

Curriculum Mapping in Music

KS3 (Years 7–9)

Year	Term	Content	Key Skills	Vocabulary
Year 7	Autumn	Finding Your Voice – transition project – students will gain knowledge of how vocals can be used to represent instruments and help internalise sounds. Just Play! – students will understand what chords are and how they are formed. They will develop knowledge of techniques used to play different instruments.	“Finding Your Voice” – transition project – vocalise to internalise. Learning how to use the voice as an instrument. Vocal performance of 4 chord mash-up songs. “Just Play!” – developing instrumental skills through whole class band work focussing on chord structure and instrumental technique. Whole class and group performances. Key skills: Voice training Vocalise to internalise Instrumental technique Chord structure Performance skills Listening Skills	Acoustic/Electric Guitar Piano/Keyboard Bass Guitar Drum Kit Bassline Chords Vocals A cappella Rhythm Melody Harmony Structure Lyrics Beat Riff Instrument
Year 7	Spring	House Music – Songwriting – Song structure and components. Students will gain knowledge of what the building blocks of songs are and how these elements fit together.	“House Music” – Songwriting – How to compose a song as a whole class. Performing a song as part of a whole class and developing accuracy within performance skills.	Acoustic/Electric Guitar Bass Guitar Drum Kit Bassline Chords Vocals Rhythm Melody Harmony Structure

				Lyrics Beat Riff
Year 7	Summer	Cover songs – what is a cover song, the components of these songs and what makes a successful performance	Cover song performance - Students learn how to listen aurally and use notation to perform a selection of cover songs in groups	Composition Performance Cover song Acoustic/Electric Guitar Bass Guitar Drum Kit Bassline Chords Vocals Rhythm Melody Harmony Structure Lyrics Beat Riff
Year 8	Autumn	Blues – Understanding – The essential elements of the blues e.g. walking bassline, blues scale, how blues chords are created and how instruments are used in the music. - The history of the blues and the slave trade with example musicians. - Blues chord theory and applying this to different keys through understanding transposition. - The structure of blues – 12 bar blues patterns and how lyrics are structured.	“Blues” – Performance - How to perform as a whole class and in groups, in the style of blues, using improvisation, chords and riff patterns - Composition – How to create a 12 bar blues composition including lyrics – this will first be modelled as a whole class and then students will create their own in groups.	Swing Rhythm 12-bar blues Improvisation Vocalising Walking Bassline Seventh Chords Blues Scale AAB Structure Chords Melody Flat Lyrics
Year 8	Spring	Reggae – Understanding - The essential elements of reggae e.g. riffs, off-beat rhythm and how instruments are used in the music e.g. organ and electric guitar. - The history of reggae and famous reggae musicians.	“Reggae” – Performance – How to perform as a whole class and in groups, in the style of Reggae, building upon knowledge of chords and riffs. “Pachelbels Canon” – Composition and arrangement – Using knowledge on chords	Off-Beat Syncopation Melody Riff Transposing Skanking Bassline

		Pachelbels Canon – Understanding – Students begin by studying the composer Pachelbel and understanding what the piece was originally like. They listen to authentic versions of the original composition and gain knowledge of what a ground bass is	and riffs gained last term, students arrange Pachelbel’s Canon into their chosen style. - Performance - Students will focus on developing their instrumental skills through their performance within the arrangement on their chosen instrument.	Baroque Composing Arranging Ground Bass Ostinato Musical Canon Musical Fusion Tempo Harmony
Year 8	Summer	Cover Songs - Understanding – Students gain knowledge of what a cover song is and the techniques used by artists to interpret songs in unique and interesting ways. - Performance and practice skills – students learn what is required for a succesful rehearsal and the key elements of a successful performance are e.g. accuracy, tecniques, expression etc. - Students refine and revisit knowledge on chords, riffs, basslines, melodies from previous projects this year and apply this to their own chosen cover song.	Cover Songs - Performance – Students learn how to listen aurally and use notation to perform one of a selection of cover songs in groups - Listening – Comparing performances between different artists. Learning what makes a successful performance. - Arranging – How to vary and add own artistic ideas to a performance.	Composition Performance Cover song Acoustic/Electric Guitar Bass Guitar Drum Kit Bassline Chords Vocals Rhythm Melody Harmony Structure Lyrics Beat Riff Cover Song Transition
Year 9	Autumn	Mash-ups – students will gain an understanding of the common chord progressions and how to transpose these chord progressions into different keys. - They will learn how different songs with the same chord progression can be combined in a whole class setting. Students will then develop their composition skills by organising their chosen songs together into a piece in a group setting.	Composition skills - Students will develop their composition skills by organising their chosen songs together into a piece in a group setting. - Composition skills - “Songwriting” – Students will compose a song as a whole class and then use this model to create their own songs individually or in groups. - Performance skills – Students will develop their performing confidence by performing	Inversion Chords Melody Vocalise Bass line Riff Root Note A Capella Improvisation Pentatonic Monophonic

