

Curriculum Map 2022 onwards

Year view Subject: Music		For further information, please see the KS3 Curriculum Booklet		
Year 7	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Baseline Assessment: Pupils will take a mixed Aural/Descriptive test to ascertain their music level upon entering Ermysted's	Aural skills, Notational recognition, and ability to use Musical Terminology.	One lesson, one test. Marked out of 50 and matched to predicted GCSE Levels.	Targets adjusted according to results of baseline assessment
Autumn Term 2	1: Notation and Performance: Pupils learn to play a piece of music (differentiated) on keyboard. Knowledge gained or improved of reading or sight reading Learning how to play or improve upon playing a keyboard,	Performance and practice skills. Dexterity of fingering, and Chord positioning of hands. Playing with one or two hands Using Keyboard Functions	One performance assessment at the end of the project: alone or in a pair Assessment of performance	Pupils sing in warm-up sessions.
Autumn Term 3	2: Notation and Composition Pupils compose a piece of music using Sibelius Software. They learn how to use the software and how to compose. Differentiation will be in the amount composed and how many parts they do.	Using notation to create music. Using software to create music. Crafting music with guidance. Creative ideas. Performance skills (see unit 1).	One Performance assessment during the unit and one composition assessment at the end of the project. While one pupil composes, the other performs.	Pupils sing in warm-up sessions. Playing as a pair may inform assessment (ensemble skills are assessable)
Spring Term 1	3: Balinese Gamelan Music: Pupils learn to compose and perform a piece of music in a group. The music will use Balinese techniques and notation but not just be an imitation of existing pieces. Pupils will learn about these techniques.	Ensemble Performance skills (timing, observing, listening, cooperating, contributing). Playing from a written part, playing in time, understanding the context of performing such a part, handling beaters.	One assessment at the end of the project (4 to 5 weeks – short unit) Assessment Levels 1 - 5: Assessment will also be informed by rehearsal participation.	Assessing is through watching practice work, as well as by assessing a finished piece.
Spring Term 2	4: Musical Elements: A second composition, done on Sibelius – in more depth than the first one. It re-visits some elements of the first composition, but each lesson adds to the piece – which will end up more complex than the first.	Ability to use musical notation to create music. Learning Musical Elements and using them to Create Music with guidance. Creative ideas and crafting. Performance skills (see unit 1).	One Performance assessment during the project, and One Composition assessment at the end of the project.	Pupils will work in pairs. While one pupil composes a piece, the other will learn to play their partner's piece
Summer Term 1	5. Music for the Tudors Pupils learn about Tudor dance music including the styles, instruments, and the specifics of a Pavanne. They will play a Pavanne and then compose a Pavanne of their own.	Performing music in context. Learning tradition of music. Composing music of a period. Observing traditional styles.	One Performance assessment after 2 to 3 weeks, and One Composition assessment at the end of the project.	Related to Tudor History. Task 2 allows pupils to use Tech or Live music. This is like GCSE Music composing.
Summer Term 2	6. Keyboard Performance or Guitar Performance. Two short units (3-4 weeks) Choice of two parallel units depending on pupils concerned, time, rooming, and resources- keyboard and/or guitar. Keyboard performances will specialise in notations suitable to the keyboard as a separate instrument. Guitar performances focus on the ability to play the strings.	Pupils will either: Make up a keyboard performance piece using their own form of notation, and playing the piece for assessment Or: Learn to play 3 chords on the guitar – alone, or as a trio, or with styles and rhythms suitable for a piece of music.	One paired keyboard assessment after two weeks or several staged guitar performances according to ability.	Guitars are often seen as the preferred option (more funky or rock related), but the majority of pupils find them uncomfortable to use, and achieve less on them.

