

Broomfield School Music

Subject Curriculum Map

Intent

Underpinning all music lessons at Broomfield School is a focus on performing, composing and listening to music, leading to a deep and transferable understanding of the values of music.

At KS3 music lessons seek to engage and inspire pupils to develop a love of music and their talent as a musician. Pupils will use their voices, instruments and technology to explore a range of musical contexts, styles and influences. As a result of their studies, pupils will perform fluently, compose appropriately and learn to reflect critically on the music they hear around them. By the end of KS3, pupils will be expected to know, apply and understand the matters, skills and processes specified in the programme of study.

At KS4 the curriculum intends to develop the musical knowledge, understanding and skills learnt in music to ensure pupils form a personal and meaningful relationship with music. Pupils will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and react on how music is used in the expression of personal and collective identities. The areas of study provide an appropriate focus for pupils to appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. Performing, pupils will be able to interpret relevant musical elements as appropriate using resources and techniques as appropriate to communicate musical ideas with accuracy and expression and interpretation, including phrasing and dynamics appropriate to the style and mood of the music. Through composition, pupils will learn how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing.

Implementation

KS3: 1hr pw.

Pupils' understanding of music is built upon throughout the academic year. Students are exposed to expected key musical vocabulary in terms one and two that allow them to comment and explore music correctly. Understanding of key topics covered in this period are revisited and further explored in all following topics to ensure the pupils' understanding is deep and transferable. This is in parallel to the understanding of new musical styles and contexts. Attention to the understanding and use of key vocabulary is held as a high priority in all classroom and homework tasks to ensure students reflect appropriately on their music making. KS3 embeds the fundamental learning blocks to allow all students to access and describe music, as well as, guiding pupils wishing to further study at GCSE.

KS4: 3/2hrs pw

At KS4 pupils focus more explicitly on four key areas of study when appraising music. These are learnt separately and then compared through suggested topics from the exam boards, as well as, subsidiary themes of work that support the exam specification. This is to embed a deep understanding of topics covered under the GCSE specification. Attention to the understanding and use of key vocabulary is held as a high priority in all classroom and homework tasks to ensure students reflect appropriately on their music making, as well as, meeting the needs of the listening exam. The GCSE curriculum allows students to further explore their love of music and hopes to inspire pupils to further pursue their talent.

Year	Term 1	Assess. 1	Term 2	Assess. 2	Term 3	Term 4	Assess. 3	Term 5	Term 6	End of Year
Year 7	Yr 7 Sing Pupils learn to describe music using key vocabulary and develop the skill of singing.	Performance Baseline Test (Musical Contexts)	Elements of Music (Texture) Pupils perform popular music using individual notes to build a whole class performance gaining knowledge of the harmonic nature of pitch.	Performance and keyword test.	Keyboards Skills 1 (Great Composers) Pupils learn to read tradition musical notation and develop keyboard skills.	Music in Space Pupils learn the instruments of the orchestra and develop their composition and keyboard skills.	Written test and composition task.	Minimalism Pupils learn the musical features and skills need to compose an original piece of minimalist music	Loops, Layers and Beats. Pupils develop the skills and knowledge required to compose music on a computer.	Composition, Performance and Listening/Appraising Exam

Broomfield School Music

Y7 Knowledge Links	Pitch Texture Tempo Duration Structure Sonority (Timbre)		Melody Bass Line Chords (Triad) Harmony Flat notes		Semibreves Minims Crochets Semiquavers Dotted Notes Treble Clef Bass Clef Time Signatures ¾ - 4/4 C major/ A minor Forte – Piano	Strings Brass Woodwind Percussion Ostinato Staccato Legato Duration Programme Music Chord Progression		Phasing Motif Structure Texture Silence Polyrhythm Cell	Loop Multi-Track recording Samples Chorus Verse Introduction Chord Progression AABA melodies Improvised melodies	
Study Pieces <small>(Model Music Curriculum)</small>	<ul style="list-style-type: none"> Stand By Me Shotgun Youth Half the World Away Love me Tender 		<ul style="list-style-type: none"> The Lion Sleeps Tonight Pirates of the Caribbean Adele: Rolling in the Deep Ghost Busters Angel City 		<ul style="list-style-type: none"> Beethoven: Ode to Joy Harvey: Arriba (jazz in the classroom) Spiritual: When the saints Chopin: Waltz in A minor 	<ul style="list-style-type: none"> Holt: Mars Bringer of War Mussorgsky: Night or Bare Mountain Anderson: The type Writer Peer Glynt: Morning Rise 		<ul style="list-style-type: none"> Clapping Music for 2 performers. In C Tubular Bells 	TBC	
Year 8	African Drumming Pupils learn rhythmic devices and develop performance and composition skills.	Composition and performance.	Yr 8 Sing Pupils develop skills to describe music using key vocabulary the skill of singing	Performance and keyword test.	Keyboards Skills 2 (Great Composers) Pupils learn to read tradition musical notation and develop keyboard skills.	Blues Pupils learn the origins of Popular music and develop keyboard and performance skills.	Written test and composition task.	4-chord Song Pupils learn musical harmony and develop composition and keyboard skills..	Composing a Pop Song. Students use technology t compose their on pop song building on skills used in 4-chord song	Composition, Performance and Listening/Appraising Exam
Knowledge Links	Structure Polyrhythm Cyclic Rhythm Syncopation Solo Time Signature Imitation Question and answer		Pitch Conjunct Disjunct Duration Unison Three-part Harmony		In Addition to year 7: Dotted notes Pianissimo Rests Ledger Line Octave Key signature 6/4 time signature Sharps and Flats	12 bar blues (G major) G Major Blues Scale Improvisation Structure Walking bass line Drum Beat Drum fill		Chord Progression Key Signature Extended chords Ternary form melody Melody and Accompaniment	Chords Bass line Melody Drum beat Texture	
Study Pieces <small>(Model Music Curriculum)</small>	<ul style="list-style-type: none"> Kuku Ngoma Raja Gankogui 		<ul style="list-style-type: none"> Youth True Colours Say Something Ole le Loila Merry Christmas Everyone 		<ul style="list-style-type: none"> Morning Song by Edvard Grieg Fur Elise by Beethoven Minuet in G by Bach Moon light Sonata by Beethoven Chopin: Waltz in A minor 	TBC		TBC	TBC	

