

ST JOSEPH'S COLLEGE MUSIC DEPARTMENT



Curriculum Map Year 7:

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment and Retrieval Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Unit 1	Musical Basics	The musical alphabet A – B – C – D – E – F – G	How to warm up voice correctly for singing and the correct posture and breathing for singing.	Baseline Listening and Performance Assessment.
	Vocal Skills	Reading pitch on a stave using Treble and Bass Clef. Identifying note and rest lengths and correct names; Semibreve, Minim, Crotchet, Quaver, Semi-quaver. Dotted notes and how to work out number of beats.	How to sing as part of an ensemble – in time and in tune with each other and with good performance technique.	Preparation for singing in whole-school events. Whole-class discussion of key concepts.
Unit 2	Musical Basics	Time Signatures and Beat.	How to read treble and bass clef music and perform short pieces on the keyboard.	Solo keyboard performance to class.
	Keyboard Skills	Natural, sharp and flat notes. The specific symbols and differences in pitch between each.	Play keyboard using two hands correctly. Correctly identify the keys on the piano in terms of note name and pitch.	Self-marked theory exercises equivalent to Grade 1. Theory quizzes and formative assessments on key knowledge. Whole-class discussion of key concepts.
Unit 3	Musical Timeline	Influential Musicians and Composers from the Baroque era to 21 st Century Popular Music. Key Features of important styles of music in chronological order. The 7 fundamental musical elements. The definition of	To perform extracts of 'typical' pieces of music from each key era and style of music taught, further developing keyboard skills. Further development of reading notation in treble and bass clef.	Contextual discussion about musical time periods. Knowledge quizzes and formative assessments on key knowledge.

		each and their functions within pieces of music. Texture, Structure, Dynamics, Pitch, Rhythm, Tempo, Timbre.		Pair and small group performances.
Unit 4	Musical Elements	Explore and discuss how timbre is used in ' <i>Peter and the Wolf</i> '.	Extended instrumental skills; option to further develop keyboard skills, vocal skills or learn skills on a new instrument including guitar, bass or drums. Composition and Band skills; working as a small ensemble, 5-6 students, to put together a piece of program music using the musical elements.	Ensemble performance of program music using musical elements. Reflective discussion following exploration of ' <i>Peter and the Wolf</i> '. Knowledge quizzes and formative assessments on key knowledge.
Unit 5	World Music Reggae	Origin, history and context of Reggae music as a popular genre. Key features of Reggae; Chords, Bassline, Syncopation, Off-beat, Instrumentation.	To perform Bob Marley's ' <i>Three Little Birds</i> ' as a band, using the stylistic features and instruments of Reggae.	End of unit performance in front of the class of ' <i>Three Little Birds</i> '. Whole-class discussion of key concepts. Formative assessments on key knowledge.
Unit 6	World Music Chinese Music	Origin, history and context of East Asian - Chinese music and its influence on Western music traditions. The connection between this culture and use of music at celebrations. Key features; Pentatonic Scale, Ostinato, Polyphony, Call and Response.	To compose a piece of music suitable for performance at a Chinese New Year event. To perform the composition as a group making sure to include key features and correct instrumentation.	End of unit performance of piece of music suitable for Chinese New Year celebration. Whole-class discussion of key concepts. Formative assessments on key knowledge.

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Curriculum Map Year 8:

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment and Retrieval Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Unit 1	Blues and Jazz	<p>The origin and history of Blues and Jazz music. In a cultural, social and musical context.</p> <p>Understand how Blues music is recognized as the first genre of 'popular' music and how it has had influence on many other popular genres.</p> <p>Key terms; 12 Bar Blues, Walking Bassline, Extended Chords, Blues Scale, Improvisation, AAB Lyrics.</p>	<p>Play triads and extended chords in a 12-bar blues structure on keyboard or guitar. Chords I – IV – V with added 7th and 9th.</p> <p>Play a walking bassline on a keyboard or bass guitar.</p> <p>Use the Blues scale to improvise or compose a melody on keyboard or instrument of choice.</p> <p>Write song lyrics in a blues style following an AAB structure for the verses.</p> <p>Perform a blues song as a band using all the skills above.</p>	<p>Theory quizzes and formative assessments on key knowledge.</p> <p>Whole-class discussion of key concepts.</p> <p>End of lesson demonstration of key skill.</p> <p>End of unit performance of a blues song.</p>
Unit 2	Music for Film, TV and Media	<p>How music and different types of visual media are connected.</p> <p>How different styles of film and TV show have their own genres of music associated with them.</p> <p>Key Terms; Atonal, Drone, Shepard Tone, Leitmotif, Fanfare, Ostinato, Mickey-Mousing, Sting, Diegetic, Non-diegetic.</p> <p>Influential film music composers and their specific composing styles.</p>	<p>Composition – Creating a piece of music suitable for a film from a particular genre. The music is to be set to a short written plot.</p> <p>Performance – ensemble rehearsal and performance of the film music composition.</p> <p>Practical skills – Learning how to use/perform the key terms in-context within a piece of music for film/TV.</p> <p>Revision of Primary Chords I – IV – V.</p>	<p>End of unit performance of composed film music.</p> <p>Theory quizzes and formative assessments on key knowledge.</p> <p>Whole-class discussion of key concepts.</p> <p>End of lesson demonstration of key skill.</p>