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Year 8	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	1. Rap Pupils will learn what Rap is, perform a Rap, and then make up their own Rap. In making backing tracks, pupils learn the context of music, and fit it to purpose. They are also learning performance skills.	Pupils will learn timing of word delivery, scansion, rhymes and sentence construction. Musically, they work on speed of beat, structure of piece, style of accompaniment, musical texture. They will use live instruments or music software to accompany.	2 assessments – one mid-point, one at end of unit. 1) Setting own words to music for 'Gran Rap' and performing it. 2) Composing own Rap – making up backing music and words in a group	Overlaps to English in vocal line construction.
Autumn Term 2	2. Canon Pupils learn about Baroque Music, and how it affects music today. They will learn what a Canon is, perform one, and make up their own canon. There is extension work.	Pupils learn to play Pachelbel's Canon (a piece used to compose 6 to 8 modern pop songs). They will then make up their own canon.	Two assessments: One Performance (mid-unit), and One Composition assessment (end of unit) The canon may be played alone or with a partner for assessment.	Baroque Music uses an obvious and memorable 'hook'. It is therefore relevant today – and the National Curriculum asks pupils to consider context.
Spring Term 1	3. Folk Song Pupils will learn about the tradition of folk music. They will perform in a folk style, and will create their own folk song (a song 'of these times')	Solo/ensemble performance skills Melody and chord construction and playing techniques. Group work Composition skills	One early performance assessment, 2-3 weeks in. Final main composition assessment at end of unit.	Relates to History: Medieval communication, the song as 'news headline' or 'of our time' and PSHCE: The Moral tale in song
Spring Term 2	4. Audacity Pupils will learn to edit sound on Audacity. They will create a 'mix' of different pieces of music matching speed and pitch.	Using Audio software proficiently Music editing skills (visually, or by ear) and deciding parameters. Dexterity in selecting sound areas, clicking, dragging etc.	One final assessment for quality of mix of three tracks	Relates to P.E. This is how Gym sound tracks are constructed, and also Theatre sound tracks.
Summer Term 1	5. Film Music Pupils will compose a music and sound track for a video. There are 2 small preparatory tasks, but the main task is to use 3 Software programmes, live instruments and sound effects to create a sound track This will take most of the term.	Competent or expert skill in creating or composing music in Sibelius, audio editing in Audacity, and Video editing in music maker. Accomplished computer skills (saving, locating retrieving different file types) Crafting a satisfying whole.	There will be two short tasks to start with – guidance not assessment. There will be 1 formal final assessment, but each stage of a pupil's work will be informed by staff to guarantee a minimum standard of assessment.	This assignment prepares students for work they are likely to need to do later in education, and professionally. It is related to careers.
Summer Term 2	6. Keyboard Performance Play a piece of music suitable for 'end of Year 8 standard' For two/three lessons as a final assessment. The difficulty depends on ability, and two to three pieces are available. This unit depends on the timing of unit 5. It can be an extra final performance assessment to ascertain progress. I use Skyfall & Monsters Inc	Keyboard skills: Hand position, anticipation of notes, fluency, use of keyboard functions, pair work – time keeping, adaptation, performance relevant to style. Musical elements (dynamics, etc)	One end of unit assessment informed by feedback to students while learning.	The keyboard is the most logical instrument to play notes on. Most adults who have not played before take up a keyboard instrument. This final assessment is designed to remind pupils what they can do.

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Year 9	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	Introduction to Programme, expectations and content. History of Early / Renaissance /Baroque Music 900 AD to 1600 AD and 1600 to 1700 Music Theory. Notes, Chords, keys & relations/changes. (Every other week) Aural Tests (Every 2 nd Week) Practical Coursework all weeks NB TWO LESSON WEEK.	Aural Skills. Written skills (in Music). Making Theoretical judgements in response to questioning. Using Terminology Learning to Compose, Improving Performance Skills. Improving / refining coursework following regular feedback.	First Performance due – half term	In Years 9 to 11, a curriculum wider than just the GCSE is delivered. This manifests itself first in Year 9, and is supported along with curriculum delivery in Years 10 and 11.
Autumn Term 2	Classical and Romantic Music (stages) 1720 AD to 1900 AD Theory of Structure – and key relationship. Classical Ethos – Melody & Accompaniment etc Aural Tests (Every 2 nd Week) Practical Coursework all weeks	Aural Skills. Written skills (in Music). Making Theoretical judgements in response to questioning. Using Terminology Learning to Compose, Improving Performance Skills. Improving / refining coursework following regular feedback.	First Composition due – end of term	
Spring Term 1	Twentieth Century ‘Contemporary’ Music. All styles and their Theory. Aural Tests (Every 2 nd Week) Practical Coursework all weeks	Aural Skills. Written skills (in Music). Making Theoretical judgements after questioning. Using Terminology Learning to Compose, Improving Performance Skills	Second Performance due – half term	Improving / refining coursework following regular feedback.
Spring Term 2	Jazz Music, 1900 to 1950, and relationship to Pop Music Styles. Jazz Theory Aural Tests (Every 2 nd Week) Practical Coursework all weeks	Aural Skills. Written skills (in Music). Making Theoretical judgements in response to questioning. Using Terminology Learning to Compose, Improving Performance Skills.	Second composition due – term end	Improving / refining coursework following regular feedback.
Summer Term 1	Pop Music Part 1 1950 to 1975 Theory – Ethos, the actual Music. Instruments, Styles. Aural Tests (Every 2 nd Week) Practical Coursework all weeks	Aural Skills. Written skills (in Music). Making Theoretical judgements in response to questioning. Using Terminology Learning to Compose, Improving Performance Skills.	Summation of Coursework Grades so far – leading to individual decisions on coursework needed in third term.	Improving / refining coursework following regular feedback.
Summer Term 2	Pop Music Part 2 1975 to 2000 Theory – Ethos, the actual Music. Instruments, Styles. Aural Tests (Every 2 nd Week) Introduction to the Year 10 Programme, content and differences from Year 9. Set Works for example. Practical Coursework all weeks	Aural Skills. Written skills (in Music). Making Theoretical judgements in response to questioning. Using Terminology Learning to Compose, Improving Performance Skills.	See above. Coursework develops partly with maturity – but a pupil who works at Musical Grade 3 in Y9 will not reach Musical Grade 5 until Y10 or Y11. The grade affects the marks.	Improving / refining coursework as a result of regular feedback.

