**Oasis Academy Shirley Park: Music Curriculum Map 2020-21**

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| **Threshold Concepts for brilliant musicians** **#1:** Musicians perform with confidence, fluency, accuracy and technical ability**#2:** Musicians read and write relevant notation in order to learn new ideas**#3:** Musicians create unique, interesting compositions and improvisations to make their music engaging **#4:** Musicians understand the context behind the music they are performing**#5:** Musicians actively listen and interpret ideas from what we hear**#6:** Musicians use technical vocabulary purposefully: choosing words to express the different ways in which music can be manipulated**#7:** Music helps us to make sense of the world: it allows to gain a sense of identity and express our inner thoughts and emotions |

**MUSIC CURRICULUM OVERVIEW**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Year 7** | **West African Rhythm****(djembes)**Highly accessible unit to internalise pulse & develop sense of tempo and rhythm, along with singing. Exposure to influential non-Western style. | **Pop Music(ukuleles)**Introduction to pop structures and playing chords on a stringed instrument. Allows consolidation of pulse, tempo, rhythm and texture in a different context. | **West African Rhythm****(djembes)**Highly accessible unit to internalise pulse & develop sense of tempo and rhythm, along with singing. Exposure to influential non-Western style. | **Pop Music(ukuleles)**Introduction to pop structures and playing chords on a stringed instrument. Allows consolidation of pulse, tempo, rhythm and texture in a different context. | **West African Rhythm****(djembes)**Highly accessible unit to internalise pulse & develop sense of tempo and rhythm, along with singing. Exposure to influential non-Western style. | **Pop Music(ukuleles)**Introduction to pop structures and playing chords on a stringed instrument. Allows consolidation of pulse, tempo, rhythm and texture in a different context. |
| **Year 8** | **Classical remix(keyboard)**Introduction to Western Classical Music, building on understanding of music elements covered in a classical context, introducing many new timbres (instrument voices) which are available on keyboards. Made relatable and relevant in a contemporary context with a creative remix task | **Band work****(band instruments)**Culmination of KS3 learning, empowering students with choice of instruments and songs. choose their own instruments and form a band. Learners draw upon all of the elements of music to present an accomplished performance with fluency, accuracy and expression. | **Classical remix(keyboard)**Introduction to Western Classical Music, building on understanding of music elements covered in a classical context, introducing many new timbres (instrument voices) which are available on keyboards. Made relatable and relevant in a contemporary context with a creative remix task | **Band work****(band instruments)**Culmination of KS3 learning, empowering students with choice of instruments and songs. choose their own instruments and form a band. Learners draw upon all of the elements of music to present an accomplished performance with fluency, accuracy and expression. | **Classical remix(keyboard)**Introduction to Western Classical Music, building on understanding of music elements covered in a classical context, introducing many new timbres (instrument voices) which are available on keyboards. Made relatable and relevant in a contemporary context with a creative remix task | **Band work****(band instruments)**Culmination of KS3 learning, empowering students with choice of instruments and songs. choose their own instruments and form a band. Learners draw upon all of the elements of music to present an accomplished performance with fluency, accuracy and expression. |
| **Year 9** | **Band work rehearsal 1**Development of specific, relevant instrumental and rehearsal skills. Focus on dexterity, stamina, control and technical skills.  | **Band work rehearsal 2**Review of progress and continued development of specific, relevant instrumental skills. Focus on dexterity, stamina, control and technical skills. | **Music Tech 1 / knowledge**Development of production and song writing skills, with a grounding of core contemporary musical knowledge including tempo, tonality, instrumentation, lyrical content and production techniques. | **Music Tech 2 / knowledge**Review of progress and continued development on production and contemporary musical knowledge. | **Live Performance + Recording 1**Development of key live performance and studio recording skills. Focus on stage presence and expression, including understanding of how to plan and evaluate the performance.  | **Live Performance + Recording 2**Review of progress and continued development on live performance and studio recording. |
| **Year 10** | **Band work rehearsal/ performance 2**Same as year 9 term 1, catchup from lessons missed during pandemic. | **Band work rehearsal/performance 2**Same as year 9 term 2, catchup from lessons missed during pandemic. | **Unit 204ta Instrumental Skills**Students engage in structured planning, rehearsals and evaluation of progress in dexterity, stamina, control and technical skills. | **Unit 204ta Instrumental Skills**Continued rehearsals and evaluation of progress in dexterity, stamina, control and technical skills. | **Unit 201ta Musical Knowledge Development**Students learn to appraise music in relation to tempo, tonality, instrumentation, lyrical content and production techniques. Independent research on 2 genres of music. | **Unit 201ta Musical Knowledge Development**Students use their developed listened skills to write up a track review, discussing tempo, tonality, instrumentation, lyrical content and production techniques. A journal article is produced based on research on 2 genres of music. |
| **Year 11****2021/22** | **Live performance 1**Focus on live performance techniques for controlled assessment. Students plan, rehearse and performing an engaging set, followed by evaluation. | **Live performance 2**Review of progress and continued development of performance techniques. | **Unit 202ta Live Performance**Controlled assessment –a full 15 min live performance project including planning, rehearsal, performance, and evaluation. | **Unit 202ta Live Performance**Controlled assessment –a full 15 min live performance project including planning, rehearsal, performance, and evaluation. |  |  |
| **Year 11****2020/21** | **Unit 201ta Musical Knowledge Development**Students learn to appraise music in relation to tempo, tonality, instrumentation, lyrical content and production techniques. Independent research of 2 genres. | **Live performance prep** Students use their developed listened skills to write up a track review, discussing tempo, tonality, instrumentation, lyrical content and production techniques. A journal article is produced based on research of 2 genres. | **Unit 202ta Live Performance**Controlled assessment –a full 15 min live performance project including planning, rehearsal, performance, and evaluation. | **Unit 202ta Live Performance**Controlled assessment –a full 15 min live performance project including planning, rehearsal, performance, and evaluation. |  |  |

