

Shoreham Academy music department: 7 year curriculum map

	Autumn	Spring	Summer
<p><b>Year 7</b></p> <p><b>Elements of Music</b> <b>Incidental Music</b> <b>Graphic Scores and Popular Song</b> <b>Class singing.</b></p>	<p><b>Elements of Music</b> <b>Ode to Joy</b></p> <p><b>Work covered::</b> Elements of Music. Treble and Bass clef notes. Class singing. Notes of the keyboard. Composition.</p> <p><b>Music studied:</b> Beethoven`s Ode to Joy and vocal pieces.</p> <p><b>Key skills taught:</b> Understanding the Elements of Music. Reading music in treble and bass clefs. Playing simple tunes on the keyboard from notation with the right hand. Composing a simple tune. Analysis of Beethoven`s Ode to Joy. Class singing.</p> <p><u>Has links to:</u> GCSE: Understanding treble and bass clefs. Reading musical notation. Composing music.</p>	<p><b>Film Music</b> <b>Music for Adverts</b></p> <p><b>Work covered:</b> Silent movies. The role of mood and ostinato in film music. Music for adverts. Structure in music. Sound effects. Class singing.</p> <p><b>Music studied:</b> Charlie Chaplain`s Silent Movies. Mike Oldfield`s Tubular Bells. James Bond Theme and vocal pieces.</p> <p><b>Key skills taught:</b> Mood conveyance in Music. The role of music in adverts. Reading musical notation. Playing simple tune with bass line on the keyboard. Use of structure in music. Writing an effective jingle, writing effective lyrics, performing as part of a group, adding sound effects, effectively advertising a product, self-evaluation and group evaluation. Class singing.</p> <p><u>Has links to:</u> GCSE: Use of Ostinato, lyric writing, performing as part of an ensemble.</p>	<p><b>Graphic Scores</b> <b>Writing a Pop Song</b></p> <p><b>Work covered:</b> Reading, performing and creating a Graphic Score. Producing and performing group compositions. Standard Pop Song structures and characteristics. Composing using basic chord structures. Lyric writing, word setting and pop song composition using standard chords. Using Elements of Music to enhance compositions. Class singing.</p> <p><b>Music studied:</b> Various Graphic scores and Pop Songs.</p> <p><b>Key skills taught:</b> Reading, performing and creating a Graphic Score. Producing and performing group compositions. Composing using basic chord structures. Lyric writing, word setting and pop song composition using standard chords. Using Elements of Music to enhance compositions. Class singing.</p> <p><u>Has links to:</u> GCSE: melody writing, composing using standard chords, lyric writing, word setting and ensemble performances.</p>
<p><b>Year 8</b></p> <p><b>Ternary Form</b> <b>Blues Music</b> <b>Reggae Music</b> <b>African Music</b> <b>Ground Bass</b> <b>Class singing</b></p>	<p><b>Ternary Form</b> <b>Blues Music</b></p> <p><b>Work covered:</b> Use of Structure in Music. Classical Music features. Musicals. Music in time, place and culture. 12 bar blues progression and bass riffs. The Blues scale. Improvising melodies and rhythms using the blues scale. Class singing.</p> <p><b>Music studied:</b> Haydn Symphony 104. Various musicals. Work songs and spirituals. Blues music. Vocal music.</p> <p><b>Key skills taught:</b> Identifying standard musical structures and classical features. Improvising melodies and rhythms using the blues scale and 12 bar blues. Class singing.</p> <p><u>Has links to:</u> GCSE: Use of structure. Work songs and spirituals. Musicals. Blues music. 12 bar blues and improvisation.</p>	<p><b>Blues Music</b> <b>Reggae Music</b></p> <p><b>Work covered:</b> Blues form and lyrics. Lyric writing. Composing in a Blues style. Cultural and stylistic characteristics of Reggae Music. Class performances of Bob Marley`s Three Little Birds. Reggae research project and presentations. Class singing.</p> <p>Music studied: Bob Marley`s Three Little Birds.</p> <p><b>Key skills taught:</b> Cultural and stylistic characteristics of Reggae Music. Composing and performing in a Blues style. Research and presentation. Class singing.</p> <p><u>Has links to:</u> GCSE: Blues music (historical background). Composing and performing in a Blues style.</p>	<p><b>Rhythm, Pulse and African Music.</b> <b>Ground Bass.</b></p> <p><b>Work covered:</b> African music and its context. Understanding ostinato, polyrhythms, call and response and syncopation. Rhythmic composition and group performances of advanced rhythms using percussion. Ground Bass in differing styles of music. Class singing.</p> <p>Music studied: Pachelbel`s canon. `Time Lapse`.</p> <p><b>Key skills taught:</b> African music and its context. Ostinato, polyrhythms, call and response and syncopation. Ground Bass. Group rhythmic compositions that incorporate ostinato, polyrhythms, call and response and syncopation. Producing arrangements. Analysis and group performances of `Time Lapse`. Class singing.</p> <p><u>Has links to:</u> GCSE: African music. Ostinato, polyrhythms, call and response and syncopation. Ground Bass in differing styles and Ground Bass composition.</p>

