

Music



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, 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.
	KS4	Year 10s will be covering units from the Educas performing Arts (Technical Award). They 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 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 <i>Linked to NC</i>	Autumn		Spring 1	Spring 2	Summer 1	Summer 2
Year 11	Finish Unit 1 – Performance Start Unit 2 – Creating (Composition) Assignment. Must be finished latest End of January but aim for December finish. <i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i> <i>Precision</i>		Unit 3 – Performing Arts in Practice Students will create a concept for a music event and pitch it to an audience before reflecting on the feedback they receive. <i>Confident</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i>			
Key Knowledge, Concepts and skills	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) Evaluating performance		Working to a brief set by exam board TBC Jan 24 for lay out of unit assignment Learners will need to draw on their knowledge of the skills and techniques needed to reproduce an existing piece of professional/published work from Unit 1 alongside their knowledge and understanding of the skills and techniques needed to create and refine original work from Unit 2.			
Feedback & Assessment	Feedback Prohibited when assignments started.		Feedback Prohibited when assignments started.			
Year 10	<i>How do we bridge the musical skills gap to create confident performers?</i> Introduction to performance skills.	<i>How do we use our knowledge of music theory to develop further our understanding on how music is created?</i> Introduction to music theory	<i>How do we use are knowledge of music theory to explore and develop our own piece of music?</i> Introduction to music composition.	<i>How can we reflect on our own techniques to ensure we progress as musical performers?</i> Development of Music Performance	Set Assignment briefs for Unit 1: Performance <i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i>	<i>How can we use our developed music theory understanding to create a piece of music to a brief?</i>

	<p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Precision</i></p> <p>(2 Periods each week)</p>	<p><i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p> <p>(1 Periods each week)</p>	<p>Composing for an instrument</p> <p>Composing using technology</p> <p><i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p> <p>(2 Periods each week)</p>	<p>Creating reflections of rehearsals and class performances</p> <p>Peer feedback on class performances.</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Precision</i></p> <p>(1 Periods each week)</p>	<p><i>Fluent Thinking</i> <i>Precision</i></p> <p>(2 Periods each week)</p>	<p>Using music theory to develop our own compositional skills.</p> <p>Composing to set brief</p> <p>Developing their composition</p> <p><i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i> <i>Originality</i></p> <p>(1 Periods each week)</p>
Key Knowledge, Concepts and skills	<p>Solo and Group Performance Skills</p> <p>Rehearsal Skills</p> <p>Performances to the class</p> <p>Instrumental Techniques</p>	<p>MR TIGHTS</p> <p>Melody</p> <p>Rhythm</p> <p>Texture</p> <p>Instruments</p> <p>Genre</p> <p>Harmony</p> <p>Tonality</p> <p>Structure</p> <p>Reading Sheet Music</p> <p>Composing basic melodies</p> <p>Analysing existing music</p>	<p>Texture</p> <p>Timbre</p> <p>Tempo</p> <p>Dynamics</p> <p>Structure</p> <p>Pitch</p> <p>Rhythm</p> <p>Tonality</p>	<p>Articulation</p> <p>Dexterity</p> <p>Dynamics</p> <p>Rhythm</p> <p>accuracy of pitch</p> <p>Texture</p> <p>Timbre</p> <p>Tempo</p> <p>Dynamics</p> <p>Structure</p> <p>Pitch</p> <p>Rhythm</p> <p>Tonality</p>	<p>Working to a brief set by exam board</p> <p>Why are they performing their chosen piece(s), What is their target audience? What is the context of her piece?</p> <p>Creating Log Books for composition and performance rehearsals.</p> <p>Performance Skills (Articulation, dexterity, dynamics, rhythm, accuracy of pitch)</p> <p>Composition Skills (Use of DAW, use of appropriate instruments, Setting a scene with the use of musical elements)</p> <p>Evaluating performance</p>	<p>Composition techniques</p> <p>Song Writing</p> <p>Lyrics</p> <p>Chords</p> <p>Texture</p> <p>Timbre</p> <p>Tempo</p> <p>Dynamics</p> <p>Structure</p> <p>Pitch</p> <p>Rhythm</p> <p>Tonality</p>
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.	Whole class feedback based on knowledge of key skills.	Feedback Prohibited once unit assignment started	

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

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

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

