

2023-2024

Music curriculum map





	Theme 1	Theme 2	Theme 3
Year 7	The Brownhills Songbook: British Choral Tradition	Story of the Orchestra: Instruments of the Orchestra	World Music: Sub-Saharan & Samba <u>Music</u>
	Technical, Constructive & Expressive Progression: Singing: Learning popular and	Technical, Constructive & Expressive Progression: Singing: Developing performance	Technical, Constructive & Expressive Progression: Singing: Learn a cappella music from
	traditional songs as an ensemble, learning to create an accurate, well projected sound with others.	technique and phrasing to create more expressive performances whilst singing in parts in an ensemble or as a soloist.	other cultures by call and responses from a musical leader, singing accurately in different languages.
	Keyboard: Learning 5 finger position and the geography of the keyboard to play simple melodies and chords.	Keyboard: Playing music with more flats and sharps and a greater range of melodies and chords.	Keyboard: Working as a ensemble to play melodic/rhythmic ostinati, syncopated rhythms, polyrhythms and some basic improvisation.
	Composing: Creating chord progressions with root note bass lines to accompany a simple pop melody.	Composing: Writing melodies and selecting instruments in response to a brief and selecting chords to accompany the melody.	Composing: Composing idiomatic, stylistic rhythms to be used as part of a larger ensemble piece within a given
	Listening: Aurally identify musical features in a variety of musical examples focusing on dynamics, tempo, pitch and texture.	Listening: Aurally identify the instruments of the orchestra, techniques used by string players and the way instruments are playing together.	structure. Listening: Aurally identify stylistic features of music from other cultures including features such as syncopation
	Reading Staff Notation: Reading notes in the treble and bass clef and using semibreves, minims, crotchets, quavers and rests to accurately read music on	Reading Staff Notation: Reading music with more accidentals including naturals as well as using key signatures with one	and polyrhythms in other genres of music. Reading Staff Notation: Using staff
	the stave. Knowledge Focus: • Dynamics	flat or sharp. Knowledge Focus: • String Family (inc. Techniques)	notation and graphic score to notate more complex rhythms and read rhythms for multiple parts.



	Tempo	Woodwind Family	Knowledge Focus:	
	Pitch	Brass Family	Ostinato	
	Texture	 Percussion Family 	Rhythmic Devices	
		-		
	Major & Minor Chords	Texture	A Cappella	
	Voice Types		Djembe Drums	
		T I 0	Samba Drums	
	Theme 1	Theme 2	Theme 3	
Year 8	The Brownhills Songbook: Musical	Story of the Orchestra: Eras of Music	Music for Stage & Screen	
	<u>Devices</u>			
		Technical, Constructive & Expressive	Technical, Constructive & Expressive	
	Technical, Constructive & Expressive	Progression:	Progression:	
	Progression:	Singing: Develop breathing technique to	Singing: Learning ensemble and solo	
	Singing: Learning popular and choral	achieve accurate phrasing in more	musical theatre songs, led by a musical	
	music singing with accurate phrasing,	difficult music with longer phrases, in	director, learn to act through song to	
	appropriate style and using dynamic	songs by, or inspired by, the music of	communicate meaning and intention.	
	contrast.	Great Composers	Kauta and Diavian many disionat	
		Kaukaandi Dia ing maang as malaw	Keyboard: Playing more disjunct	
	Keyboard: Playing more complex riffs	Keyboard: Playing more complex	melodies with more accidentals	
	from popular songs along with a wider	melodies, using a greater melodic range	accompanied by chords that include	
	ranger of chords that includes primary	and accompaniment from the	some dissonance.	
	and secondary chords in different keys.	Baroque/Classical/Romantic era.	Composing: Composing Isitmatife	
	Companing Developing the three	Composing: Decempions stylictic	Composing: Composing leitmotifs, underscores and ostinati for film music	
	Composing: Developing rhythmic	Composing: Recognising stylistic		
	interest in chord progressions	features of Baroque/Classical/Romantic	and musical theatre that respond to a brief.	
	composing using block chords, broken	music and manipulate elements of	bhei.	
	chords and dotted rhythms to develop	music to compose a piece of theme & variations.	Listoping: Aurolly identifying years	
	accompaniments.		Listening: Aurally identifying vocal	
	Listening: Identify the tempo of music	Listening: Recognise musical features	techniques and textural devices in musical theatre. Identify specific devices	
	(using Italian terms), musical structures	and typical instrumentation to identify	in film music and link these to	
	and melodic devices aurally in popular	the era of music an extract was	compositional intention.	
	and traditional vocal music.			
		composed in.		