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| **Year 12** | **Unit 385: Improving Instrumental Performance** – audit instrumental skills, rehearse and evaluate their progress**Unit 349: Planning For a Career in Music** – audit employability skills, research roles and produce an action plan for chosen career**Unit 386: Practical Musicianship** – develop aural perception skills to learn a song by ear, analyse it using music knowledge and notate it using relevant notation technique |
| **Year 13** | **Unit 387: Live Music Performance** – controlled assessment in which students plan, rehearse, perform and evaluate a 20 minute set.Optional units TBC |

**Key**: New unit – Covd19 catchup unit

**How does KS3 Music meet the National Curriculum?**

**Y7 UNIT 1: African Drumming: Djembes/vocals**
**Performance**: assessed group djembe/vocal performances
**Composition**: composing/improvising rhythm in drum context
**Notation**: simple rhythm in graphic and staff notation
**Musical** **elements**: Tempo, rhythm, texture, (pitch)
**Listen**: Listening starters built into lesson to cover African music, influences and history
**Understanding**: daily review do now tasks to recap key knowledge/understanding.
Plenaries to appraise music and articulate acquired knowledge in relation to performances
**Rationale**: highly accessible/fun unit to internalise pulse & develop sense of tempo and rhythm, along with singing. Exposure to influential non-Western style.

**Y7 UNIT 2: Pop music: Ukulele/vocals**
**Performance**: assessed ukulele/vocal pop group performances
**Composition**: changing chords, creating new beats/riffs/chords/lyrics in pop context
**Notation**: chord diagrams, tabs, basic staff notation
**Musical elements**: Tempo, rhythm, texture, pitch/chords, (structure)
**Listen**: Listening starters built into lesson to cover wide range of pop music, influences and history
**Understanding**: daily review do now tasks to recap key knowledge/understanding.
Plenaries to appraise music and articulate acquired knowledge in relation to performances
**Rationale**: introduction to learning pop structures and playing chords on a small, stringed instrument that every student can play. Allows consolidation of pulse, tempo, rhythm and texture in a different context.

**Y8 UNIT 1: Classical keyboard remix: Keyboard/MIDI (rap/singing encouraged)**
**Performance**: assessed solo/duet keyboard performances/production work, with opportunity to record vocals
**Composition**: changing chords, creating new beats/riffs/chords/lyrics
**Notation**: staff notation, chord diagrams
**Musical elements**: Tempo, rhythm, texture, pitch, chords, structure, timbre
**Listen**: Listening starters built into lesson to cover classical music, influences, history and its relevance to contemporary music (e.g. remixes)
**Understanding**: daily review do now tasks to recap key knowledge/understanding.
Plenaries to appraise music and articulate acquired knowledge in relation to performances
**Rationale**: Introduction to Western Classical Music, which build on understanding of music elements covered (e.g. tempo, chords, melody, structure), but in a classical context, introducing many new timbres (instrument voices) which are available on keyboards. This is made relatable and relevant to contemporary music by progressing into a creative remix task, also giving students a chance to use music tech.

**Y8 UNIT 2: Band work: Drums/keyboard/guitar/bass/ukuleles/vocals etc.**
**Performance**: assessed industry-style band/solo rehearsals/performances on chosen instruments
**Composition**: changing chords, creating new beats/riffs/chords/lyrics
**Notation**: chord diagrams,
**Musical elements**: Tempo, rhythm, texture, pitch, chords, structure, timbre, dynamics
**Listen**: Listening starters built into lesson to cover wide range of musical styles and fusions
**Understanding**: daily review do now tasks to recap key knowledge/understanding.
Plenaries to appraise music and articulate acquired knowledge in relation to performances
**Rationale**: KS3 music culminates in this final band work unit, which empowers students to make a number of choices to suit their personal interests and consolidate all of the learning previously covered. Students choose their instruments, genre and band members and enrol in a highly independent industry-style task leading up to a final year performance. Learners will need to draw upon all of the elements of music to present an accomplished performance with fluency, accuracy and expression.