

Roundwood Park School

Music



Curriculum Map

Year 7, 8, 9

Skills descriptors


Performing

Composing

Listening and Appraising


Evaluating

Year 7 Curriculum Map

Yr/Term	Unit of Work	Core Knowledge	Key Concepts/Skills
YEAR 7 TERM 1	Programme music	<p><u>Duration/rhythm</u> refers to the lengths of sounds and silences in music and includes the aspects of beat, rhythm, metre, tempo, pulse rates and absence of pulse. Students should be able to manipulate and discuss the following aspects of duration as relevant to the music studied:</p> <ul style="list-style-type: none"> • beat: the underlying pulse in music • metre: the groupings of beats • tempo: the speed of the beat. Music may be relatively fast or slow and may become faster or slower • rhythm: patterns of long and short sounds and silences found in music.  <p><u>Pitch</u> refers to the relative highness and lowness of sounds. Important aspects include high, low, higher and lower pitches, direction of pitch movement, melody, and harmony, indefinite and definite pitch. Students should be able to manipulate and discuss the following aspects of pitch as relevant to the music studied:</p> <ul style="list-style-type: none"> • high/low: pitches can be comparatively high or low <p><u>Dynamics</u> refer to the volume of sound. Important aspects include the relative softness and loudness of sound, change of loudness (contrast), and the emphasis on individual sounds (accent). Expressive techniques refer to the musical detail that articulates a style or interpretation of a style. Students should be able to manipulate and discuss the following aspects of dynamics and expressive techniques as relevant to the music studied:</p> <ul style="list-style-type: none"> • a range of dynamics, including gradations <p><u>Use of technology</u></p>	<p>Performing</p> <p>Listening & Appraising</p>
YEAR 7 TERM 2	Music and Media	<p><u>Tone colour</u> refers to that aspect of sound that allows the listener to identify the sound source or combinations of sound sources. Students should be able to manipulate and discuss the following aspects of tone colour as relevant to the music studied:</p> <ul style="list-style-type: none"> • sound source material, for example, wood, metal, string, skin, electronic and vocal <p><u>Texture</u> results from the way voices and/or instruments are combined in music. Students should be able to manipulate and discuss the following aspects of texture as relevant to the music studied:</p> <ul style="list-style-type: none"> • the layers of sound and their function • the roles of instruments and/or voices. <p><u>Use of technology</u></p>	<p>Composing</p> <p>Listening & Appraising</p> <p>Evaluating</p>

Yr/Term	Unit of Work	Core Knowledge	Key Concepts/Skills
YEAR 7 TERM 3	Blues	<p><u>Pitch</u></p> <ul style="list-style-type: none"> definite pitch: melodic sounds, for example, the singing voice melody: a succession of pitches tonality: the effect created by the observance of a particular scale pattern. simple accompaniments, particularly in pentatonic and major tonality combination of pitches chords, particularly I, IV, V and V7 improvisation. <p><u>Tone colour</u></p> <ul style="list-style-type: none"> combination of sound sources, for example, single voice, multiple voices, voices accompanied or unaccompanied by instruments <p><u>Structure</u> refers to the idea of design or form in music. In organising sound the concepts of duration, dynamics, pitch and tone colour are combined in some way for a particular purpose. Structure relates to the ways in which music sounds the same (or similar) and/or different. Students should be able to manipulate and discuss the following aspects of structure as relevant to the music studied:</p> <ul style="list-style-type: none"> phrases techniques of call and response/question and answer <p><u>Use of technology</u></p>	<p>Performing</p> <p>Listening & Appraising</p>

Year 8 Curriculum Map

Yr/Term	Unit of Work	Core Knowledge	Key Concepts/Skills
YEAR 8 TERM 1	African Drumming	<p>Structure</p> <ul style="list-style-type: none"> • motifs • repetitive patterns (eg riffs, ostinati, ground bass) • traditional and non-traditional patterns of musical structure  <ul style="list-style-type: none"> • Polyrhythms/cross-rhythms/syncopation 	<p>Performing</p> <p>Listening & Appraising</p>
YEAR 8 TERM 2	Pachelbel's Canon/Variations	<p>Pitch</p> <ul style="list-style-type: none"> • direction of pitch movement: up, down, same level • harmony: two or more pitches sounding together • methods of notating pitch, both traditional and non-traditional • treble and bass clefs. <p>Dynamics</p> <ul style="list-style-type: none"> • articulations • gradations of tempo used for expressive effect, for example, rubato • stylistic indications. <p>Structure</p> <ul style="list-style-type: none"> • structures used in single pieces of music (eg song form, da capo aria) • multi-movement structures (eg symphony). <p>Use of technology</p>	<p>Composing</p> <p>Listening & Appraising</p> <p>Evaluating</p>

