Key	History of reggae music.	Origin of EDM	Analysing Film Music	Exploring what makes a	What is Remixing?	Playing two different
Knowledge,	Structure of reggae	Purposes of EDM	Purposes of Film Music	professional performer.	Using DAW to edit an	pop songs (More
Concepts	music.	Structure of EDM	Composing Film music with	Developing instrumental	existing piece of music or	difficult technically
and skills	Analysing reggae music.	Composing an EDM piece	a DAW	Skills	combine two piece of	compared to previous
		of music	Dynamics		music.	years)

	Playing off beat chords (Skank Chords) Dynamics Structure Tempo Texture Timbre	Dynamics Structure Tempo Texture Timbre Loops	Structure Tempo Texture Timbre	Developing collaboration and communication skills Dynamics Structure Tempo Texture Timbre	Dynamics Structure Tempo Texture Timbre	Chords, bass line and hook line Rehearsal skills Performance skills keeping a beat Singing Dynamics Tempo Structure Texture Timbre
Feedback & Assessment	Whole class feedback based on knowledge of key skills.	Whole class feedback based on knowledge of key skills.	Whole class feedback based on knowledge of key skills. Verbal self, peer and	Whole class feedback based on knowledge of key skills.	Whole class feedback based on knowledge of key skills.	Whole class feedback based on knowledge of key skills.
	Verbal self, peer and teacher feedback takes place each lesson.	Verbal self, peer and teacher feedback takes place each lesson.	teacher feedback takes place each lesson. Practical performance	Verbal self, peer and teacher feedback takes place each lesson.	Verbal self, peer and teacher feedback takes place each lesson.	Verbal self, peer and teacher feedback takes place each lesson.
	Practical performance showing key skills and understanding of genre.	Practical performance showing key skills and understanding of genre.	showing key skills and understanding of genre. Self reflection at the end of	Practical performance showing key skills and understanding of genre.	Practical performance showing key skills and understanding of genre.	Practical performance showing key skills and understanding of genre.
	Self reflection at the end of unit	Self reflection at the end of unit	unit	Self reflection at the end of unit	Self reflection at the end of unit	Self reflection at the end of unit
Year 8	What is Blues Music? Blues Music Students will explore a	What is RAP music and how can we create our own RAP song?	How can we use our understanding of Rhythm and Pulse to create a piece of Djembe Music?	How can we incorporate our keyboard skills to learn about and play an Indian Classical style piece?	What is Minimalism and how can we incorporate our knowledge of musical theory so far?	How can we develop our ensemble skills to ensure an effective performance?
	number of blues musicians and the	Students will create a RAP	African Drumming	Indian Classical Music	Minimalism	Band Performance #2
	history of blues.	song using a mixture of technology, keyboards	Students will learn about the African culture while	Students will explore the	Students will explore and analyse a number of	In groups the students will rehearse a song
	Students to create a piece of music that uses a twelve bar blues	and their own voices. Collaborative	working in small ensembles to produce a piece of African music	different parts and scales of Indian classical music before incorporating these	minimalism music. They will then use laptops/iPads to create and record their	ready for a performance at the end of the year.
	structure	Confident Practice	Collaborative	into a solo or paired performance	own examples.	Collaborative
	Collaborative Confident	Perseverance Resilience	Confident Practice	Collaborative	Collaborative Confident	Confident Practice

