



## MUSIC CURRICULUM MAP

Intent:

### Music

We aim to give a broad and balanced musical curriculum, studying music from a diverse range of cultures, periods, and genres. Music is taught as a practical academic subject; as well as learning practical skills, we ingrain a knowledge of theory and contextual understanding. Students learn to work individually and in small groups and develop their creative approaches to tasks.

We are in a transition period of the curriculum, so some topics may appear in more than one year group.

### Music Technology

We aim to give a detailed understanding of the Key Concepts of the technological advancements in popular music, with an ability to analyse and evaluate these concepts in context, and creatively apply them to practical production and composing tasks.

The department aims to give students the knowledge and skills to allow them to creatively express their ideas.

<b>YEAR 7</b>	<b>Bridging Unit – Sea Shanties</b>	<b>Medieval Music</b>	<b>Orchestra</b>	<b>Keyboard</b>	<b>Major and Minor scales</b>	<b>Cross-Curricular Project</b>
<b>Key Knowledge</b>	Musical elements Context	Musical and contextual knowledge Notation	Instruments of the orchestra Context Musical periods	Piano keyboard skills Notation	Theory of major and minor scales Keyboard skills Notation Music Technology	Musical elements Programme music
<b>Key Subject Skills</b>	Singing Appraising Rhythmic performance	Listening and appraising Composing Ensemble skills	Listening and appraising Research skills	Solo performance Composition	Keyboard skills Score writing software Composition Editing	Group composition Group performance
<b>Personal development:</b> • RSE • Online safety	Dockyard trip as part of Expressive Arts faculty		Safe use of internet for research	Correct playing technique to avoid muscle strain		Performance to families
<b>Personal development and enrichment running throughout the year</b>	Musical extra-curricular clubs open to all year groups. Practice room booking system for break and lunch time to enable fair access to all students. Practice rooms used in lesson time as a privilege breakout space. Availability of peripatetic instrument teachers to enhance and enrich the school experience. School concerts and musicals give all students the opportunity to participate in live, large-scale, performance events. School concerts raise money for charity. All year 7s have two larger performing opportunities; they all perform in the Christmas Concert and they all perform as the culmination of the cross-curricular project					
<b>Connections with careers</b>	Performing and composing, transferrable skills such as teamwork, resilience, leadership, creativity, self-expression, problem solving. Aspirational display of alumni education / work destinations after leaving RMGS.					
<b>Home support</b>	Listen to music and discuss features heard. Explore Focus on Sound and BBC Bitesize websites together. Attend concerts together, or watch on-line. Attend and support school concerts and musicals. Create appropriate playlists. Read articles and websites linked to curriculum content. Engage with subject reading book list.					

<b>YEA 8</b>	<b>Keyboard skills; major and minor scales</b>	<b>Improvisation</b>	<b>Chords and Ground Bass</b>	<b>Chromatic and Whole tone scales</b>	<b>Blues and Jazz</b>	<b>Festival</b>
<b>Key Knowledge</b>	Piano keyboard skills Notation Theory of major and minor scales Music Technology	Musical genres from around the world Notation Musical elements	Chord theory Music technology Harmony Musical elements	Theory Further exploration of scales Programme music	Chord sequences Context – musical and political Texture	Performing conventions
<b>Key Subject Skills</b>	Solo performance Keyboard skills Score writing software Composition Editing	Keyboard Percussion Structure Ensemble skills	Use of notation software Melody writing Texture Editing	Keyboard Graphic scores Fanfares	Keyboard Guitar Appraising Ensemble skills	Group performance
<b>Personal development:</b> • RSE • Online safety	Correct playing technique to avoid muscle strain	Global citizenship			Social and political awareness	Celebration of musical and personal development
<b>Personal development and enrichment running throughout the year</b>	Musical extra-curricular clubs open to all year groups. Practice room booking system for break and lunch time to enable fair access to all students. Practice rooms used in lesson time as a privilege breakout space. Availability of peripatetic instrument teachers to enhance and enrich the school experience. School concerts and musicals give all students the opportunity to participate in live, large-scale, performance events. School concerts raise money for charity.					
<b>Connections with careers</b>	Performing and composing, transferrable skills such as teamwork, resilience, leadership, creativity, self-expression, problem solving. Aspirational display of alumni education / work destinations after leaving RMGS.					
<b>Home support</b>	Listen to music and discuss features heard. Explore Focus on Sound and BBC Bitesize websites together. Attend concerts together, or watch on-line. Attend and support school concerts and musicals. Create appropriate playlists. Read articles and websites linked to curriculum content. Engage with subject reading book list.					