Yr/Term	Unit of Work	Core Knowledge	Key Concepts/Skills
YEAR 8 TERM 3	Chords and Melody	<p><u>Pitch</u></p> <ul style="list-style-type: none"> • harmony: two or more pitches sounding together • treble and bass clefs. • improvisation. • scales <p><u>Structure</u></p> <ul style="list-style-type: none"> • traditional and non-traditional patterns of musical structure <p><u>Texture</u></p> <ul style="list-style-type: none"> • the roles of instruments and/or voices. <p><u>Structure</u></p> <ul style="list-style-type: none"> • phrases • motifs • themes • repetition and contrast <p><u>Use of technology</u></p>	<p>Performing</p> <p>Listening & Appraising</p>

Year 9 Curriculum Map

Yr/Term	Unit of Work	Core Knowledge	Key Concepts/Skills
YEAR 9 TERM 1	Rap/Musical Futures	<p><u>Pitch</u></p> <ul style="list-style-type: none"> • simple melodies and melodic patterns, particularly in pentatonic, modal and major tonality • simple accompaniments, particularly in pentatonic and major tonality <p><u>Tone colour</u></p> <ul style="list-style-type: none"> • the use of voices • the use of instruments • combinations of instruments and voices <p><u>Texture</u></p> <ul style="list-style-type: none"> • the roles of instruments and voices (eg melody and accompaniment). <p><u>Duration/rhythm</u></p> <ul style="list-style-type: none"> • a steady beat at various tempi • duple, triple and quadruple time signatures <p><u>Use of technology</u></p>	<p>Performing</p> <p>Listening & Appraising</p>
YEAR 9 TERM 2	Film/Minimalism	<p><u>Pitch</u></p> <ul style="list-style-type: none"> • pitch direction and contour • steps, leaps and repeated notes <p><u>Dynamics</u></p> <ul style="list-style-type: none"> • a range of dynamics, including dynamic gradations • articulations (eg legato, staccato) • a range of tempi, including tempo gradations • musical directions as appropriate to the repertoire studied. <p><u>Tone Colour</u></p> <ul style="list-style-type: none"> • a variety of sound source materials, including electronic and computer-generated sounds. <p><u>Texture</u></p> <ul style="list-style-type: none"> • the use of layers of sound <p><u>Structure</u></p> <ul style="list-style-type: none"> • repetition and contrast • riffs • ostinati • rhythmic devices such as syncopation <p><u>Duration/rhythm</u></p> <ul style="list-style-type: none"> • metric groupings of two and three notes and rests in simple and compound time. <p><u>Use of technology</u></p>	<p>Composing</p> <p>Listening & Appraising</p> <p>Evaluating</p>

Yr/Term	Unit of Work	Core Knowledge	Key Concepts/Skills
YEAR 9 TERM 3	Samba Drumming	<p><u>Structure</u></p> <ul style="list-style-type: none"> • phrases • motifs • themes • repetition and contrast • riffs • ostinati • question and answer, call and response • sequences <p><u>Duration/rhythm</u></p> <ul style="list-style-type: none"> • a changing beat at various tempi • ornamentation <p><u>Use of technology</u></p>	<p>Performing</p> <p>Listening & Appraising</p>

[illegible]

YEAR 8		YEAR 9
YEAR 7	MASTERING + Students are capable of decision making to a level which is beyond the expectations of a year 8 student.	MASTERING + Students are capable of decision making to a level which is beyond the expectations of a year 9 student.
	MASTERING Students are capable of decision making to a level which is beyond the expectations of a year 8 student.	MASTERING Impressive and imaginative in style, ideas and development. Complete (or almost complete) control of compositional methods and techniques used. Sense of musical wholeness with no passage sub-standard.
MASTERING + Students are capable of decision making to a level which is beyond the expectations of a year 7 student.	MASTERING Excellent throughout in style, ideas and development. Good control of compositional methods and techniques used. Any errors and/or misjudgments are marginal.	SECURE Excellent throughout in style, ideas and development. Good control of compositional methods and techniques used. Any errors and/or misjudgments are marginal.
MASTERING Convincing throughout in style, ideas and development. Good control of compositional methods and techniques used. Any errors and/or misjudgments are marginal.	SECURE Convincing throughout in style, ideas and development. Good control of compositional methods and techniques used. Any errors and/or misjudgments are marginal.	DEVELOPING Convincing throughout in style, ideas and development. Good control of compositional methods and techniques used. Any errors and/or misjudgments are marginal.
SECURE Convincing for most of the time in style, ideas and development. Some control of (perhaps a narrow range) compositional methods and techniques. Some errors and/or misjudgments, but too few to have a big impact.	DEVELOPING Convincing for most of the time in style, ideas and development. Some control of (perhaps a narrow range) compositional methods and techniques. Some errors and/or misjudgments, but too few to have a big impact.	ACQUIRING Convincing for most of the time in style, ideas and development. Some control of (perhaps a narrow range) compositional methods and techniques. Some errors and/or misjudgments, but too few to have a big impact.
DEVELOPING Secure in style and ideas, but development may be limited. Some effective control of compositional methods and techniques. Some misjudgments, but the piece still has some direction and flow.	ACQUIRING Secure in style and ideas, but development may be limited. Some effective control of compositional methods and techniques. Some misjudgments, but the piece still has some direction and flow.	
ACQUIRING Generally secure in style and ideas, but development is limited. Some effective control of (probably a narrow range) compositional methods and techniques. Some errors and misjudgments, but the piece still has some direction and flow.		

