

KS3 Music Curriculum Map

Year 7

<p><u>Guitar 1</u> Students will learn to play four primary chords, leading to them playing in time with backing tracks and songs.</p>	<p><u>Blues Performance</u> Blues music has a rich history, which the students will spend time exploring, before developing our performance and ensemble skills through the 12-bar blues.</p>	<p><u>African Folk</u> This singing project will cover a variety of folk songs from Africa, looking into their history and origins as well as performing them.</p>	<p><u>Musical Sandwiches</u> Structure is an integral part of all musical styles. This project will look at the various structures that are seen in Classical music.</p>	<p><u>Music Tech 1</u> In this project, student will be introduced to BandLab. They will be taught how to use and manipulate pre-composed tracks in order to create their own EDM composition.</p>
--	---	--	--	--

Year 8

<p><u>Guitar 2</u> Students will recap the four primary chords and then learn two new chords, whilst developing their fluency in transitioning between chords.</p>	<p><u>Music Tech 2</u> Combining their ability to manipulate pre-composed tracks and their keyboard skills, students will be using BandLab to create their own EDM tracks using MIDI keyboards.</p>	<p><u>Indian Classical</u> World music is an important part of the music curriculum. Contrasting to the music of Africa, the students will explore the classical music of India via appraising and keyboard.</p>	<p><u>Eras of Music</u> In this Classical music project, students will explore the eras of music seen in the history of Western tradition. They will spend time being analytic of a variety of music and will perform piece on piano from each era.</p>	<p><u>Song Writing</u> Combining what they have learned on guitar, keyboard, ukulele, and in other projects, this project enables students to compose their own pop/rock songs in groups.</p>
--	---	--	---	---

Year 9

<p><u>Pop/Rock Performance</u> Students will have the freedom to choose their own pop/rock song in groups. They will source their resources (lyrics, chords, etc.) and rehearse this ready for a class performance.</p>	<p><u>Reggae</u> As their final world music project of KS3, students will explore the music of the Caribbean and the cultures that surround this. This will be complimented by performances using guitar, ukulele, keyboard, and percussion.</p>	<p><u>Music Tech 3</u> Having spent two years developing their music technology skills, students will be given a list of set briefs in which they will have to compose an appropriate piece of electronic music to.</p>	<p><u>Blues Composition</u> In their final project, students will develop their composition and ensemble skills by looking at the blues in more depth, working in groups on the 12-bar blues, pentatonic scale, and improvisation.</p>	<p><u>Music theory</u> In their GCSE music class, students will learn to read music through engaging performance and composition workshops. Additionally, they will receive a series of lessons focusing on fundamental music theory concepts.</p>
---	--	---	--	--

Intent

The intent of this curriculum is to create a cohesive set of projects that develop students' performance, composition, and appraisal skills. Each project has been carefully considered and has been planned to develop of the skills, terminology, and theory that has been covered in previous topics and years. These projects also aligns with those that are seen in the OCR GCSE Music syllabus, thus setting up each student with a skillset that enables them to seriously consider Music as a GCSE option.

By the end of KS3, all students will be able to: play the four primary chords on ukulele and guitar, play melodies on piano, be able to work out treble and bass clef notation. Have experience singing in a group format, be able to use the elements of music when discussing and analysing musical compositions, and have experience with Music Technology (BandLab).

Freman College: KS4 Music Curriculum Map

Our KS4 Music curriculum is based on the OCR GCSE Music specification. It offers students an enriching musical journey, exploring diverse genres, styles, and cultures. Beginning with foundational concepts in Year 10, students delve into pop music's evolution, film and video game soundtracks, and rhythms from around the world. For instance, they may analyse the use of leitmotif in film scores like John Williams' iconic themes for "Star Wars" or Hans Zimmer's atmospheric compositions for "Inception," providing a deeper understanding of how music enhances visual storytelling.

In Year 11, they deepen their understanding through historical explorations of the concerto. Through focused listening sessions, students dissect the intricate structures of concertos by composers such as Johann Sebastian Bach, Wolfgang Amadeus Mozart, and Ludwig van Beethoven. By studying these masterpieces, students gain insight into the evolution of musical form and style across different historical periods.

Through practical activities in performance, composition, and critical listening, our curriculum aims to foster lifelong musical appreciation and empower students to pursue further study or careers in the industry.

Moreover, our curriculum emphasises the acquisition of transferable skills that extend beyond the realm of music. Through collaborative ensemble performances, students develop teamwork, communication, and leadership skills. Composition tasks encourage creativity, problem-solving, and attention to detail. Critical listening activities hone analytical thinking, attention to nuance, and the ability to articulate ideas effectively.