<b>YEAR 9</b>	<b>Chords and the Blues</b>	<b>Ukulele and Guitar; the development of Pop music</b>	<b>Gamelan</b>	<b>Minimalism</b>	<b>Electronic Dance Music</b>	<b>Final creative project</b>
<b>Key Knowledge</b>	Chord sequences Context – musical and political Texture	Social and musical context Musical elements	Global citizenship Cultural awareness	Links to artistic movement Development of technology Links to Gamelan	Use of music technology Links to Minimalism and Gamelan Texture	All KS3 content could be relevant
<b>Key Subject Skills</b>	Keyboard Guitar Appraising Ensemble skills	Listening and appraising Guitar Ukulele Chords Structure Harmony	Tuned percussion Ensemble skills Group composition Cyclic patterns Repetition	Keyboard skills Solo and ensemble performing Solo and group composition	Harmony Texture Melody DAW Composition	Solo or ensemble performance Solo or group composition Academic research Use of technology
<b>Personal development:</b> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Online safety</li> <li>• Enrichment</li> </ul>	Social and political awareness	Contextual awareness	Global, cultural, and contextual awareness	Contextual awareness	Contextual awareness	Personal choice for creative direction and content
<b>Personal development running throughout the year</b>	Musical extra-curricular clubs open to all year groups. Practice room booking system for break and lunch time to enable fair access to all students. Practice rooms used in lesson time as a privilege breakout space. Availability of peripatetic instrument teachers to enhance and enrich the school experience. School concerts and musicals give all students the opportunity to participate in live, large-scale, performance events. School concerts raise money for charity.					
<b>Connections with careers</b>	Performing and composing, transferrable skills such as teamwork, resilience, leadership, creativity, self-expression, problem solving. Aspirational display of alumni education / work destinations after leaving RMGS.					
<b>Home support</b>	Listen to music and discuss features heard. Explore Focus on Sound and BBC Bitesize websites together. Attend concerts together, or watch on-line. Attend and support school concerts and musicals. Create appropriate playlists. Read articles and websites linked to curriculum content. Engage with subject reading book list.					

### Key stage 4: GCSE

YEAR 10	My Music	Baroque Concerto	Classical Concerto	Romantic Concerto	Indian Classical	Bhangra
Key Knowledge	Musical elements Technical terminology	Historical and cultural context Musical features	Historical and cultural context Musical features	Historical and cultural context Musical features	Historical and cultural context Musical features	Historical and cultural context Musical features
Key Subject Skills	Score writing software DAW Listening and appraising	Listening and appraising Terminology	Listening and appraising Terminology	Listening and appraising Terminology	Listening and appraising Terminology Class performance	Listening and appraising Terminology Class performance
NEA	Composition and performance worked linked to the areas of study developed throughout the year					
Personal development: • RSE • Online safety	Personal confidence with practical skills. Developing academic best practice.					
Personal development running throughout the year	<p>GCSE students are strongly encouraged to get individual or small group instrumental / vocal lessons to ensure NEA is appropriately prepared with an instrument specialist.</p> <p>Musical extra-curricular clubs open to all year groups. Practice room booking system for break and lunch time to enable fair access to all students. Practice rooms used in lesson time as a privilege breakout space. Availability of peripatetic instrument teachers to enhance and enrich the school experience.</p> <p>School concerts and musicals give all students the opportunity to participate in live, large-scale, performance events.</p> <p>School concerts raise money for charity.</p> <p>Bright Sparks concert at the Festival Hall</p> <p>Visiting instrumental workshops</p>					
Connections with careers	Performing and composing, transferrable skills such as teamwork, resilience, leadership, creativity, self-expression, problem solving. Aspirational display of alumni education / work destinations after leaving RMGS.					
Home support	Listen to music and discuss features heard. Explore Focus on Sound and BBC Bitesize websites together. Attend concerts together, or watch on-line. Attend and support school concerts and musicals. Create appropriate playlists. Read articles and websites linked to curriculum content. Engage with subject reading book list.					