Broomfield School Music

Year 9	Yr 9 Sing Students develop skills to describe music using key vocabulary the skill of singing	Performance	Ukulele Pupils build on their singing skills while developing the skill of accompaniment on a Ukulele.	Performance key word test.	Keyboard Skills 3 (Great Composers) Pupils learn to read tradition musical notation and develop keyboard skills.	Variations (Great Composers) Pupils learn the key features of creating variations on melody. Student to compose and perform original work.	Written test and composition task.	Loops, Layers and Beats. Students develop the skills and knowledge required to compose music on a computer.	Samba Pupils learn about fusion music styles and develop performance skills.	Composition, Performance and Listening/Appraising Exam
Knowledge Links	Harmony Interval Acapella Homophonic Polyphonic Mono Phonic Cannon		(2021: Tuning Peg, Fretboard, Strings, Chords, Strumming Pattern) (2022) onwards Extended Chords Strumming Pattern Solo Melody and Accompaniment Bar Chord Improvise Chord sequence Harmonies		Major Scale Trill Treble Clef Chords Block Chord Broken Chords Chromatic Diatonic Tonality Perfect Cadence Imperfect Cadence	Ground Bass Theme Melody Variation Texture Retrograde Inversion Sequence Harpsichord Structure Minor/Major		Ternary Sequence Inversions Block Chords Broken Chords Arpeggio Walking Bass Ground Bass Root note Shuffle Back beat Syncopation	Maracatu Syncopation Clave Samba reggae Call and Response Imitation Triplets Solo Polyrhythm Crescendo Diminuendo Rondo Form	
Study Pieces (Model Music Curriculum)	<ul style="list-style-type: none"> • Charlie Puth: One Call Away • Babethandaza • Newly: Feeling good • Ezra: Shotgun • Dua Lipa: Don't start Now 		<ul style="list-style-type: none"> • Three Little Birds • Love Yourself • I'm Yours • Watermelon Sugar • Ext: Let Her Go • Ext: Somewhere over the rainbow • Ext: Wake me Up 		TBC	Pachabels Cannon Funeral March Chopin		TBC	TBC	
Year 10*	AoS 1 Western Classical Tradition Pupils learn the key typical eras of Classical music: AoS1	Listening test and formative performance tasks.	AoS 2 Popular Music Pupils learn the key typical eras of AoS2 Popular music: Little Shop of Horrors	Written test and formative composition tasks.	AoS 3 Traditional Music Pupils learn the key typical eras of Traditional Music: Blues, Fusion, Contemporary Latin, Contemporary Folk. AoS3	Set Work 1: AoS 1 Pupils revise key features of the WCT and identify key features of exam set work. AoS1	Listening test and formative performance tasks.	Free Composition Students learn and develop key composition skills for GCSE coursework requirement.	Ensemble Project Pupils develop ensemble and performance skills in response to exam board specification.	Composition, Performance and Listening/Appraising (MOCK)Exam
Year 11*§	Music Theory Pupils learn the key musical use in exam paper.	Listening and written test.	Brief Composition Students learn and develop key composition skills for GCSE coursework requirement.	Composition and mock exam.	AoS 4 Western Classical Tradition 1910 Pupils learn the key typical areas of WCT 1910 Music: Copland, Arnold, Bartok, Minimalism. AoS4	Set work Revision Students revise and learn key features of these areas of study and develop exam skills.	Mock exam.	Unprepared Listening Students revise and learn key features of these areas of study and develop exam skills.		

* Alongside curriculum topics stated, students will also reflect weekly on performance lessons and end of term performances to support Performance coursework.

§ Fortnightly revision of set works will take place throughout yr11 in term 2.

Broomfield School Music

Impact:

- Progress in music is measured every 1/2 term through end of unit/topic tests. These tests will be appropriate to the topic that has been studied and may be in the form of a listening test, a written test, a performance or the submission of a composition. The curriculum allows pupils at each level of study to fully explore and experience these various ways of displaying and assessing musical intelligence and talent.
- Assessment data gathered from assessment is used to identify gaps in students' knowledge. This information is shared with students and fellow staff to allow a broad range of support is available. Students are also encouraged to identify their own strategies for development through the assessment criteria and feedback system.
- Core vocabulary is learnt through regular use of keywords and phrases by students. Students use keywords to describe the skills they are developing and to explain they music they hear throughout their study. (Mode Continuum)
- Teachers can measure whether the curriculum intent has been achieved through the assessment scores/grades awarded at the end of each half term. Students who display progress in all three key areas of the music curriculum (performance, composition and listening) will have fully realised the effect of curriculum's intent.
- Outside of music lessons students have the opportunity to take part in a number of enriching extra-curricular activities. These range from weekly clubs that are open to all, instrument specific workshops, drop down days and guest artists and teachers visiting the department.