Furthermore, our curriculum is designed to provide a solid foundation for A-level music study. By engaging with a wide range of musical styles and concepts, students develop the skills and knowledge necessary to excel at the next level of their musical education. Whether through advanced performance techniques, sophisticated compositional skills, or

nuanced critical listening abilities, our curriculum equips students with the tools they need to thrive in A-level music courses and beyond.

Year 10	Autumn term	Spring Term	Summer Term
Listening	<p>AoS 1: Musical elements and identifying instruments.</p> <p>AoS 1: Instrumental and vocal techniques</p> <p>AoS 5: Conventions of Pop Exploration of the different styles-</p> <ul style="list-style-type: none"> - Rock n Roll - Rock - Pop Ballads - Modern Day artists <p>This is delivered through class/group performances, composition tasks and listening exercises.</p> <p>Assessment: End of Unit Listening Test on AoS 1 & 5</p>	<p>AOS 4 Film Music/Video Game music.</p> <p>Exploration of how music can create a mood/emotion, significant characters, or actions. This can be done through lessons, short performance and composition workshops.</p> <p>Assessment: Year 10 Mock Listening Exam comprising questions from AoS 4</p>	<p>AoS 3: Rhythms of the World Exploration of the different styles:</p> <ul style="list-style-type: none"> -Indian Classical music -Bhangra -Calypso -African Drumming -Samba <p>Lessons will be delivered through workshops (an opportunity to bring in external organisations), group performances and compositions.</p> <p>Assessment: End of Unit Listening Test on AoS 3</p>
Performing	<p>Developing awareness of your own instrument's capabilities. Students select their solo piece they will be performing for AoS 1. Students will be given time to practise their chosen song – with guidance from their music teacher.</p> <p>Assessment: Solo performance recording.</p>	<p>Students use lesson and home learning time to continue learning their chosen song for their AoS 1 performance.</p> <p>Assessment: Solo performance recording mock exam</p>	<p>Students record their AoS 1 performance during this term, in a context chosen by the teacher.</p> <p>Students choose and finalise their Ensemble Performance choice.</p> <p>Some Lesson time given for preparation will depend on the type of students in the class.</p> <p>Assessment: Solo performance recording</p>

<p>Composing</p>	<p>Song writing: Students will be tasked to write a pop song in groups of 3 or 4.</p> <p>Assessment: Recording of the composition with score and written account.</p>	<p>Short small group (pairs) composition tasks based on an area of study of their choice.</p> <p>Assessment: Recording of the composition</p>	<p>Students select most appropriate composition brief and controlled time is given for their first official composition.</p> <p>Assessment: Full recording of the composition 1 with score and written account.</p>
-------------------------	--	--	--

YEAR 11	Autumn term	Spring Term	Summer Term
<p>Listening</p>	<p>AoS 2: Concerto through time</p> <p>-Baroque- Composers and instruments introduced. Discussion of Baroque harmony and tonality.</p> <p>-Classical Composers and instruments introduced. The development of the orchestra and focus on melody.</p> <p>-Romantic Composers and instruments introduced. Focus on dynamics, articulation and tonality.</p> <p>Student will be learning how to follow more complex sheet music and identify key features.</p> <p>Assessment: End of Unit Listening Test</p>	<p>Revisit AoS 3 and AoS 4 through teacher presentation, practical workshops and listening tests.</p> <p>Practice essay-based and comparison questions on musical features.</p> <p>Assessment: Past papers and practise questions.</p>	<p>Revisit all AoS through listening papers and workshops.</p> <p>Assessment: OCR GCSE Music Listening Exam JUNE</p>
<p>Performing</p>	<p>Students record their AoS 1 solo performance during this term, in a context chosen by the student and their music teacher.</p> <p>Assessment: Solo performance recording.</p>	<p>Students use lesson and home learning time to finalise their choice for their AoS 1 ensemble performance.</p> <p>Students prepare (or are given by the teacher) ensemble performances to be rehearsed and then workshopped during lessons in preparation for their recording.</p> <p>Assessment: Ensemble performance recording</p>	<p>Students will listen to their Area of Study 1 recording and, with the assistance of the teacher, determine whether they wish to or should redo their performances.</p> <p>Assessment: Final submission of all performances</p>

Composing

Release of Composition Briefs by OCR. Workshop through the briefs with students, advising them on the appropriate way to approach and complete the tasks.

Assessment: Recording of composition 2 with score and written account.

Students will receive detailed audio and/or written feedback by teacher. Students are to use this to improve their compositions for 2nd submission.

Assessment: Final submission of 2 compositions

Students are provided with their grade for their composition and are allocated time for minor enhancements, if needed.

Assessment: Final submission