<p>Year 9</p> <p>Gender roles Mythology Prejudice</p>	<p><b>One term</b></p> <p><b>What makes a Good Song?</b></p> <p><b>Work covered:</b> Typical song structures. Chords and cadences. Textures and intervals. Analysis of song lyrics and rhythm. How hooks, riffs and motifs are used in songs. Preparation of a song analysis. Planning a cover version of an existing song. Discussing and analysing music in detail, using key words and musical terms. Class singing.</p> <p><b>Music studied:</b> Popular songs from 1960s to 2020.</p> <p><b>Key skills taught:</b> Song structures. Chords and cadences. Textures and intervals. Hooks, riffs and motifs. Analysis and use of key terms. Planning and composing a cover version of an existing song. Discussing and analysing music in detail, using key words. Class singing.</p> <p><u>Has links to:</u> GCSE: Pop song writing and analysis. Key words and musical terms.</p>	<p><b>Half a term</b></p> <p><b>Minimalism</b></p> <p><b>Work covered:</b> <b>Themes:</b> Definition and origins of Minimalism music. Characteristics and features of Minimalism. Analysis of Minimalist pieces. Performing a piece of Minimalism on the keyboard. Composing techniques used in Minimalism. The way Minimalist music is composed, structured and developed. Composing a piece of music in the style of Minimalism.</p> <p><b>Music studied:</b> Terry Riley in C. Proverb by Steve Reich. Facades by Philip Glass. Clapping Music by Steve Reich.</p> <p><b>Key skills taught:</b></p> <p><u>Has links to:</u> GCSE: Minimalism in music. Composing in a Minimalist style.</p>
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<p>KS4</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Bach: 3rd Movement from Brandenburg Concerto no.5 in D major Beethoven: 1st Movement from Piano Sonata no.8 in C minor 'Pathétique'</p> <p><b>Key skills taught:</b> Detailed analysis of the set works. Instrumentation. Key signatures. Time signatures. Tempi. Tonalities. Textures. Melody. Harmony. Features of Baroque Music. Baroque Orchestral Music. Concerto Grosso. Structure and Form. Intervals. Dictation. Modulations. Cadences. Rhythms. Dynamics. Sonata Form. Characteristics of Romantic Music. Development of the piano. The concept of Romanticism. Encourage use of correct musical terminology when analysing and discussing music.</p> <p><b>Performance component:</b> Outline of the requirements. Preparations for the Solo performance to begin.</p> <p><b>Composition component:</b> <b>Key skills taught:</b> Using Sibelius / Cubase software. Writing and developing a melody. Adding an accompaniment. Structuring a piece. Use of chords. Inversions. Rhythms. Pedals.</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Purcell: 'Music for a While' 'Killer Queen' (from the album Sheer Heart Attack)</p> <p><b>Key skills taught:</b> Recap material previously covered. Detailed analysis of the set works. Ground Bass. Ornamentation. Words setting. Harmony. Phrasing and articulation. Harmony. Key signatures. Tempi. Rhythm. Guitar effects. Music tech. Instruments common in Pop Songs. Popular song forms. Vocal ranges and techniques. Encourage use of correct musical terminology when analysing and discussing music.</p> <p><b>Performance component:</b> Preparations for the Solo performance to continue.</p> <p><b>Composition component:</b> <b>Key skills taught:</b> Recap material previously covered. Chord progressions. Pop Song structure. Lyric writing. Word setting. Modulations. Circles of Fifths.</p>	<p><b>Appraising component:</b> <b>Work covered:</b> 'Defying Gravity' (from the album of the cast recording of Wicked) Williams: Main title/rebel blockade runner (from the soundtrack to Star Wars Episode IV: A New Hope)</p> <p><b>Key skills taught:</b> Recap material previously covered. Detailed analysis of the set works. Cadences. Key signatures. Vocal ranges. Unusual instrumental techniques. Symphony Orchestra. Underscoring. Fanfare. Leitmotif. Structure and Form. Rhythm. Melody. Encourage use of correct musical terminology when analysing and discussing music.