MUSIC

KING EDWARD VI HANDSWORTH WOOD GIRLS' ACADEMY

KEVI HWGA Curriculum Map.

Curriculum Purpose:

Context	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, Songwriting, 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.
	KS4	KS4 students will be taught Music topics through four Units of study: Music Industry (exam), Rehearsal and Performance in voice or instrument, Composition using a software sequencer and 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. Their music composition skills will be facilitated through the use of music technology. Garageband will be taught and students will have to create pieces of music working to a specification brief. Students will work in a team to manage and promote a concert; auditioning acts, advertising their event and putting on a show. This course will build and expand knowledge and enjoyment in all areas of Music, as well as promote social and mental wellbeing.
	KS3	In KS3 students develop the music curriculum skills learned in Key Stage 1 and 2. Students will build on any previous music skills, through a specially designed Keyboard Course where they will apply theoretical knowledge of rhythm, harmony and melody and perform individually and in groups. They 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 links	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.

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Big Qs *Linked to NC*	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 11	***How do students deliver a successful solo or ensemble performance on stage in front of an audience?*** **Unit 5 – Rehearsal and Performance Skills.** Musical instrument technique and skills building. Performing 2 contrasting music pieces to an audience. Video diary to show progression. **Unit 1 – Music Industry; seven topics.**	***How do we further develop our Revision Programme to prepare for the Music Industry exam?*** **Unit 1 – Music Industry Exam.** Analysis of past exam papers, breaking down into Section A, B and C. **Unit 5 - Completion**	***How do students acquire the skills and knowledge to produce a successful Music Event?*** **Unit 2 – Managing a Music Product.** Practical group work – students work in a team to manage and produce a music event for an audience – in the form of a concert in February/March.	***How do students apply the skills and knowledge to produce a successful Music Event?*** **Unit 2 – completion.** The student groups will put on their music event and evaluate the outcome. **How do we apply the knowledge we have learnt about the Music Industry to the exam?** **Unit 1 – Music Industry;** seven topics revisited.		
Key Knowledge, Concepts and skills	*Self evaluation of music skills. Analysing strengths and weaknesses. SWOT analysis.* *Exam Revision and Question Modelling: Music Industry topics, including Job roles and patterns, Venues and Health and Safety.*	*Section A, B and C question modelling – timed past paper questions, assessed and feedback weekly.*	*Team building, auditioning artists, marketing the event, selling tickets, knowledge of technical music equipment – hire and set up, risk assessment of a venue.*	*Team work, logistics and management skills, Health and Safety - Producing a safe and enjoyable music event.* *Answering conditioned Practice Questions.*		
Feedback & Assessment	Rehearsal and Performance Records. Practical Moderation.	Unit 5 submission, IV and resubmission opportunity. Mock Exam – Full paper, 60 minutes.	Unit 1 Exam, first sitting in January.	Mock Exam – Full paper, 60 minutes. Unit 5 submission, IV and resubmission opportunity.	Unit 1 Exam. Final exam/resit opportunity.	

Year 10	***How do we bridge the musical skills gap to create confident performers?*** **Music instrument skills and techniques.** **Solo and ensemble musical performance.** **Music Industry exam topic study.**	***How do we use practical experiences to scaffold the knowledge required to put on a Music Event?*** **Practical Music Event Production Skills.** **Introduction to Unit 1.** Unit 1 – Music Industry exam topics delivery.	***How do we understand and learn how the Music Industry is integrated?*** **Unit 1 – Music Industry Exam.** Modelled answers to past paper questions.	***How do we apply our knowledge about the Music Industry to the exam?*** **Unit 1 – Music Industry Exam.** Specific questions from specific sections of past papers written in timed conditions.	***How do music industry professionals compose music using computer software?*** **Unit 7 – Introduction to Music Sequencing.** Using Garageband on Apple Mac.	***How do music industry professionals complete and present their compositions to a design brief?*** **Unit 7 – completion.** Compositions to be bounced into MP3 and diary entries presented.
Key Knowledge, Concepts and skills	*Music theory skills and knowledge.* *Solo and ensemble practical performance and rehearsal skills.*	*Assessing auditionees, using technical music equipment, producing a music event.* *Understanding how the Music Industry works together, through topics: Job roles and patterns, Venues and Health and Safety, Royalties, Unions and Service Companies*	*Understanding and analysing the Unit 1 Paper into Sections A, B and C.* *How to answer the questions in each section through answer modelling and examples.*	*Practising conditioned questions in a timed environment.* *Preparing and sitting the Unit 1 exam.*	*How to use the key concepts of Garageband on the macbooks, including:* *-Using and sequencing loops* *-Arranging instrument tracks.* *-Using automation and FX.* *-Creating a finished mp3.*	*-Step by step diary of work presented in Powerpoint.*
Feedback & Assessment	NEA – Non Examined Assessment: Solo and ensemble playing to an audience. Classroom setting.	Talent Show Production – from successful audition to producing the event.	Past paper question examples per section style and topic.	Mock Exam – used to officiate exam entries in May.	Unit 1 Exam (Full 60 Minutes) for selected few.	Unit 7 submission, IV, and resubmission opportunity.

