

Music Curriculum Map

Intent

Music at The Hurlingham Academy focuses on improving the quality of students' musical responses and musical understanding to promote good prospects for further study and a life-long appreciation for the art form. Music is an incredibly varied subject by nature, encompassing practical skills, listening skills, creative skills self-management skills, problem-solving, and communicative skills. The curriculum has been designed to scaffold practical musical skills from Year 7 to Year 11 in a sequenced and fundamentally musical way by linking all musical activities to the act of making music. We encourage all students to take part in the extra-curricular programmes, such as Choir, Brass Group, Theory Clubs, and instrumental lessons to develop their instrumental/singing skills and general musicianship. The learning experiences are high quality and authentic (where possible), with clear progression routes. The department prides its curriculum as being inclusive, absorbing, relevant, varied, progressive and respectful – all of which are important in producing active and confident students.

Implementation

The curriculum is delivered through a primarily practical means – all music should be rooted in an authentic musical activity, including all theory and listening skills. Schemes of work from Year 7 to Year 11 have been chosen to offer numerous opportunities to interleave knowledge and skills from the start of year 7, meaning content is continuously embedded into students' long term memory. The Key Stage 3 curriculum has been designed in such a way that allows students time to develop their instrumental (either piano, guitar), singing and music technology skills regularly, with increasing technical difficulty as each year progresses. The performing aspects of the curriculum are framed through schemes of work that support students' analytical skills over a variety of musical styles and genres: these schemes of work are designed to teach students how to approach musical analysis generally (particularly for unfamiliar pieces of music) rather than having an in-depth knowledge of a particular style of music, though some schemes of work will require students to know some contextual information about the style. By the end of Key Stage 3, students should be ready to analyse the music required for Key Stage 4 Music and Music Technology.

		Term 1	Term 2			Term 3	Term 4	Term 5	Term 6		
Year 7	Synoptic Assessment	Sub-Saharan African Music <i>Singing / Piano / Percussion</i>		Opera <i>Singing / Piano / Guitar</i>		Class Band <i>Singing / Piano / Guitar</i>				Synoptic Assessment	
		Students are introduced to West and South African musical traditions, focusing on the idea of repetition and contrast. Students learn how to play traditional pieces on percussion and sing traditional songs, introducing students to the interrelated musical dimensions and simple composition. Students are also introduced to standard Western notation (rhythms, time signatures, dynamics, tempo markings and treble clef) during this unit, which will be built on in all subsequent schemes of work in the Music curriculum.									

		Term 1	Term 2			Term 3	Term 4	Term 5	Term 6		
Year 8	Synoptic Assessment	Form & Structure <i>Piano / Guitar</i>		Remixes <i>Piano / Music Technology</i>		Blues <i>Singing / Piano / Guitar</i>				Synoptic Assessment	
		Students explore how Western Classical Music is organised into different forms and structures by studying both a solo and ensemble piece. They build on their instrumental skills from Year 7 by tackling more technically challenging musical works, and are introduced to more sophisticated notation, looking at key signatures and more complex rhythms.									

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 9	Electronic Dance Music Piano / Music Technology		Variations Singing / Piano / Guitar		Band Skills Singing / Piano / Guitar	
	Students study the key features of EDM to compose their own track based on the characteristic musical devices from the genre, preparing them for composition at Key Stage 4. Students become more confident at handling their DAW, using more effects processing and plugins to enhance their work. Students explore the performance context and link it to other styles of music as a musical fusion.		Students explore variation form by first playing and analysing <i>Canon in D</i> (J. Pachelbel) as a set work, then composing and performing their own variations on a given theme. Students compose using a variety of musical devices explored throughout the previous two years along with some new ones to produce a sophisticated composition.		Students work together as a band to produce a sensitive and expressive ensemble performance of a given song. This unit is designed primarily to enhance students' technical ability on their chosen instrument to ensure that they are at an appropriate performance standard before starting either Key Stage 4 course.	

