

Inspire, Challenge, Enrich

SUBJECT/YEAR - Curriculum maps

Department mission/curriculum statement: Park Vale Music Department aims to engage and equip students with the skills and knowledge to maintain a lifelong partnership with performing, composing and critically listening to a diverse range of music.

Year 7	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Introduction to the keyboard and African drums	Seasonal Keys	Variations 1	Remix	Syncopation & World Music	Music Tech
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Keeping a steady pulse in rhythm activities Identifying white notes on the keyboard Finger positions / finger numbers Basic note lengths Drone accompaniments The Musical Elements Listening & Appraising pieces	Major scales on the keyboard Performing melodies Developing finger dexterity Identifying pitches on the treble clef. Note and rest durations	Performing a theme and variations Performing melodies with shifting hand positions Rhythm exercises Notation reading Listening Exercises Playing scales Interval training Major scales Interval training	Performing a given melody with an auto-accompaniment backing track in different styles. Performing rhythmic variations of a melody Rhythm exercises Notation reading Listening Exercises Playing scales Interval training	Identifying music based by country of origin Performing a song in a reggae style Playing syncopated/off-beat chords Rhythm exercises Notation reading Listening Exercises Playing scales Interval training	Exploring and creating music using online music sequencers Creating loops Selecting sounds Adding FX Creating a 16/32 bar structure based on loops Saving MIDI and exporting audio files
Key Vocabulary (School Improvement Priority)	Drone Duration Tempo	Texture Timbre Attack & Decay	Ground Bass Variation	Accompaniment Backing track Remix	Syncopation Bass line Reggae Hook Riff	MIDI Sequencer DAW Audi
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	N/A	N/A	N/A	N/A	N/A	Given the practical nature of KS3 lessons extended writing opportunities are offered as part of the homework programme. Music students have one half's term of homework allocated per year. For this students will complete a booklet containing various tasks and also a listening diary containing a selection of musicians, composers and musical works. Students either select a piece by the chosen artist and answer a series of listening & appraising question based on the use of the musical elements, developing their ability to listen to and appraise music.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Students undertake a baseline assessment to determine prior knowledge and skills. Students are assessed on their ability to play a simple tune and extensions thereof (eg. Adding drone, varying rhythm)	1)Keyboard/Performance assessment – half-termly grade given along with verbal feedback which is recorded in students booklets and on tracker at back of folder 2) Note identification test – scores recorded on tracker 3) Interval recognition test – scores recorded on tracker 4) Music artist recognition assessment (based on homework diary) 5) Musical elements identification test In addition students will receive a	“	“	“	Formative feedback of music tech pieces given on a weekly basis. Summative assessment in last 2 weeks End of year listening diary artist including all artists studied. Pitch test Interval test

Year 8	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Minimalism	Seasonal Keys 2	Computer Game Themes	Modal Improvisation	4 Chord pop song writing	Music Tech (2)
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	Developing Minimalism skills in performance and composition (eg. Additive and diminutive rhythms and phase shifting. Understanding the context of Minimalism Performing and interpreting given Minimalist works and performance prompts	Developing keyboard skills Reading notation (standard and chord symbols) Using auto-accompaniment Irregular time signatures	Performing and composing computer game themes. Rhythm exercises Notation reading Listening Exercises Playing scales Interval training Major scales Interval training	Contextual information on the Greek Modes and Pentatonic scale. Composing and improvising with the Pentatonic and Dorian scales using world music rhythms and Jazz. Solo and whole group improvisations	Context around the use of 4 chord progression in pop music Performing popular 4 chord progressions in different styles Writing a melody and accompanying hooks and riffs to fit with chord prog.	Music tech skills Ability to explore and select sounds and then combine using a sequencer to create a structured piece of music. Ability to perform a 'mix' of several instruments to create a balanced stereo field.
Key Vocabulary (School Improvement Priority)	Minimalist Loop Ostinato Drone Phasing Additive Diminutive Static	Variation Interval Unison Augment Diminute	Theme Synthesizer Octave	Groove Accompaniment Solo Improvisation Mode Dorian Phrygian Ionian sequence	Pentatonic Riff Accompaniment Vamp compose	MIDI Audio Loop Quantise Sequencer DAW
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Students continue to receive half-termly homework listening diaries. Year 8 diaries include specific musical works from a range of cultural/historical/geographical locations. Students analyse these in relation to their use of the musical elements and other contextual features. These are peer-assessed at the end of each half term.	“	“	“	“	“
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Students undertake 4 key assessments per half term plus a musical elements test every term 1)Keyboard/Performance assessment – half-termly grade given along with verbal feedback which is recorded in students booklets and on tracker at back of folder 2) Note identification test – scores recorded on tracker 3) Interval recognition test – scores recorded on tracker 3) Listening and appraising test.	“	“	“	“	Formative feedback of music tech pieces given on a weekly basis. Summative assessment in last 2 weeks End of year listening diary artist quiz Pitch test Interval test