	Practice	Fluent Thinking	Perseverance	Confident	Practice	Perseverance
	Perseverance	Originality	Resilience	Practice	Perseverance	Resilience
	Resilience	,	Fluent Thinking	Perseverance	Resilience	Fluent Thinking
	Fluent Thinking		Originality	Resilience	Fluent Thinking	Originality
	Originality				Originality	
Key	history of Blues music	history of rap music	History of African	History of Indian	History and Origin of	Playing two different
Knowledge,	Analysing Blues music	Structure of rap music	Drumming music	Classicical Music	Minimalism	pop songs
Concepts	Performing the 12 bar	Performing rap music	Call and Response	Structure of Indian	Composition techniques	Chords and bassline
and skills	Blues	Using DAW to record	Master Drummer	Classical Music	Composing a four beat	Rehearsal skills
	Composing Blues lyrics	chords bass line and then	Djembe techniques (Bass,	Drone	melodic cell.	Performance skills
	Developing knowledge	perform over the top of a	Slap, Tone)	Raga	Note changing	keeping a beat
	of chords	backing track	Performing in larger groups	Rag	Augmentation	Singing
	Dynamics	Dynamics	Dynamics	Tala	Diminution	Dynamics
	Тетро	Тетро	Тетро	Dynamics	Note addition and	Тетро
	Structure	Structure	Structure	Тетро	subtraction	Structure
	Texture	Texture	Texture	Structure	Phase shifting	Texture
	Timbre	Timbre	Timbre	Texture	Dynamics	Timbre
				Timbre	Тетро	
					Structure	
					Texture	
					Timbre	
Feedback &	Whole class feedback	Whole class feedback	Whole class feedback based	Whole class feedback	Whole class feedback	Whole class feedback
Assessment	based on knowledge of	based on knowledge of	on knowledge of key skills.	based on knowledge of	based on knowledge of	based on knowledge of
	key skills.	key skills.		key skills.	key skills.	key skills.
			Verbal self, peer and			
	Verbal self, peer and	Verbal self, peer and	teacher feedback takes	Verbal self, peer and	Verbal self, peer and	Verbal self, peer and
	teacher feedback takes	teacher feedback takes	place each lesson.	teacher feedback takes	teacher feedback takes	teacher feedback takes
	place each lesson.	place each lesson.		place each lesson.	place each lesson.	place each lesson.
			Practical performance			
	Practical performance	Practical performance	showing key skills and	Practical performance	Practical performance	Practical performance
	showing key skills and	showing key skills and	understanding of genre.	showing key skills and	showing key skills and	showing key skills and
	understanding of genre.	understanding of genre.		understanding of genre.	understanding of genre.	understanding of genre.
			Self reflection at the end of			
	Self reflection at the end	Self reflection at the end	unit	Self reflection at the end	Self reflection at the end	Self reflection at the
	of unit	of unit		of unit	of unit	end of unit
Year 7	How can we develop	How can we use our	How can we use our	How can we create a	Can we identify the	How can we develop a
	our understanding and	knowledge and	knowledge and	performance that	instruments of the	performance as a small
	application of Rhythm	understanding on the	understanding of Rhythm	develops our keyboard	orchestra and use them in	ensemble?
	and Pulse?	keyboards?	and Pulse to create a piece	skills?	a performance or	
			of music using computers?		composition?	
						Band Performance

	Rhythm and Pulse Students will create a piece of music through clapping or on the Djembe drums Class/small group and individual practical work Singing and musical activities Collaborative Confident Practice Perseverance Resilience Fluent Thinking Originality	Keyboard Skills Students will work to create a performance in pairs on the keyboards being assessed on the keyboard skills they accurately and fluently display. Collaborative Confident Practice Perseverance Resilience Precision	Introduction to Music Technology Students will create a piece of music using provided loops on Band Lab. Collaborative Confident Practice Perseverance Resilience Fluent Thinking	Students will be provided with the music to pieces such as Ode to Joy Hall of the Mountain King The Entertainer Students can challenge themselves as the pieces are tiered in difficulty. Collaborative Confident Practice Perseverance Resilience Precision	Instruments of the Orchestra Students will learn about the four main families of instruments. Brass String Woodwind Percussion Collaborative Confident Practice Perseverance Resilience Fluent Thinking Originality Precision	In groups the students will rehearse a song ready for a performance at the end of the year. Collaborative Confident Practice Perseverance Resilience Precision
Key Knowledge, Concepts and skills	Keeping the Beat Reading Rhythms Performing rhythms as a class Performing as part of a small group Composing their own rhythms Dynamics Tempo	Five Finger Technique Identifying the keys (note names) on a keyboard Reading simple sheet music Performing in time and fluently with others on the keyboard. Dynamics Tempo	Using a DAW (Digital Audio Workstation) Using Loops Recording in own ideas Dynamics Tempo Structure Texture	Reading more complex sheet music Readdressing keyboard skills Dynamics Tempo Structure Texture Baseline Melody Beethoven Joplin	listening to and identifying instruments of the orchestra Identify brass instruments Identifying string instruments identifying woodwind instruments Identifying percussion instruments Using the types of instruments	identifying the instruments of a band or pop group Playing Wonderwall chords and bassline Rehearsal skills Performance skills keeping a beat Singing
Feedback & Assessment	Whole class feedback based on knowledge of key skills. Verbal self, peer and teacher feedback takes place each lesson.	Whole class feedback based on knowledge of key skills. Verbal self, peer and teacher feedback takes place each lesson.	Whole class feedback based on knowledge of key skills. Verbal self, peer and teacher feedback takes place each lesson.	Whole class feedback based on knowledge of key skills. Verbal self, peer and teacher feedback takes place each lesson.	Whole class feedback based on knowledge of key skills. Verbal self, peer and teacher feedback takes place each lesson.	Whole class feedback based on knowledge of key skills. Verbal self, peer and teacher feedback takes place each lesson.

Practical performance showing key skills and understanding of genre.	Practical performance showing key skills and understanding of genre.	Practical performance showing key skills and understanding of genre.	Practical performance showing key skills and understanding of genre.	Practical performance showing key skills and understanding of genre.	Practical performance showing key skills and understanding of genre.
Self reflection at the end of unit	Self reflection at the end of unit	Self reflection at the end of unit	Self reflection at the end of unit	Self reflection at the end of unit	Self reflection at the end of unit