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music GCSE, Edexcel	AOS1: Instrumental Music 1700-1820		AOS2: Vocal Music		AOS3: Music for Stage and Screen	
	Students study instrumental music from the Western Classical Tradition to build their musical analytical skills and to add more repertoire to their compositional skills. Students explore the context in which this music was composed, broadening their understanding of what the purpose of music is. Set Works: <ul style="list-style-type: none"> Brandenburg Concerto No. 5 in D Major: III – J.S. Bach Piano Sonata No. 8 in C Minor 'Pathétique': I – L. van Beethoven Preparation for the performance component of the GCSE is ongoing.		Students study music that has been composed for the human voice. Students build on their analytical skills by studying different pieces to gain an understanding of the complexities of the human voice, and how different composers have treated it as an instrument. This broadens students' compositional skills. Set Works: <ul style="list-style-type: none"> 'Music for a While' – H. Purcell 'Killer Queen' from <i>Sheer Heart Attack</i> - Queen Preparation for the performance component of the GCSE is ongoing. Students begin their free composition.		Students study music that has been composed for stage (musical theatre) and screen (film) to explore the context in which this music was composed, broadening their understanding of what the purpose of music is. Analysing this music will also build on students' compositional skills. Set Works: <ul style="list-style-type: none"> 'Main Title/Rebel Blockade Runner' from <i>Star Wars Episode IV: A New Hope</i> – J. Williams 'Defying Gravity' from <i>Wicked</i> – S. Schwartz Preparation for the performance component and free composition of the GCSE is ongoing.	
Music Technology Level 2 Technical Award, NCFE	Unit 1: Using a Digital Audio Workstation		Unit 2: Creating Music		Unit 3: Studio Recording	
	Students develop their skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Students will create a musical project in response to a brief, reflecting industry skills. This creates a foundation for further study in the field of Music Technology.		Students develop skills to analyse stylistic elements of music and develop a piece of music based on a specific style. Students review the technical and creative processes learned in the previous term. This develops students' analytical and compositional skills for further study.		Students learn how to plan and undertake a recording session for a given scenario. Students learn to create a mix-down of their recording and review the final product. This teaches students a fundamental element of a real-world task in Music Technology.	

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music GCSE, Edexcel	AOS4: Fusions		Revision / Controlled Assessments		Revision	
	<p>Students study how different musical styles from around the world have been creatively fused to create new genres and styles of music. This develops students' critical analysis and comparative skills by making judgements on the music, along with broadening their compositional repertoire.</p> <p>Set Works:</p> <ul style="list-style-type: none"> 'Release' from <i>Volume 2: Release</i> – Afro Celt Sound System 'Samba em Preludio' from <i>Esperanza</i> – Esperanza Spalding <p>Preparation for the performance component of the GCSE is ongoing. Students begin preparing to compose to a brief.</p>		<p>Preparation for the performance component of the GCSE is ongoing. Students begin preparing to compose to a brief.</p>	<p>Completion of both controlled assessments (two compositions and two performances).</p> <p>Revision of all set works and consolidation of wider listening.</p>	<p>Revision of all set works and consolidation of wider listening.</p>	<p>Completion of written exam.</p>
Music Technology Level 2 Technical Award, NCFE	Unit 3: Studio Recording	Synoptic Assessment	Unit 4: Sound Creation			
	<p>Continued from previous term.</p>		<p>Students explore sound creation and apply their knowledge of previous topics to create an original sound creation project to a given brief. Students review their work after. This topic enables students to work more autonomously as Music Technologists and gives them the practical skills to work independently.</p>	<p>Continued from previous term.</p> <p>Revision of previous units evidence.</p> <p>Revision for External Assessment Unit (EAU).</p> <p>First attempt at the EAU.</p>	<p>Revision of previous units evidence.</p> <p>Revision for External Assessment Unit (EAU) *</p> <p>Second attempt at the EAU *</p> <p><i>*If required</i></p>	<p>-</p>

Impact

To ensure students achieve mastery, students are assessed formatively throughout Key Stage 3 against age-appropriate Key Performance Indicators (KPIs) set out by the United Learning Curriculum for Music; students in Key Stage 4 are assessed based on boundaries dictated by the relevant exam board, which varies depending on the route chosen. Teaching and planning is continuously adapted accordingly in response to the results of this data. Knowledge Organisers are used to support student learning outside the classroom by embedding core musical principles such as key terminology, theory and notations. Students are assessed on their Knowledge Organisers fortnightly as their homework. In between Knowledge Organiser homeworks, students are expected to complete online quizzes that are tailor-made to topics to extend students' musical understanding further. The extent to which the curriculum intent and outcome has been met will be measured on Key Stage 3 students' KPI data, and by results attained at Key Stage 4. Students can further their musical awareness by taking part in the extra-curricular clubs, ensembles and instrumental lessons offered, which may change annually.