Litcham School Curriculum Map

		KS1		KS2				KS3			KS4	
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
OVER-ARCHING THEME FOR YEAR		**Dynamics, Tempo, Texture**		**Dynamics, Tempo, Texture,**		**Dynamics, Tempo, Texture,**		**Elements of music**	**Structure & Elements of music**	**Variety, structure and Elements of music**	**Genre, period, variety, structure and Elements of music**	**Preparing for the exam.** **Revisiting and deepening.**
Listening (History of Music – KS2 onwards)	Explores the different sounds of instruments.	Listen with concentration and understanding to a range of high-quality live and recorded music **Listening, Memory and Movement.** • Recall and remember short songs and sequences and patterns of sounds. • Respond physically when performing, composing and appraising music. • Identify different sound sources. • Identify well-defined musical features. **Controlling pulse and rhythm** • Identify the pulse in different pieces of music. • Identify long and short sounds in music. • Begin to internalise and create rhythmic patterns.		Listen with attention to detail and recall sounds with increasing aural memory **Listening, Memory and Movement.** • Recognise simple structures. (Phrases). • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals. • Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. **Controlling pulse and rhythm** • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato).		• Internalise short melodies and play these on pitched percussion (play by ear). • Identify different moods and textures. • Identify how a mood is created by music and lyrics. • Listen to longer pieces of music and identify features. **Controlling pulse and rhythm** • Identify the pulse in different pieces of music. • Identify long and short sounds in music. • Begin to internalise and create rhythmic patterns. • Recognise rhythmic patterns. • Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato). • Identify the metre of different songs through recognising the pattern of strong and weak beats. **History of Music** Understand that music history is split into periods and learn the significant differences between them. Understand how certain instruments came almost to define periods (Eg Harpsichord, piano) Understand how the orchestra developed over 300 years.	**FANFARES** Understand key features of fanfares, purposes of fanfares through the ages – similarities and differences between old and new. (Link back to KS1 & 2 where students have learned about instruments) **ELEMENTS OF MUSIC** Understand key 7 elements of music. PITCH, DURATION, TEXTURE, TIMBRE, DYNAMICS, SILENCE, TEMPO (Linked back to fanfares – students will already have used all these Elements of music without realising) **MUSICAL NOTATION I - ODE TO JOY** Beethoven 9th Understand who Beethoven was and his historical and personal context. Understand what a symphony is and why No 9 was radical for the time.	**STRUCTURE I – TERNARY FORM** Fur Elise Understand that music needs structure. Explore varying classical structures. Understand what ternary form is and its basis on repetition and variety. (Link back to performances in year 7, both of which were in Ternary Form) Understand that these structures are found in all periods and genres of music. Understand how Fur Elise by Beethoven is in ternary form. Understand how musical performances will vary dynamics and tempo for a more interesting performance.	**THEME AND VARIATIONS** Understand how composers create music based on developing ideas rather than with a succession of new ideas. Understand that Theme and Variations is a recognised structure Understand how composers use the elements of music to create variations of simple melodies. (Link back to years 7 & 8) **PROTEST SONGS** Understand how music has been used to promote or protest about political, social and environmental causes/issues. (Link back to Blues and Reggae music)	All set works have their own specific, stylistic features that must be learned. Areas of music theory are tied into set works when most appropriate. **Sonata in Cm – Beethoven** Understand what Sonata form is. Understand scales, keys and how key changes work. (Link to ternary form in year 8.) Understand what is meant by virtuosic and the implications of writing for and performing on solo instruments. Understand the pianistic techniques required for the set work. Understand tonality and its effect upon music. (Eg - why	Year 11 is about revising and deepening the knowledge gained in year 10. Students spend considerable amounts of time practising exam questions and learning how to answer clearly, relevantly and concisely. They learn how to answer the extended writing question and considerable time is spent looking and structure and techniques for this part of the exam. All the time the students are revisiting and securing the knowledge of the set works and the associated music theory. They practice the unfamiliar listening and