	Reading Staff Notation: Reading music following tempo markings, using dotted rhythms and in new simple time signatures. Knowledge Focus: Melodic Devices/Shape Tempo (Italian Terms) Accompaniment (Broken/Block Chords) Popular & Traditional Structures Primary & Secondary Chords	Reading Staff Notation: Recognising and notating ornaments, music in 6/8 and using the tonic minor with key signatures to modulate theme & variations compositions. <u>Knowledge Focus:</u> • Features of Baroque Music • Features of Classical Music • Features of Romantic Music • Instruments of the Orchestra • Musical Devices for Variation	Reading Staff Notation: Read more complex chords and musical directions such as markings for sforzando, accents and staccato. Knowledge Focus: • Features of Film Music (e.g. Leitmotif) • Types of Music in Musical Theatre (e.g. Finale) • Vocal Techniques • Harmonic Devices • Vocal Arrangements (Solo, Duet, Trio)
	Theme 1	Theme 2	Theme 3
Year 9	The Brownhills Songbook: Musical FingerprintsFingerprintsTechnical, Constructive & Expressive Progression:Singing: Singing more complex repertoire with a greater melodic range, using homophonic/polyphonic harmony to sing in parts.Keyboard: Playing chord progressions in different keys and using a broader range of devices to develop accompaniments on keyboards in ensembles.Composing: Write chord progressions that offer greater musical contrast and	Story of the Orchestra: Descriptive MusicMusicTechnical, Constructive & Expressive Progression:Singing: Developing effective sound production in changing voices to establish blending as an ensemble and stylistic singing that is relevant to the focus genre.Keyboard: Students play more complex melodies, ostinati and chords from orchestral music, including music in different time signatures played with a larger ensemble.	Jazz & Blues Technical, Constructive & Expressive Progression: Singing: Singing jazz and blues melodies that feature complex melodic features such as blue notes and chromaticism in a stylistic way appropriate to genre. Keyboard: Playing and improvise complex melodies based on blues scales, using more chromaticism in keyboard music and playing chords using extended harmony. Composing: Students compose their own piece of 12-bar blues music and



	 introduce more rhythmic vitality to accompanying parts in compositions. Listening: Locating musical features in pop music with more specificity and begin to provide more detailed descriptions of the application of compositional devices. Reading Staff Notation: Following BPM makings on scores to accurately play pop music at the correct tempo. Reading music that contains triplet quavers and crotchets. Knowledge Focus: Sections of Popular Songs 		Composing: Composing music that effectively responds to briefs, using different forces within a given structure to achieve musical contrast. Listening: Recognising musical features that achieve musical contrast between different sections in Holst's planets and how those features achieve the compositional intention. Reading Staff Notation: Reading music in irregular time signatures and more detailed musical directions to compose and play descriptive music. Knowledge Focus: Structures		New Orleans polyphony featuring some improvisation.Listening: Aurally identify jazz & blues music aurally and recognise stylistic features of jazz & blues in fusion music to make suggestions about musical influences.Reading Staff Notation: Reading 7th chord symbols, swung rhythms and using chords to inform effective improvisation to play and compose jazz & blues music.Knowledge Focus: • Jazz/Blues Structures • Jazz/Blues Harmony	
			Instruments of the Orchestras		Jazz/Blues Rhythms	
			Contrast	The serve of	Jazz/Blues Me	2
0005	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
GCSE Music	Language of <u>Music</u> Technical, Constructive & Expressive Progression: Performing: Students develop ensemble skills and rehearsal	Working With Score Technical, Constructive & Expressive Progression: Performing: Students continue class choir rehearsals, now using score more	Popular Music Technical, Constructive & Expressive Progression: Performing: Students practically explore Africa by Toto on their own instruments to	Musical Forms & <u>Devices</u> Technical, Constructive & Expressive Progression: Performing: Students develop their understanding of structure to use	Music For Ensemble Technical, Constructive & Expressive Progression: Performing: Students explore rhythm sections, pop/rock groups	Film Music Technical, Constructive & Expressive Progression: Performing: Students explore film music and more carefully consider the