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Year 10	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	2 lesson weeks. Lesson 1 is core content, lesson 2 practical coursework. The Core content lessons follow this pattern: Set Work Set Work + 1 Set work lesson if needed	From the syllabus: Cognitive skills <ul style="list-style-type: none"> ● Non-routine problem solving – expert thinking, metacognition, creativity. ● Systems thinking – decision making and reasoning. ● Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. ● ICT literacy – access, manage, integrate, evaluate, construct and communicate. 	Solo Performance Assessment 1 (by half term)	In Years 9 to 11, a curriculum wider than just the GCSE is delivered. This manifests itself first in Year 9, and is supported along with curriculum delivery in Years 10 and 11.
Autumn Term 2	Aural Test related to set work Aural Test related to set work In theory, 5 lessons per set work, 8 set works within less than a year. Music Theory reinforced as necessary. Test questions reinforced as necessary. This term, Set works 1 -3 plus Aural/Theoretical work.	Interpersonal skills <ul style="list-style-type: none"> ● Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication. ● Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. ● Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation 	Composition 1 Assessment 1 (by end of term)	
Spring Term 1	See above. In addition this term, Set works 4-6 plus Aural/Theoretical work.	Intrapersonal skills <ul style="list-style-type: none"> ● Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. ● Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work. 	Ensemble Performance Assessment 1 (by half term)	
Spring Term 2	See above		Solo Performance Assessment 2 (by end of term)	
Summer Term 1	See above In addition, this term Set works 7-8 plus Aural/Theoretical work.		Composition 1 Assessment 2 (By half term)	
Summer Term 2			Ensemble Performance 2 (by end of term). NB Composition 2 – in response to a brief can't start until September Y11.	

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Year 11	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	2 lesson weeks. Lesson 1 is core content, lesson 2 practical coursework. Past Exam Paper (3-4 lessons), plus feedback, discussion, plus a reinforcement lessons arising from 'problem questions'.	Embed all skills taught in Year 10: Cognitive skills <ul style="list-style-type: none"> ● Non-routine problem solving – expert thinking, metacognition, creativity. ● Systems thinking – decision making and reasoning. ● Critical thinking – definitions of critical thinking are broad and usually involve general cognitive skills such as analysing, synthesising and reasoning skills. 	Solo Performance Assessment 2 (by half term) Monitoring start of Composition 2. This is in response to a brief so can't start until September Y11.	In Years 9 to 11, a curriculum wider than just the GCSE is delivered. This manifests itself first in Year 9, and is supported along with curriculum delivery in Years 10 and 11.
Autumn Term 2	Past Exam Paper (3-4 lessons), plus feedback, discussion, plus reinforcement lessons arising from 'problem questions'.	● ICT literacy – access, manage, integrate, evaluate, construct and communicate. Interpersonal skills <ul style="list-style-type: none"> ● Communication – active listening, oral communication, written communication, assertive communication and non-verbal communication. ● Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation. 	Composition 2 Assessment 1 (by end of term)	
Spring Term 1	Past Exam Paper (3-4 lessons), plus feedback, discussion, plus reinforcement lessons arising from 'problem questions'.	● Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation Intrapersonal skills <ul style="list-style-type: none"> ● Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments. 	Ensemble Performance Assessment 2 (by end of term)	
Spring Term 2	Past Exam Paper (3-4 lessons), plus feedback, discussion, plus reinforcement lessons arising from 'problem questions'.	● Self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.	Complete practice exam-style questions.	
Summer Term 1	Reinforcement of any exam paper issues, and additional time needed to complete coursework	In addition in Y11: Instrumental Skills Structural skills in composition Use of Musical elements Use of feedback to develop work.	Complete coursework and do practice questions	
Summer Term 2	Study Leave, Coursework submission and Exam.		Study Leave, Coursework submission and Exam.	