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Year 9	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Performance workshops	The Gig -	Intro to Music Sequencing	Music production & DAWs	Improving instrumental study/composition	Improving instrumental study/composition
Key Knowledge/Skills Main knowledge/skills (subject specific and generic) that will be developed and how	Students work in rotating small group/ensembles rehearsing and performing a series of given songs in their chosen roles. Ensemble skills along with general musicianship skills and the ability to safely set up and strike equipment.	Students self-select groups ensembles rehearsing a chosen seasonal songs in preparation for an end of term performance. Ensemble skills and general musicianship continue to develop alongside health & safety conscious resource management	Developing music tech skills. Introduction to Cubase Recording & editing MIDI and audio Quantising Importing audio	Students continue to develop their understanding of DAWs and music tech. Students produce a piece using Cubase according to given list of assessment criteria. Students analyse the use of sequencing techniques in various musical works	SMART target setting in relation to development as a performer Developing instrumental technique, control on instrument, dexterity and stamina Maintaining a practise log and charting self-development	Students choose a composition or performance-based pathway and develop their skills accordingly through tasks and tutorials. Composers undertake a composition task in relation to a set brief/ list of assessment criteria to be fulfilled. Performers prepare an end of term recital Composers publish tracks.
Key Vocabulary (School Improvement Priority)	Ensemble Cooperation Responsibility Health & Safety Communication	Rehearsal Log Role SMART Performance	MIDI Audio D.A.W Loop	FX Compressor Delay Reverb Quantise Export Panning automation	SMART Target Dexterity Stamina Technical Ability	Recital Brief Development Generate Score
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Students maintain a weekly rehearsal log which includes target-setting and reflection. Homework tasks include preparatory extended writing opportunities based around the unit themes undertaken in years 10 and 11. Students complete an end of unit evaluation	Students maintain a weekly rehearsal log which includes target-setting and reflection. Homework tasks include preparatory extended writing opportunities based around the unit themes undertaken in years 10 and 11. Students complete a post-performance evaluation.	Students maintain a weekly sequencing log including target setting and evaluating progress so far. Homework tasks include preparatory extended writing opportunities based around the unit themes undertaken in years 10 and 11	Students maintain a composition log. Homework assignments also provide opportunity for extended writing	Students maintain a weekly rehearsal log which includes target-setting and reflection. Homework tasks include preparatory extended writing opportunities based around the unit themes undertaken in years 10 and 11	Ongoing weekly progress logs. Written evaluations of compositions and performances at end of project.
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Students receive continual verbal feedback, musical guidance and support every lesson. Feedback is also recorded in student's rehearsal logs on a fortnightly basis. A summative performance grade and detailed written feedback is given once per half term.	Students receive continual verbal feedback, musical guidance and support every lesson. Feedback is also recorded in student's rehearsal logs on a fortnightly basis. A summative performance grade given following performance	Students receive continual verbal feedback, musical guidance and support every lesson and are then summatively assessed at the end of the project. Grades tagged to RSL unit grades DAW knowledge written assessment	Students receive continual verbal feedback, musical guidance and support every lesson and are then summatively assessed at the end of the project. Grades tagged to RSL unit grades FX written assessment	Students receive continual verbal feedback, musical guidance and support every lesson and are then summatively assessed at the end of the project	Ongoing formative assessment of compositions and performances in development. End of term summative assessment.