etiquette through	effectively to	thoroughly explore	musical language	and chamber	purpose of their
lass choir singing	identify musical	the musical	to aid rehearsals.	ensembles	performance
projects with	features and	features and	Students explore	practically	pieces in order to
opportunities for	translate notated	practise translating	melodic, harmonic,	depending on the	improve
students to use	music into accurate	features identified	rhythmic and	instruments they	expression and
their own	and expressive	in musical analysis	textural devices	play and consider	interpretation.
instruments in	performances.	into a product that	used in the history	the ways in which	Students reflect
rehearsals.	Students continue	replicates that by	of music to inform	they interact with	on the purpose
Students use new	to develop	Toto. Students	their own playing	other instruments	and stylistic
knowledge using	rehearsal practice	learn to apply in-	and understanding	in ensembles.	features of the
the language of	and use work with	depth analysis	of the music they	Students	music they are
music to aid	score to aid	skills to their own	are performing.	practically explore	performing and
musical	independent	repertoire.		jazz, musical	consider how to
conversation in	rehearsals with		Composing:	theatre and music	communicate
rehearsal with	other musicians.	Composing:	Students finalise	for chamber	these musical
other musicians.		Students create	ideas and begin to	ensemble.	features.
	Composing:	their own brief in	notate		
Composing:	Students refine	response to an	compositions using	Composing:	Composing:
Students learn	notation skills,	Area of Study.	Notion. Students	Students complete	Students finalise
about	learning how to	Ideas for	record chord	research into	compositions,
compositional	accurately notate	instrumentation are	progressions,	similar	adding other
devices and	music in different	discussed in order	melodic fragments	compositions	musical features,
techniques and	clefs, keys and time	to ensure that	and rhythmic ideas	based on their brief	musical
how they are	signatures.	students can	in order to support	to look for musical	directions and
applied to different	Students develop a	successfully meet	the notation	features to use as	checking for
musical contexts.	better	their brief.	process.	inspiration.	stylistic
Professional	understanding of			Students begin to	coherence
repertoire is used	instrument range	Listening &	Listening &	use trial and error	throughout the
to model highly	and techniques to	Appraising:	Appraising:	with chord	composition.
effective	allow them to	Students focus	Students can	progressions and	Students
compositional	compose	their listening on	identify	melodies.	complete a
practices.	idiomatically in	the conventions of	compositional		composition log
		popular music and	devices and		reviewing their



 Listening 9				Listenin a. 9	
Listening &	future composition	use score and	describe how the	Listening &	process and the
Appraising:	projects.	aural skills to	elements of music	Appraising:	inspiration they
Students learn		locate, name and	have been	Students listen to	have taken from
how to aurally	Listening &	describe features	manipulated in	jazz, blues,	other sources.
identify state and	Appraising:	of pop music.	Baroque, Classical	musical theatre	
name musical	Students learn how		and Romantic	and chamber	Listening &
features linking to	to use score	Knowledge Focus:	music to identify	music ensembles	Appraising:
each element of	combined with	Rhythmic Devices	the era it is from.	focusing on the	Students
music from a	listening examples	Popular Song Form		use of texture and	consider the
variety of different	to identify and	Word Setting	Knowledge Focus:	instrumentation in	compositional
genres.	locate musical	Pop	Classical	these genres of	intentions and
	features accurately.	Instrumentation	Structures	music.	purposes and
Knowledge Focus:		Music Technology	Melodic Devices		analyse how a
Dynamics	Knowledge Focus:	Chord	Harmonic Devices	Knowledge Focus:	composer has
Rhythm & Tempo	Time Signatures	Progressions	Baroque Music	Jazz/Blues	harnessed the
Popular Structures	Note Values	Bhangra	Classical Music	Rhythms	elements of
Melodic Shape	Intervals	5	Romantic Music	Jazz/Blues	music to meet
Рор	Melodic Shape			Structure	the brief of the
Instrumentation	Voice Types			Jazz/Blues	composition.
Orchestral	Textural Devices			Melodies	••••••
Instruments	Key Signatures			Jazz/Blues	Knowledge
Texture	Harmonic Devices			Harmony	Focus:
Harmony &	Cadences			Types of Ensemble	Features of Film
Tonality	Oddenees			Texture &	Music
ronanty				Instrumentation in	Compositional
				Chamber Music.	Devices
					Musical Contrast
					wusical contrast