				Understand how music was influenced by and influenced other art forms. Understand how many techniques and forms used by classical composers are still used today. (Focus on Ground Bass, Programmatic music) Understand the varied, brilliant and eccentric nature of some of the great composers. (Focus on Beethoven, Mozart, Berlioz)	Focus on pitch – link to fanfares and elements of music. **RHYTHM, METRE AND DURATION** Explore music created from repeating patterns, learning techniques and such as layering, ostinato etc. Explore minimalism and Steve Reich. Focus on texture, duration, timbre and dynamics – again link back to elements of music. Understand time signatures and metre, understanding that the 'feel' of the music is determined by the beats per bar or metre. Understand that many musical cultures do not think in terms of bars but can still have a strong rhythmic feel. (Link notation back to work on Ode to Joy and Elements of Music – duration) Understand that African music can often be rhythmically very complex, made up of multiple intertwining patterns.	**BLUES** Understand key melodic, rhythmic and harmonic elements of blues music. (Blues scale, blues notes, swing rhythm, 12 bar blues) Understand there are certain instruments associated with blues. (Link back to KS1 and 2 and also Elements of music – timbre) Understand chords – purpose and form Understand the historical and cultural context of blues music. Understand its profound influence on modern pop music both rhythmically and harmonically. **STRUCTURE II - RONDO FORM** Understand how Rondo form works and its use in both classical and modern music. Understand how Rondo form is a development of ternary form	Understand song structure and its use of contrast and repetition, understand the purpose of each section of song form. (Link to band topic in year 8) Reinforce that songs often use chord sequences (link to Blues and Band topic from year 8). Understand how elements of music are used to create variety in a repetitive structure. (Link to year 7 and to Variation topic earlier in the term) **FILM SCORES** Understand the purpose of music in film and television music. Understand how music was used in the very early days of cinema – reinforcing that music was used with films years before dialogue. Understand how every aspect of film and TV music is	has Beethoven chosen C minor) **Samba – Esperanza** Understand what 'Fusion' means in music. Understand features of typical Jazz and Latin music and specifically which relate to this piece. (Link to Blues in year 8) Understand how the composer uses texture to create variety through the piece. (Link to variations in year 9) **Star Wars** **John Williams** Understand purpose of music in films. Understand the difference between theme and incidental music. (Link to film music from year 9) Understand the make up of a modern orchestra and how the orchestra has developed over time.	musical dictation. The students are constantly revisiting and revising the elements of music – the vast majority of exam questions are based around these and students must continually practice how to define and describe them.

					MUSCIAL NOTATION II – CHROMATIC NOTES Explore 'In the Hall of the Mountain King' by Grieg. Learn context of music. Understand how chromatic notes work in music (Limited to flats, sharps and naturals) Understand the effect and purpose of using chromatic notes. Understand how the black notes 'work' on a keyboard. (Link back to Ode to Joy – comparison.)	(Link back to beginning of previous term) Understand how the full version of Fur Elise is actually in Rondo form – the popular section in ternary form is only the A section of a much longer piece. (Again link to previous term) Understand the importance of using the Elements of Music to create contrast (Link to year 7) Understand the labels for various sections and how rondo form can be adapted to suit the composer's own purposes. **CARIBBEAN MUSIC – REGGAE** Understand the Caribbean is a large, diverse group of Islands incorporating individual cultures and styles of music. Understand main features of Reggae music, why it is so distinctive and it's cultural context and links with Rastafarianism.	driven by the images on screen, often regardless of the composers own personal style or preferences. Learn who some of the principal film composers of the last 100 years are. Understand how these film composers were hugely influenced the by the music of composers from the Romantic period – Beethoven onwards. Understand how music has the power to affect how the audience perceive and respond to a film or scene. TV and MOVIE THEME TUNES Understand how composers will create one or more main melodic themes to represent themes, ideas, characters in the film. Understand how composers will often used recognisable classical musical	Understand techniques used by John Williams to create a military feel to the music amongst other things. **Music for a while – Purcell** Understand key features of Baroque music – Ground bass, basso continuo, harpsichord, ornamentation. (Link back to blues in year 8) Understand key features of melodies and how to describe melodies. **Killer Queen – Queen** Understand key features of rock music and also typical features of Queen's music including their other influences. (Linked to Band topic in year 8) Understand standard range of rock guitar and vocal techniques and effects. (Linked to Music for a while) Understand simple and compound time	