<b>YEAR 11</b>	<b>Eastern Mediterranean</b>	<b>African Drumming</b>	<b>Central and South America</b>	<b>Film and Computer Game</b>	<b>Popular Music</b>	<b>Study Leave</b>
<b>Key Knowledge</b>	Historical and cultural context Musical features Key terminology	Historical and cultural context Musical features Key terminology	Historical and cultural context Musical features Key terminology	Musical features Cultural context Impact of music on specific emotions and action Key terminology	Cultural context Musical features of Rock n Roll, Stadium Anthems, Pop Ballads, and modern solo artists Key terminology	
<b>Key Subject Skills</b>	Listening and appraising Terminology	Listening and appraising Terminology	Listening and appraising Terminology	Listening and appraising Terminology Composition	Listening and appraising Terminology Composition Group performance	
<b>Personal development:</b> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Online safety</li> <li>• Enrichment</li> </ul>	Current political climate and potential impact on students					
<b>Personal development running throughout the year</b>	<p>GCSE students are strongly encouraged to get individual or small group instrumental / vocal lessons to ensure NEA is appropriately prepared with an instrument specialist.</p> <p>Musical extra-curricular clubs open to all year groups. Practice room booking system for break and lunch time to enable fair access to all students. Practice rooms used in lesson time as a privilege breakout space. Availability of peripatetic instrument teachers to enhance and enrich the school experience.</p> <p>School concerts and musicals give all students the opportunity to participate in live, large-scale, performance events.</p> <p>School concerts raise money for charity.</p> <p>Bright Sparks concert at the Festival Hall</p> <p>Visiting instrumental workshops</p>					
<b>Connections with careers</b>	<p>Performing and composing, transferrable skills such as teamwork, resilience, leadership, creativity, self-expression, problem solving.</p> <p>Aspirational display of alumni education / work destinations after leaving RMGS.</p>					
<b>Home support</b>	<p>Listen to music and discuss features heard. Explore Focus on Sound and BBC Bitesize websites together. Attend concerts together, or watch on-line. Attend and support school concerts and musicals. Create appropriate playlists. Read articles and websites linked to curriculum content.</p> <p>Engage with subject reading book list.</p>					

**Key Stage 5: Music A level**

<b>YEAR 12 and 13</b>	<b>Performing</b>	<b>Composing</b>	<b>Area of Study 1: The Instrumental Music of Haydn, Mozart, and Beethoven</b>	<b>Area of Study 2: Popular Song: Blues, Jazz, Swing, and Big Band</b>	<b>Area of Study 5: Programme Music 1820-1910</b>	<b>Area of Study 6: Innovations in Music, 1900 to the present day</b>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>- At least Grade 6 standard on your instrument or voice</li> <li>- Creating an interesting and balanced recital program</li> </ul>	<ul style="list-style-type: none"> <li>- Use of musical devices</li> <li>- Instrumental timbres and techniques</li> <li>- Structural and stylistic understanding</li> <li>- Evaluating and refining work in response to feedback</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to read and analyse musical notation</li> <li>- Musical features of the Classical period and Haydn, Mozart, and Beethoven.</li> <li>-Set work</li> </ul>	<ul style="list-style-type: none"> <li>- Popular song from the early years of recording; 'The Great American Songbook' and jazz standards</li> <li>- Stylistic fingerprints of blues and jazz</li> <li>- Set songs</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding of Romantic Era</li> <li>- Key features of Programme Music</li> <li>- Musical elements</li> <li>- Conditions and context</li> </ul>	<ul style="list-style-type: none"> <li>- Styles of music since 1900</li> <li>- Musical elements</li> <li>- Conditions and context</li> </ul>
<b>Key subjects Skills</b>	Instrumental or vocal skills, communication, knowledge and fluency, technical control.	Responding to a brief, use of compositional techniques, creative use of musical elements, communication of compositional intentions.	General musical knowledge such as dictation, keys, chords, cadences, devices, and techniques. Comparison between pieces or different recordings of the same piece. Use of technical language to analyse and explain.	Styles of popular song such as blues, jazz, swing, and big band.  The use of musical elements. Social and historical conditions and context. Musical interpretation and comparison. Use of technical language to analyse and explain.	Close familiarity with Programme Music. Specifically, Concert Overtures, Tone Poems, Programme Symphonies, and solo piano works of the Romantic Era. Analyse music of this era making detailed musical observations, with an awareness of context and history.	Familiarity with styles such as Late Romanticism, Impressionism, Modernism, Neoclassicism, Serialism, Nationalism, Avant-garde, Minimalism, and Contemporary. Use of technical language to discuss musical elements, stylistic features, and to make critical judgements.

<b>Personal development:</b> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Online safety</li> <li>• Enrichment</li> </ul>			Understand the impact of societal change and class.	Understanding of the impact of slavery and racial injustice on popular music of this era.	Knowledge of societal change during Romantic Era, and the impact this had on music.  Exploring complex themes of human emotion from Romantic Composers.	Complex societal and contextual issues surrounding C20 history. How developing technology allowed greater freedom of expression.
<b>Connections with careers</b>	Music A Level is well respected by employers due to its multi-faceted skill set, transferrable skills, and academic rigour. Careers linked to Music include being a performer, composer, conductor, journalist, podcaster, teacher, music therapist, sound engineer, acoustics designer, sound design (film, computer games), radio broadcaster, record label manager, marketing, festival management, instrument manufacture and repair, booking agent, music lawyer, lyricist, media analyst, music accountant, merchandiser, media plugger, backline technician, A&R, publisher, sync editor, publicist, concert promoter, arranger, accompanist, music video director, social media manager, tour manager.					
<b>Home support</b>	Provision for regular instrumental or vocal lessons with a qualified teacher. Encouragement to maintain daily practice. Attend concerts to observe performance technique and conventions. Ensure Recital is fully prepared for March of Y13.	Encourage creativity and the creation of a “notebook” of ideas; listen to works of a similar nature either live or as recordings	Discussion of set work. Listening to relevant works together. Going to live concerts.	Discussion of set work. Listening to relevant works together. Going to live concerts.	Listening to relevant works together. Going to live concerts.	Listening to relevant works together. Going to live concerts.