Year 10	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	Music Knowledge 201ta	Music Knowledge 201ta	Music Knowledge 201ta	Composing Music 205ta/Instrumental Study 204ta	Composing Music 205ta/Instrumental Study 204ta	Composing Music 205ta/Instrumental Study 204ta
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	201ta is the first coursework unit undertaken. For task 1, students select 2 contemporary genres and publish a research project on them.	For 201ta task 2, students select a piece of music from one of the 2 genres studied in task 1 and publish an analytical 'review' around the use of specific musical parameters (tonality, tempo, production techniques, lyrical content and instrumentation	During this half term, students complete and submit both task 1 and 2. Contextual content around the next unit (204ta/205ta) is then delivered in preparation.	Students either undertake 205ta Composing music or 204ta Improving Instrumental Study 204ta - Task 1 = Presentation on the maintenance and health & safety requirements for their chosen instrument. 205ta – Students begin their composition by creating a series of loops based on the assessment criteria	204ta Students complete task 2 – Creating targets for self-development and a practice plan. 205ta students begin to structure their composition, create a contrasting section and develop initial ideas.	204ta students begin their instrumental study programmes, keeping a weekly development log and taking weekly videos of their pieces in progress. 205ta students continue to develop, structure and add detail to their compositions.
Key Vocabulary (School Improvement Priority)	Genre Contemporary Influences Inception Imagery	Review Production Panning Literary techniques Tonality Production	Tonality Instrumentation Production Techniques Lyrical Content	205ta - Melody Bass Line Harmony Rhythm Structure 204ta Dexterity Stamina Control Technique	Melody Bass Line Harmony Rhythm Structure Dexterity Stamina Control Technique	Melody Bass Line Harmony Rhythm Structure Development Dexterity Stamina Control Technique
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	201ta task 1 requires students to write approx. 1500 words	201ta task 2 requires students to write approx. 1000 words	Students complete resubmission in light of formative feedback and provisional grades	204ta – Task 1 = approx. 1000 word presentation 205ta – students complete homework assignments related to compositional devices and techniques	204ta – Task 2 = students complete a set of targets for self-development along with a weekly practise plan to attain them 205ta – students complete homework assignments related to compositional devices and techniques	204ta – students complete a reflective evaluation of the progress made during task 2.2 205ta – students complete evaluations of their compositions and how they feel they met each of the assessment criteria
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Assessment criteria include Inception and influences on the genre / important musicians / significant recordings and events / associated fashion and imagery Students submit an initial draft for formative marking, a final draft for summative marking and then are given a final opportunity to resubmit. Written feedback is given at each of these 3 points	Selected works are analysed for their use of tonality, tempo, lyrical content and production techniques. Students submit an initial draft for formative marking, a final draft for summative marking and then are given a final opportunity to resubmit. Written feedback is given at each of these 3 points	Final submissions of 201ta task 1 and 2 are submitted, moderated and then final grades are input	Formative assessment of initial composition ideas Formative assessment of 204ta Task 1	Summative assessment of 204ta Task 1 Formative assessment of 204ta Task 2 Ongoing formative assessment of 205ta Task	Summative Assessment of 204ta Task 2 Ongoing formative assessment/weekly one to one feedback given on compositions and performance development

Year 11	Autumn HT 1	Autumn HT 2	Spring HT 1	Spring HT 2	Summer HT 1	Summer HT 2
Topic and/or Key Question	204ta/205ta	Music Sequencing & Production 203ta	Music Sequencing & Production 203ta	Music Sequencing & Production 203ta	Revision	Revision
Key Knowledge/Skills Main skills (subject specific and generic) that will be developed and how	204ta Students complete task 3 performance schedule and complete final evaluation of progress 205ta student produce score/annotations	Students prepare for the final controlled assessed unit with tutorials on production techniques including sampling, synthesis, internal routing and automation	Students begin final externally-assessed unit 203ta. Brief is distributed once released by RSL. Students are allowed 10 hours preparation time prior to the 20 hours controlled time. Controlled hours are interspersed with tutorials/how to's on key assessment criteria (eg. Synthesis, sampling)	Students complete controlled assessment during this term.		
Key Vocabulary (School Improvement Priority)	Annotation Evaluation Bass Harmony Melody Rhythm	Production Insert/Send FX Automation Scenario Velocity Sampler routing	Production Insert/Send FX Automation Scenario Velocity Sampler routing	Production Insert/Send FX Automation Scenario Annotation Evaluation		
Extended Writing Extended writing opportunities and skill development (School Improvement Priority)	Students complete a final evaluation of either their composition or performance progress	Based on the typical brief for this unit, students create a plan of aims along with a timeline and resource list	Once the controlled assessment hours are in progress and the project plan, timeline and resource list are complete student activity is entirely practical until the end of unit final evaluation.	Students complete final evaluation before work is uploaded to RSL for external assessment.		
Assessment [Summative & Formative] How knowledge and skills will be assessed formally and informally. How feedback will be given	Summative assessment of 205ta and 204ta	Externally-assessed controlled assessment. Student are given 10 hours preparation plus 20 hours controlled assessment time to complete the tasks on a given brief	No formative assessment or guidance is permitted during the controlled hours.	Students receive final grades from RSL in August		