						Understand who Bob Marley was and his impact on world and popular music. **BANDS** Understand the requirements for functioning as a 'band', financial opportunities and expectations arising from performing as a band. The opportunities and limitations of the music industry. Understand how Lynard Skynard manage to achieve variety in an 8-minute song based solely on a repeating four bar chord pattern. Understand how so many songs are based on only three chords. (Link to 12 bar blues and to the Elements of Music from years 7 & 8)	structures in these themes when played during the titles and credits. Understand how these themes will be used in many forms and variations during the film depending on the context of the scene. Understand that film composers must consider the WHEN, WHERE and GENRE of a film as the foundation of all they do. (Link back to variations in previous term) INCIDENTAL MUSIC – Understand how composers will write musical cues of very specific lengths to fit with individual scenes. Understand how structure is defined solely by the content of the scene **FREE TOPIC** This topic is dependent on remaining time which can vary from year to	signatures and rhythms. **Release – AfroCelt SS** Fusion – link back to Samba from first term. Understand key features of African, Electronic and Celtic music. **Defying Gravity Schwartz** Understand what is meant by a 'musical'. Understand main types of songs and their purposes. Understand how music is used to convey mood, both in musical songs generally and set work specifically. (Link back to Star Wars and job of film composer.) **Brandenberg - Bach** Understand the terms concerto and concerto grosso. Understand the term 'fugue' and fugal and how it relates to the structure.	

							year. It's main purpose is to give students the opportunity to study an area or revise a skill they have previously developed. Students taking GCSE music will choose a task with the teacher designed to prepare them for year 10 based on their own strengths and weaknesses.	(Link back to Music for a while) and revise/expand on features of Baroque music – focus on texture. Unfamiliar listening and musical dictation. Understand how music can be written down simply by listening and know the required techniques to achieve this.	
Performance	Begins to build a repertoire of songs and dances.	**Singing songs with control and using the voice expressively.** • To find their singing voice and use their voices confidently. • Sing a melody accurately at their own pitch. • Sing with a sense of awareness of pulse and control of rhythm. • Recognise phrase lengths and know when to breathe. • Sing songs expressively. • Follow pitch movements with their hands and use high, low and middle voices. • Begin to sing with control of pitch (e.g. following the shape of the melody). • Sing with an awareness of other performers. **Controlling pulse and rhythm** • Identify the pulse and join in getting faster and slower together.	• Singing songs with control and using the voice expressively. • Sing with confidence using a wider vocal range. • Sing in tune. • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). • Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. • Sing songs and create different vocal effects. • Understand how mouth shapes can affect voice sounds. • Internalise sounds by singing parts of a song 'in their heads.' • Identify melodic phrases and play them by ear. • Create sequences of movements in response to sounds. • Explore and chose different movements to describe animals.	• Sing songs with increasing control of breathing, posture and sound projection. • Sing songs in tune and with an awareness of other parts. • Identify phrases through breathing in appropriate places. • Sing with expression and rehearse with others. • Sing a round in two parts and identify the melodic phrases and how they fit together. • Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. • Identify and control different ways percussion instruments make sounds. • Play accompaniments with control and accuracy.	**FANFARES** Perform own fanfare using appropriate sounds and techniques **ELEMENTS OF MUSIC** Perform group programmatic composition "The Sealed Room" **STAFF NOTATION I - ODE TO JOY** Beethoven 9th Learning to play the keyboard. Perform Ode to Joy. Moving through versions of increasing difficulty each one introducing a new keyboard technique.	**STRUCTURE I - TERNARY FORM** Perform Fur Elise by Beethoven. Moving through versions of increasing difficulty. **BLUES** Perform 12 bar blues pattern on keyboards or guitars. Perform own melody based on blues scale. Perform group composition based on own melodies and 12 bar blues.	**THEME AND VARIATIONS** Perform own variations on 'Frere Jacques'. Students include functions of the keyboards to aid their work. **PROTEST SONGS** Perform group protest songs **FILM SCORES** TV and MOVIE THEME TUNES – Students perform their own TV or Movie theme using appropriate instrument or software.	Students prepare two mock performances. One to be recorded at the end of term 1 and the other at the end of term 3. They work with their instrumental and singing teachers on technique and expression etc. They choose appropriate pieces to perform with advice from instrumental and classroom teacher. The performances are assessed using the exam board criteria	Students choose and prepare their final performances based on feedback from year 10.