		Songwriting – Students will learn what the essential elements of a song are e.g. lyrics, riff, chords, bassline, beat	and recording their composed songs.	Polyphonic Homophonic Dynamics Tempo Texture Lyrics Pastice Rhyme Structure Chord Progression Rhythm Tonality Texture
Year 9	Spring	Music and the Media – Understanding and appraising music – Students will gain knowledge of the reasons for film music and the power that music has in advertising and film. Students will develop understanding of the key elements of music and how they are used to represent changing action on screen – tempo, dynamics, pitch, melody, harmony, texture. They will develop an understanding of the key composition techniques used by film music composers and the essential elements of film music e.g. underscore, soundtracks, leitmotifs	“Music and the Media” - The power of music in advertising and film will be explored and students will compose music for adverts and film, writing their own film music scenes and then creating an atmospheric underscore to go with the scenes. Composing music for adverts and film Performing music for expressive purposes. Performing existing film music. Listening skills – how musical elements are used to represent characters or moods.	Underscore Diminished Augmented Timbre Instrumentation Chromatic Scale Pedal Note Sustained Ostinato Leitmotif Crescendo Diminuendo Accelerando Decelerando Octave Phrase Arpeggio Tonic Dominant Dissonance Consonance Composition Mickey Mousing Ascending Descending

Year 9	Summer	Cover Songs: Into the Deep End - Understanding – Students gain knowledge of what a cover song is and the techniques used by artists to interpret songs in unique and interesting ways. - Performance and practice skills – students learn what is required for a successful rehearsal and the key elements of a successful performance are e.g. accuracy, techniques, expression etc. - Students refine and revisit knowledge on chords, riffs, basslines, melodies from previous projects and apply this to their own chosen cover song.	“Into the Deep End” - Performance – How to perform as a whole class and within groups, learning a chosen song by ear, and helping students to become more independent learners. - Listening – Learning music by ear. Hearing and copying what is heard. Comparing performances between different artists. Learning what makes a successful performance. - Arranging – How to vary and add own artistic ideas to a performance	Composition Performance Cover song Acoustic/Electric Guitar Bass Guitar Drum Kit Bassline Chords Vocals Rhythm Melody Harmony Structure Lyrics Beat Riff Cover Song Transition
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KS4 (Years 10–11) - GCSE

Year	Term	Content	Key Skills	Vocabulary
Year 10	Autumn	Rhythms of the World - focusing on Eastern Mediterranean and Middle East, Africa, Central and South America, India and Punjab. They will learn how to recognise and describe features of the styles of music related to musical elements.	Composing: Students will work on composing at least one piece of music, in their chosen style (Composition 1) of which a first draft must be submitted by Christmas. - They will also complete mini composition tasks related to the world music that they are studying e.g. Calypso Performing: Students will rehearse and prepare a solo performance.	
Year 10	Spring	Understanding and appraising music – focusing on music composed for film, video game music, and western classical music that has been used in films. Students will develop understanding of the key elements of music and how they are used to represent changing action on screen – tempo, dynamics, pitch, melody, harmony, texture	Composing: Students will work on honing and improving their first composition, and submit a full composition by Easter. Performing: Students will rehearse and prepare ensemble performances in preparation for their final performance recordings	

		(building on the level of depth of understanding from year 9 music) They will develop an understanding of the composition process for film music and the roles of key people e.g. orchestrator		
Year 10	Summer	Listening and Understanding: Revision of all previous Areas of Study this year and an introduction to Conventions of Pop - focusing on Rock 'n' Roll of the 1950s and 1960s, Rock Anthems of the 1970s and 1980s, Pop Ballades of the 1970s, 1980s and 1990s, and solo artists from the 1990s to the present day. They will learn how to describe features of the styles of music, and how to apply these features to compositions.	Composing: Students will finalise and submit their first composition with full scoring and audio recording, and develop ideas for a second composition, in preparation for their 2nd composition brief that will be released in the Autumn Term of Year 11. Performing: Students will finalise decisions on their solo and ensemble performances in preparation for a final performance submission at the beginning of Year 11.	
Year 11	Autumn	Listening and Understanding: The Concerto through Time. Students will learn how to describe features of the styles of Music from the Baroque, Classical and Romantic periods. · Students will deepen their musical vocabulary related to these styles and extend their ability to appraise the music. · Students will develop an enhanced understanding of how music is notated and related music theory areas for the exam.	Composing: Students will work on composing at least one piece of music, to a brief set by OCR. Performing: Students will perform one solo piece and one ensemble performance that they prepared in year 10 – this will be their final performance recording.	
Year 11	Spring	Listening and Understanding: Rhythms of the World - focusing on Eastern Mediterranean and Middle East, Africa, Central and South America, India and Punjab. They will learn how to describe features of the styles of music and extend their musical vocabulary. · Students will develop an enhanced understanding of how rhythms are notated and related music theory areas for the exam.	Composing: Students will submit the final version of their second composition by February half term. Final improvements and scoring can be completed after half term before final submission by Easter. Performing: All coursework should be completed by this stage and students will have the opportunity to complete final improvements to any work they wish to.	
Year 11	Summer	Listening and Understanding: Class revision of all areas of study. An area will be tackled every week for intensive revision class activities. This will support the personal revision students complete	Listening and Understanding: Class revision of all areas of study. An area will be tackled every week for intensive revision class activities. This will support the personal revision students complete at home and will solidify the understanding	

		at home and will solidify the understanding gained in the initial coverage of the set works. All coursework will have been submitted to the exam board.	gained in the initial coverage of the set works. All coursework will have been submitted to the exam board.	
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