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Year 12 and 13 A Level Music works as a Two Year Rolling Programme. This means that units every other year rotate so that Years 12 and 13 cover all modules. As a result, the Curriculum Map is shown as one document.

Year view Subject: Music			For further information, please see the KS5 Curriculum Booklet	
Year 12/13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term Year 1	<p>Intro, course structure, (and delivery methods) for Y12. Progress reminder for Y13.</p> <p>Core Module: The 3 set works/composers of the Baroque Concerto.</p> <p>Optional Module: The study of 3 artists (6 works) for 'Film Music.</p> <p>Practical work occupies 1 lesson a week – monitoring /teaching composition & performance.</p>	<p>Throughout the course (according to the syllabus)</p> <p>Students will interpret musical ideas through performing, with technical and expressive control and an understanding of style and context.</p> <p>Students will create, develop and refine musical ideas with technical and expressive control and coherence.</p> <p>Students will demonstrate and apply musical knowledge.</p> <p>Students will use analytical and appraising skills to make evaluative and critical judgements about music.</p>	<p>Formal assessment is half termly leading to longer written questions that form part of the exam paper (80 marks of 120). First full written test in Term 1 part 2. One performance submitted for assessment each term</p> <p>Composition viewed and assessed as often as practical. Formal assessment of composition and performance by an External Examiner.</p>	<p>Students quickly adapt to a two year age group. Every Summer term, the Year 13s separate from the Year 12s, and do extra tests or reminder sessions or coursework, and the Year 12s start second core and optional topics that the Year 13s did last year.</p>
First ½ of Spring Term Y1	<p>Core Module: Finish the 3 set works / composers of the Baroque Concerto.</p> <p>Optional Module: Finish the 3 Film Music artists (6 works).</p> <p>Aural Tests, Written tests, and Coursework as before.</p>	<p>Aural Tests and written questions are delivered as part of modules within lessons.</p>	<p>End of Module Assessment for Core Module and Optional Module.</p>	
2nd ½ of Spring Term Y1	<p>Core Module: Study 6 set works (3 composers) for Romantic Piano Music.</p> <p>Optional Module: Study 8 set works (and 4 artists) for 'Jazz Music.</p> <p>Aural Tests, Written tests, and Coursework as before.</p>		<p>Continue to submit one performance for assessment each term – and more often when necessary. Composition will be viewed and assessed as often is practical/desirable.</p>	<p>Aural Tests and written questions will continue to be delivered in lessons as part of the modules.</p>
Summer Term Year 1	<p>Core Module: Finish 6 set works of Romantic Piano Music.</p> <p>Optional Module: Finish Jazz Music 8 set works (4 artists).</p> <p>Aural Tests, Written tests, and Coursework will be finalised in the second half of the term for end of year for end of year assessments</p>		<p>End of Module Assessment for Core Module and Optional Module.</p>	

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<p>Autumn Term Year 2</p>	<p>Core Module: Year 12 students will study the set works (and 1 composers) of Mozart’s Opera, ‘Le Nozze di Figaro’ Year 13 students will have studied the module in Year 1 and will receive reminders and test questions on it. Optional Module: Year 12 students will study the 6 set works (and three artists) of Music Theatre. Year 13 students will have studied the module in Year 1 and will receive reminders and test questions on it.</p>	<p>Throughout the course (according to the syllabus)</p> <p>Students will interpret musical ideas through performing, with technical and expressive control and an understanding of style and context.</p> <p>Students will create, develop and refine musical ideas with technical and expressive control and coherence.</p> <p>Students will demonstrate and apply musical knowledge.</p> <p>Students will use analytical and appraising skills to make evaluative and critical judgements about music.</p> <p>. Aural Tests and written questions are delivered as part of modules within lessons.</p>		
<p>Spring Term Year 2</p>	<p>Core Module: Year 12 students will finish the set works (and 1 composers) of Mozart’s Opera, ‘Le Nozze di Figaro’ Optional Module: Year 12 students will finish the 6 set works (and three artists) of Music Theatre. Year 13 students will need to complete coursework for submission (May 1st) and will sit extra aural or written tests to bolster grades.</p>			
<p>Summer Term Year 2</p>	<p>Year 12 students will sit end of year exams. And submit coursework up to date to inform their assessments</p> <p>Year 13s start study leave, do their final exam revision, do the exam, and leave.</p>		<p>All students – end of year assessment. Year 13 sit A Level, and Year 12 do mock exam or siilar.</p>	