Litcham School Curriculum Map

		• Perform a rhythm to a given pulse. • Accompany a chant or song by clapping or playing the pulse or rhythm. **Exploring sounds, melody and accompaniment.** • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. **Control of instruments** • Play instruments in different ways and create sound effects • Handle and play instruments with control • Identify different groups of instruments.	• Demonstrate the ability to recognise the use of structure and expressive elements through dance. **Controlling pulse and rhythm** • Recognise rhythmic patterns. • Perform a repeated pattern to a steady pulse. • Identify and recall rhythmic and melodic patterns. • Identify repeated patterns used in a variety of music. (Ostinato). **Exploring sounds, melody and accompaniment.** • Identify ways sounds are used to accompany a song. • Analyse and comment on how sounds are used to create different moods. • Explore and perform different types of accompaniment. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds.	• Create different effects using combinations of pitched sounds. • Use ICT to change and manipulate sounds. **Controlling pulse and rhythm** • Identify different speeds of pulse (tempo) by clapping and moving. • Improvise rhythm patterns. • Perform an independent part keeping to a steady beat. • Identify the metre of different songs through recognising the pattern of strong and weak beats. • Subdivide the pulse while keeping to a steady beat.	**RHYTHM, METRE AND DURATION** Performing individual and whole class music based repeating patterns. **STAFF NOTATION II – CHROMATIC NOTES** Perform 'In the hall of the mountain King' by Grieg	**STRUCTURE II - RONDO FORM** Perform (where appropriate) piece based on Rondo form. (Not for those who opt to compose directly to PC) **CARIBBEAN MUSIC – REGGAE** Perform 'Three little birds' by Bob Marley including all key features of Reggae – rhythm, harmony and melody. **BANDS** Students form themselves into bands and perform 'Sweet Home Alabama' They have opportunity to learn a new instrument but all groups must contain basic melody, harmony and rhythm layers.	INCIDENTAL MUSIC – Students perform own incidental music for a specified scene from either 'Jurassic Park' or 'Cool Runnings' using appropriate instrument or software. **FREE TOPIC**	and students learn how to prepare a performance that will allow them to achieve (or maintain) highest possible mark.	
Composition	Experiment with ways of changing songs and music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music **Exploring sounds, melody and accompaniment.** • To explore different sound sources. • Make sounds and recognise how they can give a message. • Identify and name classroom instruments.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music **Composition**	Experiment with, create, select and combine sounds using the inter-related dimensions of music **Exploring sounds, melody and accompaniment.** • To explore different sound sources. • Make sounds and recognise how they can give a message.	**FANFARES** Compose own fanfare following all key features. Write using a form of graphic notation based on pitch and duration.	**STRUCTURE I - TERNARY FORM** Compose melodies using a four-bar antecedent and consequent form, building to a more extended piece in ternary form.	**THEME AND VARIATIONS** Compose (minimum of) three variations on Frere Jacques using elements of music as creatively as possible. Student also use tonality to	Students compose music learning about and focusing on the following areas Structure Repetition and contrast Texture (doubling, various	Students begin their composition based on a brief sent by the exam board. (Link back to mock composition in year 10)