<p>Unit 3</p>	<p>Decades of Dance</p>	<p>An overview of the history and chronological timeline of dance music and how it has developed into the popular styles we know today.</p> <p>Style focus on Disco music. Exploration of key terms including; syncopation, octaves, 4-on-the-floor drum beats, BPM, Synthesized instruments.</p> <p>Listening to some famous pieces of disco music and identifying key features in context.</p> <p>Style Focus on Latin dance music. Exploration of key terms including; Tango, Salsa, Latin Instruments, Syncopated Rhythms, Antiphony, Ostinato.</p>	<p>Band performance of a piece of disco music with correct instrumentation and use of; chords, bassline, drum rhythm and key terms as listed.</p> <p>Revision of primary chords and beginning to explore and play other diatonic chords within the context of disco.</p> <p>Playing an accurate 4-on-the-floor drum rhythm.</p> <p>Playing a bassline with octaves and syncopation.</p> <p>Performing melodic riffs and rhythms featuring syncopation.</p>	<p>Theory quizzes and formative assessments on key knowledge.</p> <p>Whole-class discussion of key concepts.</p> <p>End of lesson demonstration of key skill.</p> <p>End of unit performance of chosen piece of Disco music.</p>
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Curriculum Map Year 9:

	Topic	Key Knowledge <i>What will students know by the end of this topic?</i>	Key Skills <i>What skills will students have developed by the end of this topic?</i>	Assessment and Retrieval Opportunities <i>How will student progress be measured? What are the key assessment pieces?</i>
Unit 1	Skills Acquisition	<p>Major and Minor Key Signatures. How to use the circle of fifths to identify keys and work out sharps and flats.</p> <p>The order of sharps and flats.</p> <p>The 'Pop Progression' Chords I – V – vi – IV. How to work out notes within chord and play it correctly.</p> <p>Major and minor pentatonic scales. How these can be used to create melodies and basslines.</p> <p>Layers within a 'standard' pop song; Melody, Harmony, Bassline and Beat/Rhythm.</p> <p>Standard song structure; Intro, Verse, Chorus, Outro.</p>	<p>Ability to play chords I – V – vi – IV fluently in a few different major keys either on keyboard or guitar.</p> <p>Ability to play some major and minor pentatonic scales correctly on chosen instrument, and begin using them to create melodies and basslines to accompany chords.</p> <p>Band skills – to work in a small ensemble (6-8 students) to put together a performance of a popular song that uses the 'pop-progression' chords. Including vocal and drumming skills alongside chords, melody and bassline.</p>	<p>Theory quizzes and formative assessments on key knowledge.</p> <p>Whole-class discussion of key concepts.</p> <p>In-lesson demonstration of key skills.</p> <p>Y9 test week theory paper.</p> <p>End of unit band performance of pop song.</p>
Unit 2	Skills Development	<p>Diatonic chords of the major scale. Roman numerals I – ii – iii – IV – V – vi – vii°</p> <p>Chord extensions. 7th, 9th, 11th, sus4.</p> <p>How to create a strong rock/pop drum pattern.</p> <p>How to develop a more melodic bassline and complex melodies.</p> <p>How to sing in harmony using notes from chords.</p> <p>Developed song structure; understanding the function of bridges, pre-chorus and instrumental sections.</p>	<p>Ability to play all 7 diatonic chords in a few different key signatures on keyboard or guitar.</p> <p>To be able to play some extended chords on keyboard or guitar.</p> <p>Development of melodies and basslines on chosen instrument; adding passing notes, accidentals etc.</p> <p>Vocal skills; beginning to develop some basic 2/3 parts harmonies based on chords within chosen songs.</p> <p>Band skills – free song choice but must include some</p>	<p>Theory quizzes and formative assessments on key knowledge.</p> <p>Whole-class discussion of key concepts.</p> <p>In-lesson demonstration of key skills.</p> <p>End of unit band performance of chosen song.</p>

			extended chords and ability to develop parts further. Ensemble skills including all skills as above.	
Unit 3	Skills Showcase	<p>Revision and recap of previous knowledge; diatonic chords, extensions, pentatonic scales, accidentals, major/minor keys.</p> <p>How to use scales to create instrumental solos or improvisations.</p> <p>What a 'segue' is and how to use correctly in context of a performance.</p> <p>How key changes work and how to use in the context of a performance.</p> <p>'Next Steps' discussions about GCSE Music and PA options ready for N10.</p>	<p>Continue to develop ability to play chords (triads and extended) on keyboard or guitar.</p> <p>Use knowledge of chords and transitions and apply practically to a segue or key change.</p> <p>Use pentatonic scales and notes from chords to help work out and play instrumental solos and improvisations.</p> <p>Band skills – final free song choice including some of the extended skills and techniques learned.</p>	<p>Whole-class discussion of key concepts.</p> <p>In-lesson demonstration of key skills.</p> <p>Formative feedback during rehearsals.</p> <p>'Showcase' band performance of a chosen song.</p>