YEAR 8		YEAR 9
		MASTERING + Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a year 9 student
	MASTERING + Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a year 8 student	MASTERING Relevant information regarding the music is always conveyed. Knowledge of the musical key features will be excellent, with both range and depth of knowledge displayed. Range of musical vocabulary is broad and is always used correctly.
YEAR 7		
MASTERING + Students are capable of applying tactics, strategies and compositional ideas to a level which is beyond the expectations of a year 7 student.	MASTERING Relevant information regarding the music is often conveyed. Knowledge of the musical key features will be good, with both range and some depth of knowledge displayed. Range of musical vocabulary is broad and is mostly used correctly.	SECURE Relevant information regarding the music is often conveyed. Knowledge of the musical key features will be good, with both range and some depth of knowledge displayed. Range of musical vocabulary is broad and is mostly used correctly.
MASTERING Relevant information regarding the music is often conveyed. Knowledge of the musical key features will be good, with both range and some depth of knowledge displayed. Range of musical vocabulary is broad and is mostly used correctly.	SECURE Relevant information regarding the music is often conveyed. Knowledge of the musical key features will be good, with both range and some depth of knowledge displayed. Range of musical vocabulary is broad and is mostly used correctly.	DEVELOPING Relevant information regarding the music is often conveyed. Knowledge of the musical key features will be good, with both range and some depth of knowledge displayed. Range of musical vocabulary is broad and is mostly used correctly.
SECURE Relevant information regarding the music is mostly conveyed. Knowledge of the musical key features will be competent, with an adequate range of knowledge displayed. Range of musical vocabulary is quite broad and is mostly used correctly.	DEVELOPING Relevant information regarding the music is mostly conveyed. Knowledge of the musical key features will be competent, with an adequate range of knowledge displayed. Range of musical vocabulary is quite broad and is mostly used correctly.	ACQUIRING Relevant information regarding the music is mostly conveyed. Knowledge of the musical key features will be competent, with an adequate range of knowledge displayed. Range of musical vocabulary is quite broad and is mostly used correctly.
DEVELOPING Some relevant information regarding the music is conveyed. Knowledge of the musical key features will be basic but used correctly. Range of musical vocabulary is basic but used correctly.	ACQUIRING Some relevant information regarding the music is conveyed. Knowledge of the musical key features will be basic but used correctly. Range of musical vocabulary is basic but used correctly.	
ACQUIRING Some relevant information regarding the music is conveyed. Knowledge of the musical key features will be basic. Range of musical vocabulary is basic and usually used correctly.		

YEAR 8		YEAR 9
YEAR 7	MASTERING + Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a year 8 student.	MASTERING + Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a year 9 student.
	MASTERING + Students are capable of evaluating and analysing performances to a level which is beyond the expectations of a year 8 student.	MASTERING They are able to make insightful judgements about their own and others' musical contributions.
	MASTERING They are able to make secure judgements about their own and others' musical contributions.	SECURE They are able to make secure judgements about their own and others' musical contributions.
	SECURE They are able to make secure judgements about their own and others' musical contributions.	DEVELOPING They are able to make secure judgements about their own and others' musical contributions.
	DEVELOPING They are able to make sound judgements about their own and others' musical contributions.	ACQUIRING They are able to make sound judgements about their own and others' musical contributions.
	ACQUIRING They are able to make basic but accurate judgements about their own and others' musical contributions.	
ACQUIRING They are able to make basic judgements about their own and others' musical contributions.		