**Key Stage 5: Music Technology A level**

<b>YEAR 12 and 13</b>	<b>Component 1: Recording</b>	<b>Component 2: Composing</b>	<b>Component 3(a): Identifying and Explaining effects*</b>	<b>Component 3 (b) Advanced understanding of effects* in context of their history</b>	<b>Component 4 (a) Analysing and Evaluating the use of effects*</b>	<b>Component 4 (b) Using a DAW (Digital Audio Workstation) to an advanced level</b>
<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>• Microphones</li> <li>• Mic placement</li> <li>• Mixing</li> <li>• Dynamics Processing</li> <li>• Effects</li> <li>• Audio editing</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesis</li> <li>• Sampling</li> <li>• Effects</li> <li>• Musical elements</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed knowledge of effects and their parameters</li> <li>• A good level of Maths and Physics knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of Music Technology throughout history, from 1940s onwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed knowledge of effects and their parameters</li> <li>• A detailed understanding of studio and industry standards</li> </ul>	<ul style="list-style-type: none"> <li>• A detailed and professional understanding of all aspects of DAW use.</li> <li>• A detailed working knowledge of all aspects of Music Technology</li> </ul>
<b>Key subjects Skills</b>	<ul style="list-style-type: none"> <li>• Use of DAW</li> <li>• Applying key knowledge effectively</li> <li>• Automation</li> </ul>	<ul style="list-style-type: none"> <li>• Use of DAW</li> <li>• Creative use of synthesisers, sampling, and effects</li> <li>• Musical use of DAW</li> <li>• Composing to a brief</li> </ul>	<ul style="list-style-type: none"> <li>• Listening skills; ability to identify effects and explain the parameters used in music</li> <li>• Interpret meaning behind certain diagrams, pictures, and graphs accurately</li> </ul>	<ul style="list-style-type: none"> <li>• An ability to be critical and evaluative of older technologies when compared to new technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening skills; an ability to link what is heard to industry standards.</li> <li>• An ability to critique and evaluate the suitability of specific settings to a given situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of DAW to the highest professional standards.</li> <li>• Confident use of synthesisers, samplers, and effects processing in an exam setting.</li> </ul>

<b>Personal development:</b> <ul style="list-style-type: none"> <li>• RSE</li> <li>• Online safety</li> <li>• Enrichment</li> </ul>				Knowledge of societal change from 1940s onwards, and the impact this had on music.		
<b>Connections with careers</b>	<p>The Music Technology course gives outstanding preparation for students looking to enter industries involving audio and music engineering and editing. This includes:</p> <ul style="list-style-type: none"> <li>• <b>Music</b> (Record producer, live events engineer, musician/DJ, Mastering engineer, sound engineer)</li> <li>• <b>TV, Film and Computer Games</b> (Sound mixer, foley artist, sound recordist, and any of the Music careers for soundtracks)</li> <li>• <b>Other</b> (Sound engineer for corporate film or events, advertising, teaching, acoustic design in venues, product design)</li> </ul> <p>However aside from specific audio-based transferrable skills, the Music Technology course also develops analytical and evaluative skills which are integral to success in any industry.</p>					
<b>Home support</b>	Read and discuss articles in magazines and online about studio practice. (Music Tech magazine, MusicTechGuru website)	Listen to a wide variety of music, particularly music based on synthesisers and samplers.	Listening to a wide variety of Popular music. Watch documentaries on different technologies, such as YouTube videos explaining synthesisers. Read “Behind the Glass” and other books exploring Music Technology and studio practice. Familiarise yourself with the sounds of unusual and important instruments, such as the TR808, Moog, Mellotron, Hammond organ & rotary Speaker, and Juno series of synthesisers.			

\*The word “effects” has been used here as an umbrella term for all the Key Principles of Music Technology students will learn and explore. This includes hardware (microphones, speakers, DI boxes, leads, outboard effects etc.), software (DAWs, sequencers, software instruments and effects) dynamics processing, effects processing, synthesisers, samplers, and any other aspects of Music Technology outlined in the specification.