</p> <p><b>Performance component:</b> Feedback on solo performance. Preparations for the Ensemble performance to begin.</p> <p><b>Composition component:</b> <b>Key skills taught:</b> Recap material previously covered. Engagement with the exam brief. Planning and structuring the first composition. Develop initial ideas. Begin writing first composition (free comp).</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Afro Celt Sound System Release (from the album 'Volume 2: Release') Spalding: Samba Em Preludio (from the album 'Esperanza')</p> <p><b>Key skills taught:</b> Recap material previously covered. Detailed analysis of the set works. Instrumentation and sonorities associated with 'Afro Celt Sound System'. Exploration of how music can create mood and atmosphere. Exploration of how music can create recognisable national / regional characteristics. The use of musical elements and language to create such styles is explored. Styles that might be encountered could include music from sub-Saharan Africa, Scotland, Ireland and Latin America.</p> <p>Jazz harmony. Bossa Nova. Encourage use of correct musical terminology when analysing and discussing music.</p> <p><b>Performance component:</b> Recordings of Solo Performances.</p> <p><b>Composition component:</b> <b>Key skills taught:</b> Recap material previously covered. Pupils continue to work on and complete their first</p>
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<b>KS5</b>	<p><b>Appraising component:</b> <b>Work covered:</b> J. S. Bach, Cantata, Ein feste Burg Vaughan Williams, On Wenlock Edge Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1</p> <p><b>Key skills taught:</b> Musical periods and their characteristics. Detailed analysis of the set works. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Outline of the requirements. Preparations for the A level Recital begin. Programme to be submitted after half term.</p> <p><b>Composition component:</b> Build on the experience gained at GCSE. Exercises and tasks will be tailored to the individual needs of the pupils. Basic rules of harmony and compositional techniques. Work from The Composer`s Handbook (Bruce Cole) as appropriate.</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Berlioz, Symphonie Fantastique Danny Elfman, Batman Returns Bernard Herrmann, Psycho</p> <p><b>Key skills taught:</b> Detailed analysis of the set works. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Preparations for the A level Recital to continue.</p> <p><b>Composition component:</b> Exercises and tasks will be tailored to the individual needs of the pupils. Advanced rules of harmony and compositional techniques. Work from The Composer`s Handbook (Bruce Cole) as appropriate. Once strengths are identified, discuss the various compositional options / routes available (submitting one composition and one technical study tend to be the most popular option).</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Kate Bush, Hounds of Love Beatles, Revolver Debussy, Estampes</p> <p><b>Key skills taught:</b> Detailed analysis of the set works. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Preparations for the A level Recital to continue. Run through of one or two pieces from the programme with feedback provided by the teacher.</p> <p><b>Composition component:</b> Exercises and tasks will be tailored to the individual needs of the pupils. Continue with advanced rules of harmony and compositional techniques. Work from The Composer`s Handbook (Bruce Cole) as appropriate. Begin sketching ideas for their composition.</p>	<p><b>Appraising component:</b> <b>Work covered:</b> Anoushka Shankar, Breathing Under Water Kaija Saariaho, Petals for Violoncello and Live Electronics Stravinsky, The Rite of Spring</p> <p><b>Key skills taught:</b> Detailed analysis of the set works. Areas of study: melody / rhythm / texture / timbre / dynamics / tempo. Encourage use of correct musical terminology when analysing and discussing music.</p> <p>Dictation / Identifying chords in various inversions / Identifying keys / Identifying cadences.</p> <p><b>Performance component:</b> Preparations for the A level Recital to continue. Run through of entire programme with feedback provided by the teacher.</p> <p><b>Composition component:</b> Exercises and tasks will be tailored to the individual needs of the pupils. Composition briefs published by the board. Pupils to select brief and begin composition.</p>