Litcham School Curriculum Map

		• Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. • Contribute to the creation of a class composition. • Perform together and follow instructions that combine elements • Choose sounds and instruments carefully and make improvements to their own and other's work.	• Create textures by combining sounds in different ways. • Create music that describes contrasting moods/emotions. • Improvise simple tunes based on the pentatonic scale. • Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. • Create descriptive music in pairs or small groups. • Perform in different ways, exploring the way the performers are a musical resource. • Perform with awareness of different parts • Recognise how music can reflect different intentions.	• Identify and name classroom instruments. • Create and chose sounds in response to a given stimulus. • Identify how sounds can be changed. • Change sounds to reflect different stimuli. • Contribute to the creation of a class composition. • Perform together and follow instructions that combine elements • Choose sounds and instruments carefully and make improvements to their own and other's work.	**ELEMENTS OF MUSIC** Compose in groups programmatic music focusing on elements of music. **RHYTHM, METRE AND DURATION** Compose and improvise rhythm patterns in individual, group and whole class music. Compose Minimalist pieces using notation software. Emphasis on creating rhythmic ostinati from differing note durations and creating variety through use of texture and timbre.	**BLUES** Compose blues melodies using the blues scale. Group composition blues piece to include all key features. **STRUCTURE II - RONDO FORM** Compose music based on Rondo form ensuring not only correct structure but appropriate use of repetition and contrast, using all elements of music. Ensure that piece feels complete in itself	create different moods. **PROTEST SONGS** Compose protest songs in groups. Ensure that chosen genre is appropriate to lyrical content. Ensure that song has a clear and recognisable song structure and feels complete in itself. **FILM SCORES** TV and MOVIE THEME TUNES Compose a movie theme tune to fit a choice of three (invented) films. Students must consider the WHEN, WHERE and GENRE of their choice. INCIDENTAL MUSIC – Students compose a piece incidental music for a specified scene from either 'Jurassic Park' or 'Cool Runnings' using appropriate instrument or	accompaniment styles) Instrumentation Harmony This all comes from and is linked back to the listening work. One mock composition is based on a brief from the exam board (equivalent of a commission in real life and music industry. Link to Band project in year 8 – expectations of producing music for a client) Students understand they must follow all aspects of the brief and if needed put aside their own preferences and normal ways of working.	Continue work on Free Compositon

							software. They must compose to the exact length of the scene or cues. They must make certain that every single element of music is used within the context of the images onscreen. FREE TOPIC		
WRITTEN NOTATION - Methodology		• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.	• Perform long and short sounds in response to symbols. • Create long and short sounds on instruments. • Play and sing phrase from dot notation. • Record their own ideas. • Make their own symbols as part of a class score.	• Perform using notation as a support. • Sing songs with staff notation as support.	**FANFARE** Graphic score **STAFF NOTATION I - ODE TO JOY** Beethoven 9th Traditional stave notation – focus on pitch **RHYTHM and DURATION** Boxes and blobs graphic score segue into stave notation - focus on duration. **STAFF NOTATION II – CHROMATIC NOTES** Flats, sharps and naturals	**STRUCTURE I - TERNARY FORM** Staff notation **BLUES** Chords in staff notation (Blues) Guitar tablature (where appropriate) Lead sheets **STRUCTURE II - RONDO FORM** Staff notation, typical visual layered format common to music software. **CARIBBEAN MUSIC – REGGAE** Staff notation, lead sheets, guitar tablature. **BANDS** Staff notation, lead sheets, guitar tablature	**THEME and VARIATIONS** Staff notation **PROTEST SONGS** Staff notation, lead sheets, graphic notation. **FILM SCORES** A range of notations may be used depending on the choice of genre and context.	Students must produce a score for their compositions although they choose themselves the most appropriate style for this – notation, tab, lead sheet etc. Most set works use standard notation.	As year 10

Litcham School Curriculum Map

TECHNOLOGY				Use ICT to change and manipulate sounds. Composition	Keyboards (Fanfares, Ode to Joy, In the hall of the mountain king) SIBELIUS – (Rhythm and duration)	**BLUES** Amplifiers, leads, electric/bass guitars **STRUCTURE II - RONDO FORM** Dance Ejay or Sibelius notation software BANDS Amplifiers, leads, electric/bass guitars	**THEME and VARIATIONS** Keyboards **PROTEST SONGS** **FILM SCORES** Sibelius notation software, Amplifiers, leads, electric/bass guitars	Students use technology as appropriate to their instrument. For composition they mostly use Sibelius although the syllabus does not put any restriction on this other than the requirement to produce a recording and written version of each piece.	As year 10