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	Theme I	Theme 2	Theme 3	
	The Brownhills Songbook	Story of the Orchestra: Eras of Music	Music for Stage & Screen	
	Technical, Constructive & Expressive Progression: Singing: Learning popular and choral music singing with accurate phrasing, appropriate style and	Technical, Constructive & Expressive Progression: Singing: Develop breathing technique to achieve accurate phrasing in more difficult music with	Technical, Constructive & Expressive Progression: Singing: Learning ensemble and solo musical theatre songs, led by a musical director, learn to	
	using dynamic contrast.	longer phrases, in songs by, or inspired by, the music of Great Composers	act through song to communicate meaning and intention.	
Year 8	. , ,	Keyboard: Playing more complex melodies, using a greater melodic range and accompaniment from the Baroque/Classical/Romantic era.	Keyboard: Playing more disjunct melodies with more accidentals accompanied by chords that include some dissonance.	
		Composing: Recognising stylistic features of Baroque/Classical/Romantic music and manipulate elements of music to compose a piece of theme & variations.	Composing: Composing leitmotifs, underscores and ostinati for film music and musical theatre that respond to a brief.	
		Listening: Recognise musical features and typical instrumentation to identify the era of music an extract was composed in.	Listening: Aurally identifying vocal techniques and textural devices in musical theatre. Identify specific devices in film music and link these to compositional intention.	
		Reading Staff Notation: Recognising and notating ornaments, music in 6/8 and using the tonic minor with key signatures to modulate theme & variations compositions.	Reading Staff Notation: Read more complex chords and musical directions such as markings for sforzando, accents and staccato.	
	Knowledge Focus:	Knowledge Focus:	Knowledge Focus:	
	 Melodic Devices/Shape 	 Features of Baroque Music 	 Features of Film Music (e.g. Leitmotif) 	
	 Tempo (Italian Terms) 	 Features of Classical Music 	 Types of Music in Musical Theatre (e.g. Finale) Va set Tashnisusa 	
	 Accompaniment (Broken/Block Chords) 	 Features of Romantic Music 	 Vocal Techniques Harmonic Devices 	
	- Popular & Traditional Structures	 Instruments of the Orchestra 	 Vocal Arrangements (Solo, Duet, Trio) 	
	 Primary & Secondary Chords 	- Musical Devices for Variation		

Bro	whills Ormiston Academy I		
	Theme I	Theme 2	Theme 3
	The Brownhills Songbook	Story of the Orchestra: Descriptive Music	<u>Jazz & Blues</u>
Year 9	Technical, Constructive & Expressive Progression:	Technical, Constructive & Expressive Progression:	Technical, Constructive & Expressive Progression:
	greater melodic range, using homophonic/polyphonic harmony to sing in parts.	ensemble and stylistic singing that is relevant to	Singing: Singing jazz and blues melodies that feature complex melodic features such as blue notes and chromaticism in a stylistic way appropriate to genre.
	Keyboard: Playing chord progressions in different keys and using a broader range of devices to develop accompaniments on keyboards in ensembles.	Keyboard: Students play more complex melodies,	Keyboard: Playing and improvise complex melodies based on blues scales, using more
	Composing: Write chord progressions that offer greater musical contrast and introduce more rhythmic vitality to accompanying parts in	Composing: Composing music that effectively responds to briefs, using different forces within a	Composing: Students compose their own piece
	detailed descriptions of the application of		Listening: Aurally identify jazz & blues music aurally and recognise stylistic features of jazz & blues in fusion music to make suggestions about musical influences.
	correct tempo. Reading music that contains	Reading Staff Notation: Reading music in irregular time signatures and more detailed musical directions to compose and play descriptive music.	Reading Staff Notation: Reading 7th chord symbols, swung rhythms and using chords to inform effective improvisation to play and compose jazz & blues music.
	Knowledge Focus:	Knowledge Focus:	Knowledge Focus:
	 Sections of Popular Songs 	- Structures	- Jazz/Blues Structures
	 Conventions of Pop/Rock Music 	- Form	 Jazz/Blues Harmony
	- Tempo (Pop Music)	 Instruments of the Orchestras 	 Jazz/Blues Instrumentation
		- Contrast	- Jazz/Blues Rhythms
			- Jazz/Blues Melody

