Music

KING E HANDSW GIRLS	DWARD VI DRYTH WOOD AGADEARY	KEVI HWGA Curriculum Map							
Cur	Curriculum Purpose:								
	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 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.							



KEVI HWGA Curriculum Map

GIRLS' ALADEMY			KEVI HWGA Curriculi	um iviap			
Big Qs Linked to NC	Autumn		Spring 1	Spring 2	Summer 1	Summer 2	
Year 11	Finish Unit 1 – Performan Start Unit 2 – Creating (Co Must be finished latest Er December finish.	omposition) Assignment.	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.				
	Collaborative Confident Practice Perseverance Resilience Fluent Thinking Originality Precision		Confident Perseverance Resilience Fluent Thinking				
Key Knowledge, Concepts and skills	is their target audience? piece? Creating Log Books for co rehearsals. Performance Skills (Articu rhythm, accuracy of pitch Composition Skills (Use o	their chosen piece(s), What What is the context of her mposition and performance lation, dexterity, dynamics,	Working to a brief set by exa TBC Jan 24 for lay out of unit Learners will need to draw o skills and techniques needed piece of professional/publish alongside their knowledge a skills and techniques needed original work from Unit 2.	assignment n their knowledge of the to reproduce an existing ned work from Unit 1 nd understanding of the			
Feedback & Assessment	Feedback Prohibited whe	n assignments started.	Feedback Prohibited when a	ssignments started.			
Year 10	How do we bridge the musical skills gap to create confident performers? Introduction to performance skills.	How do we use our knowledge of music theory to develop further our understanding on how music is created? Introduction to music	How do we use are knowledge of music theory to explore and develop our own piece of music? Introduction to music composition.	How can we reflect on our own techniques to ensure we progress as musical performers? Development of Music Performance	Set Assignment briefs for Unit 1: Performance Collaborative Confident Practice Perseverance Resilience	How can we use our developed music theory understanding to create a piece of music to a brief?	

Kau	Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision (2 Periods each week)	Confident Practice Perseverance Resilience Fluent Thinking Originality (1 Periods each week)	Composing for an instrument Composing using technology Confident Practice Perseverance Resilience Fluent Thinking Originality (2 Periods each week)	Creating reflections of rehearsals and class performances Peer feedback on class performances. Collaborative Confident Practice Perseverance Resilience Fluent Thinking Precision (1 Periods each week)	Fluent Thinking Precision (2 Periods each week)	Using music theory to develop our own compositional skills. Composing to set brief Developing their composition Collaborative Confident Practice Perseverance Resilience Fluent Thinking Originality (1 Periods each week)
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 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	Composition techniques Song Writing Lyrics Chords Texture Timbre Tempo Dynamics Structure Pitch Rhythm Tonality
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	

			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?
	Students 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 Reggae 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		
Кеу	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 pieces of	compared to previous
	Playing off beat chords	of music	Dynamics	Developing collaboration	music.	years)
	(Skank Chords)	Dynamics	Structure	and communication skills	Dynamics	Chords, bass line and
	Dynamics	Structure	Тетро	Dynamics	Structure	hook line
	Structure	Тетро	Texture	Structure	Tempo	Rehearsal skills
	Тетро	Texture	Timbre	Тетро	Texture	Performance skills

	Texture	Timbre		Texture	Timbre	keeping a beat
	Timbre	Loops		Timbre		Singing
						Dynamics
						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 8	What is Blues Music?	What is RAP music and	How can we use our	How can we incorporate	What is Minimalism and	How can we develop
		how can we create our	understanding of Rhythm	our keyboard skills to	how can we incorporate	our ensemble skills to
	Blues Music	own RAP song?	and Pulse to create a piece	learn about and play an	our knowledge of musical	ensure an effective
			of Djembe Music?	Indian Classical style	theory so far?	performance?
	Students will explore a	RAP Music		piece?		
	number of blues		African Drumming		Minimalism	Band Performance #2
	musicians and the	Students will create a RAP	_	Indian Classical Music		
	history of blues.	song using a mixture of	Students will learn about		Students will explore and	In groups the students
	-	technology, keyboards	the African culture while	Students will explore the	analyse a number of	will rehearse a song
	Students to create a	and their own voices.	working in small ensembles	different parts and scales	minimalism music. They	ready for a
	piece of music that uses		to produce a piece of	of Indian classical music	will then use laptops/iPads	performance at the end
	a twelve-bar blues	Collaborative	African music	before incorporating these	to create and record their	of the year.
	structure	Confident		into a solo or paired	own examples.	
		Practice	Collaborative	performance		Collaborative
	Collaborative	Perseverance	Confident		Collaborative	Confident
	Confident	Resilience	Practice	Collaborative	Confident	Practice
	Practice	Fluent Thinking	Perseverance	Confident	Practice	Perseverance
	Perseverance	Originality	Resilience	Practice	Perseverance	Resilience
	Resilience		Fluent Thinking	Perseverance	Resilience	Fluent Thinking
	Resilience			1 CISC VCI UNCC	nesilence	The circ mining

	Originality				Originality	
Кеу	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	Keyboard Skills	Introduction to Music	Modern Classics	Instruments of the	
	Students will create a	Students will work to	Technology		Orchestra	In groups the students
	piece of music through	create a performance in				will rehearse a song
		pairs on the keyboards				ready for a

	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	being assessed on the keyboard skills they accurately and fluently display. Collaborative Confident Practice Perseverance Resilience Precision	Students will create a piece of music using provided loops on Band Lab. <i>Collaborative</i> <i>Confident</i> <i>Practice</i> <i>Perseverance</i> <i>Resilience</i> <i>Fluent Thinking</i>	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	Students will learn about the four main families of instruments. Brass String Woodwind Percussion	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	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.	Whole class feedback based on knowledge of key skills.	Whole class feedback based on knowledge of key skills.	Joplin Whole class feedback based on knowledge of key skills.	<i>instruments appropriately</i> 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.	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.	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			
	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