Year 9	Single lessons based on 9-10 week rotation with the Creative Design subjects. **How do students use their knowledge of music theory and apply it through a practical music instrument, and be able to interchange from solo to ensemble work to perform to an audience?** <u>Performance – Perform a song to an audience.</u> As a soloist or within an ensemble, students will choose and learn/rehearse songs of their choice, apply and develop their technique in their chosen instrument, and perform within class and at school music events – like Talent Show – applying knowledge of stage craft and audience engagement. **How do we break down the arrangement of a professional artist and arrange a cover song as a band?** <u>Composition – Radio 1 Live Lounge.</u> As a soloist or within an ensemble, students will choose a song, break down its structural components and instruments, and replicate the song whilst adding new elements to make it their own. The Radio 1 Live Lounge is scrutinised for this project. **What kinds of genres and musical instruments do we hear without know, on a daily basis? Can we appreciate new and different genres and artists that are out of my 'regular playlist'?** <u>Listening – Genre and Instrumentation.</u> Students will use their knowledge of genre and instruments of the orchestra to appreciate and distinguish the musical features and instrumentation between theme and variation, film music, cover versions and singer/songwriters. **How can I apply the outcomes of my experiences to improve them in the future?** Appraising – evaluation through self and peer assessment.
Key Knowledge, Concepts and skills	***Performance:*** *Knowledge – improving sightreading of musical notation, chords and guitar tablature, rhythm and time signatures in percussion and melody.* *Skills – Working as a team; keeping in time within a band, musicianship as a performer, stage craft and stage management, playing covers and compositions of their choice rehearsing within allotted time in order to perform to an audience, tuning instruments to concert A 440hz.* ***Composition:*** *Knowledge – understanding and breaking down the musical structure and components of a song, music theory and terminology.* *Skills – applying and building upon knowledge of music theory, writing lyrics, choosing instrumentation, arranging an existing song or creating an original piece.* ***Listening:*** *Knowledge – recognising and distinguishing different genres relative to their time periods, like 80s Rock and RnB, 70s Disco and Dance, 60s Rock and Roll.* *Skills – be able to apply and use different instrumentation to composition and performance.* ***Appraising** – evaluation through self and peer assessment to improve and develop knowledge and skills.*
Feedback & Assessment	3 yellow assessment sheets, per specialism peer, self and teacher. End of unit assessment

Year 8	Double lessons based on 9-10 week rotation with the Creative Design subjects. **How do students develop their knowledge of music theory through performance skills?** Performance – Performing a set piece. Students will improve their keyboard, guitar and percussion techniques, knowledge and skills either as soloists or within an ensemble. They will perform a chosen set piece in order to see contrast and variation. They will play different instruments like the Djembe whilst learning about African music and culture. **What is arrangement and how do we develop our creative skills as a soloist or ensemble to compose music to a theme/design brief?** Composition – Creating Original Music to a Brief. Students will create original music as a solo or ensemble to a set brief, which includes themes such as Halloween, Christmas and the four seasons. **What are the distinguishing musical features and instrumentation of a genre?** Listening – Culture and World Music and their instrumentation. Students will listen to African Music, Indian Classical Music, Bollywood, Blues, Reggae and Pop Music and apply these whilst playing the instruments associated with these, like djembe, marimba and sitar. **How can we improve our evaluation skills?** Appraising – evaluation through self and peer assessment.
Key Knowledge, Concepts and skills	***Performance:*** *Knowledge - developing reading of musical notation, chords and guitar tablature. Learning how to use rhythm and time signatures in percussion and melody.* *Skills – sightreading (musical notation), playing major and minor triads (and their inversions) on the keyboard, becoming more confident to perform in front of an audience.* ***Composition:*** *Knowledge - understanding the musical structure of a song AABA (verse, verse, chorus, verse), music theory and terminology.* *Skills – applying and building knowledge of music theory, writing lyrics, choosing instruments.* ***Listening:*** *Knowledge – recognising and distinguishing different genres relative to their time periods, like 80s Rock and RnB, 70s Disco and Dance, 60s Rock and Roll.* *Skills – be able to apply and use different instrumentation to composition and performance.* ***Appraising** – evaluation through self and peer assessment to improve and develop knowledge and skills.*
Feedback & Assessment	3 yellow assessment sheets, per specialism peer, self and teacher. End of unit assessment

Year 7	Double lessons based on 9-10 week rotation with the Creative Design subjects. **How do students apply knowledge of music theory?** Performance – Playing the Keyboard and Guitar. Students will learn the basics of music theory through practical application of playing rhythm on percussion instruments, playing keyboard and guitar. **How do we create our own music?** Composition – Time Signature and Song Lyrics. Students will learn what time signatures mean and they will create basic 4/4 rhythm notation. Song lyrics and basslines may be developed with these. **How can we distinguish the sounds of different musical instruments and categorise them into instrument families?** Listening – The Components of a Song. Understanding and recognising different genres and the instruments associated with them - including classical, jazz, blues, pop and rock. **How do we evaluate the knowledge and skills we have learnt?** Appraising – evaluation through self and peer assessment.
Key Knowledge, Concepts and skills	***Performance:*** *Knowledge – learn the basics of music theory starting with rhythmic notation, musical notation, the elements of music, chords and melody through percussion, keyboard and guitar, how to read a guitar chord and introduction to guitar TAB.* *Skills – clapping or playing a 4/4 rhythm on a percussion instrument, playing simple melodies in C major on the keyboard and left hand basslines, playing simple guitar chord and TAB.* ***Composition:*** *Knowledge - music theory and terminology, understanding the 4/4 time signature.* *Skills – applying and developing music theory, writing lyrics, choosing instruments, creating a 4/4 drum rhythm.* ***Listening:*** *Knowledge – learning to recognise the difference between orchestral families; how they are played and what they sound like. Watching and listening to various artists and bands perform on these instruments.* *Skills – recognising and creating 4/4 rhythms, apply and use different instrumentation to composition and performance.* ***Appraising** – evaluation through self and peer assessment to improve and develop knowledge and skills.*
Feedback & Assessment	3 yellow assessment sheets, per specialism peer, self and teacher. End of unit assessment