	Theme I	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
					M * 4	Ormiston Academies Trust
	Language of Music	Working With Score	<u>Popular Music</u>	Music For Ensemble	Musical Forms & Devision	ACHIEVINFILMAMUSIC
	Technical, Constructive &	Technical, Constructive &	Technical, Constructive &	Technical, Constructive &	Technical, Constructive &	Technical, Constructive &
	Expressive Progression:	Expressive Progression:	Expressive Progression:	Expressive Progression:	Expressive Progression:	Expressive Progression:
	Performing: Students	Performing: Students continue	Performing: Students	Performing: Students	Performing: Students	Performing: Students
	develop ensemble skills and	class choir rehearsals, now	practically explore Africa	explore rhythm sections,	develop their	explore film music and
	rehearsal etiquette through	using score more effectively	by Toto on their own	pop/rock groups and	understanding of structure	more carefully consider
	lass choir singing projects	to identify musical features	instruments to thoroughly	chamber ensembles	to use musical language to	the purpose of their
	with opportunities for	and translate notated music	explore the musical	practically depending on	aid rehearsals. Students	performance pieces in
	students to use their own	into accurate and expressive	features and practise	the instruments they play	explore melodic,	order to improve
	instruments in rehearsals.	performances. Students	translating features	and consider the ways in	harmonic, rhythmic and	expression and
	Students use new	continue to develop rehearsal	identified in musical	which they interact with	textural devices used in	interpretation. Students
	knowledge using the	practice and use work with	analysis into a product that	other instruments in	the history of music to	reflect on the purpose and
	language of music to aid	score to aid independent	replicates that by Toto.	ensembles. Students	inform their own playing	stylistic features of the
	musical conversation in	rehearsals with other	Students learn to apply in-	practically explore jazz,	and understanding of the	music they are performing
	rehearsal with other	musicians.	depth analysis skills to	musical theatre and music	music they are	and consider how to
	musicians.		their own repertoire.	for chamber ensemble.	performing.	communicate these musical
		Composing: Students refine	•			features.
	Composing: Students learn	notation skills, learning how	Composing: Students	Composing: Students	Composing: Students	
	about compositional devices	to accurately notate music in	create their own brief in	complete research into	finalise ideas and begin to	Composing: Students
	and techniques and how	different clefs, keys and time	response to an Area of	similar compositions based	notate compositions using	finalise compositions,
	they are applied to different	signatures. Students develop a	Study. Ideas for	on their brief to look for	Notion. Students record	adding other musical
Year 10	musical contexts.	better understanding of	instrumentation are	musical features to use as	chord progressions,	features, musical directions
	Professional repertoire is	instrument range and	discussed in order to	inspiration. Students begin	melodic fragments and	and checking for stylistic
	used to model highly	techniques to allow them to	ensure that students can	to use trial and error with	rhythmic ideas in order to	coherence throughout the
	effective compositional	compose idiomatically in	successfully meet their	chord progressions and	support the notation	composition. Students
	practices.	future composition projects.	brief.	melodies.	process.	complete a composition
						log reviewing their process
	Listening & Appraising:	Listening & Appraising:	Listening & Appraising:	Listening & Appraising:	Listening & Appraising:	and the inspiration they
	Students learn how to	Students learn how to use	Students focus their	Students listen to jazz,	Students can identify	have taken from other
	aurally identify state and	score combined with listening	listening on the	blues, musical theatre and	compositional devices and	sources.
	name musical features	examples to identify and	conventions of popular	chamber music ensembles	describe how the	
	linking to each element of	locate musical features	music and use score and	focusing on the use of	elements of music have	Listening & Appraising:
	music from a variety of	accurately.	aural skills to locate, name	texture and	been manipulated in	Students consider the
	different genres.	Kasa la las Essas	and describe features of	instrumentation in these	Baroque, Classical and	compositional intentions
	Kasuladas Fasue	Knowledge Focus:	pop music.	genres of music.	Romantic music to identify	and purposes and analyse
	Knowledge Focus:	Time Signatures Note Values	Kraudadea Faarer	Kasudadas Fasuer	the era it is from.	how a composer has
	Dynamics Bhythm & Tompo	Intervals	Knowledge Focus:	Knowledge Focus:	Knowledge Feering	harnessed the elements of music to meet the brief of
	Rhythm & Tempo		Rhythmic Devices Popular Song Form	Jazz/Blues Rhythms	Knowledge Focus: Classical Structures	the composition.
	Popular Structures Melodic Shape	Melodic Shape Voice Types	Word Setting	Jazz/Blues Structure Jazz/Blues Melodies	Melodic Devices	the composition.
	Pop Instrumentation	Textural Devices	Pop Instrumentation	Jazz/Blues Harmony	Harmonic Devices	Knowledge Focus:
	Orchestral Instruments	Key Signatures	Music Technology	Types of Ensemble	Baroque Music	Features of Film Music
			Chard Prograssions	Touture 9 Instrumentation	Classical Music	Compositional Davisor
	Harmony & Tonality	Cadences	Bhangra	in Chamber Music.	Romantic Music	Musical Contrast



