

Curriculum Assessment Map

Year: 7 Subject: Music

½ TERM	TAUGHT CURRICULUM	TAUGHT SKILLS	SUMMATIVE ASSESSMENT TITLE/TYPE	ASSESSMENT CRITERIA	LEARNED CURRICULUM
TOPIC					
HT1	Baseline Assessment	<p>Explore sounds and graphic scores.</p> <p>Create graphics that represent the sounds (graphic) notation.</p> <p>Explore performance directions linked to graphic scores.</p> <p>Create graphic scores (improvisation introduction and sounds to create a composition.</p> <p>Compose based on given themes - such as shapes, clapping music and eventually spooky themes.</p> <p>An introduction to standard notation (both in the composition tasks and the baseline assessments).</p> <p>Listening and appraisal: Listen with increasing discrimination to a wide range of music from great composers and musicians.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>I have composed and performed to an excellent standard with a longer piece that effectively manipulates at least three interrelated dimensions and can explain how I have manipulated them to get across to the listener the different emotions/expressions/character's themes.</p>	<p>KS2 Music - BBC Bitesize</p>
HT2	Keyboard Skills	<p>Major scales.</p> <p>Reading standard notation in treble clef.</p> <p>Melody lines using the major scale.</p> <p>Explore performance directions linked to major scales following standard notation.</p> <p>Explore Christmas on the keyboard themed pieces</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the</p>	<p>I can perform the piece to a good standard with my partner. I can confidently perform the piece with my partner and we have started to manipulated one interrelated dimension.</p> <p>I have performed to an excellent, professional standard and we have effectively manipulated the structure of the</p>	<p>https://nonotes.uk/ How to Read Piano Notes: Introduction to Basic Music Notation</p>

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		<p>following standard notation. Compose and create versions of Christmas pieces. Extension: Create their own Christmas piece.</p>	<p>beginning, middle and end of the unit. Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>piece or placed our own interpretation into the piece. All of the above. Plus I have started to adapt the chords/bass line in the piece and use the interrelated dimensions to adapt and interpret the piece in my own, individual style.</p>	
HT3	The Great Composers	<p>Create/compose: A composition (piece of Music) in the style of a season - linked to Vivaldi. Exploration of theme and variation structure in the style of Mozart - 'Twinkle, Twinkle, Little Star'. Explore and follow standard notation and performance directions linked to the Romantic Era. Create a short melody line and/or rhythm that represents this character - making use of standard notation. Explore learning and following standard notation the piece 'In the Hall of the Mountain King' on the instrument given.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment. Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit. Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>Can explain about Key features in the Romantic era and begin to understand the dynamics techniques.. Can also start to apply ideas. Can confidently follow standard notation on the given instrument. Can confidently perform and create using their ideas. Can also evaluate their own performance and help others.</p>	<p>BBC Radio 3 - Composer of the Week Classical Composers Kids Music Corner</p>
HT4 and 5	Instruments of the orchestra and the Gamelan Orchestra	<p>Listen: Listen to a variety of Musical structures and chords. Explore extended chords, structures and their emotive value/purpose in a piece of Music. Compose: Compose a chord progression in a structure of your choice making use of exploring extended chords. Perform: A variety of chord progressions and extended chords exploring the variety and</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment. Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit. Their final unit assignment will</p>	<p>Can confidently identify instruments of the orchestra, timbre/sonority and their sections from the orchestra. Know the roles of each section and the conductor in the orchestra. Can confidently read notation in treble clef. Can confidently explore instrumentation roles in the orchestra. Can confidently identify the</p>	<p>https://www.classicsforkids.com/music/instruments_orchestra.php Indonesia-Gamelan - Online education for kids</p>

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		purpose.	be summatively assessed with verbal feedback from the teacher and their peers.	roles in the Gamelan orchestra. Can confidently perform roles in a Gamelan orchestra ensemble. Can confidently compose in a Gamelan orchestra style.	
6	Reggae	<p>Listen: Explore the interrelated dimensions and follow lead sheets/riffs/ standard notation/tablatore to reggae Music. Exploring the cultural reasons behind reggae music.</p> <p>Perform: Rehearse in Band ensembles following and using notation suitable to the instrument.</p> <p>Compose: Compose an arrangement of a reggae song, utilising the Exploration of DRPSMITH interrelated dimensions affect on an arrangement of the piece chosen to perform in the band.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>This is recorded in numerous ways - logbook, film, audio recording, Google classroom.</p>	<p>Can confidently explore cultural understanding behind the influences on reggae Music. Can confidently and effectively work in a band ensemble and perform a reggae style song on their chosen instrument with control.</p> <p>Can take a leadership role in the class ensemble/band, showing effective leadership, communication skills and resilience. Has creatively applied interrelated dimensions showing flair and purpose.</p> <p>Can confidently explore the interrelated dimensions in reggae Music.</p>	<p>Reggae for Kids - Compilation by Various Artists Spotify https://kids.britannica.com/students/article/reggae/334348 Reggae Facts for Kids</p>

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TOPIC					
Term 1 HT1 and HT2	Samba	<p>Explore Samba music - exploring the instrumentation within a Samba band.</p> <p>Create a variety of rhythmic notation and textures.</p> <p>Explore performance directions linked to standard notation and texture.</p> <p>Create a Samba composition.</p> <p>Compose a piece of Samba music with a variety of sections in such as improvisation and solo performance.</p> <p>Follow and explore a 'full class Samba composition'.</p> <p>Listening and appraisal: Listen with increasing discrimination to Samba Music, exploring the instrumentation, texture, dynamics, rhythms and structure.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>I have performed to an excellent, professional standard with a longer piece that effectively manipulates at least three interrelated dimensions and can explain how I have manipulated them.</p>	<p>Samba song for kids -- What you teach your kids MATTERS</p> <p>Samba music -- What you teach your kids about the world MATTERS</p> <p>The impact of samba music - Music of South America: Samba - OCR - GCSE Music Revision - OCR - BBC Bitesize</p>
Term HT3 and HT4	The Blues	<p>Explore the blues scale. Continue reading standard notation in treble and bass clef. Explore following chord charts in the 12 bar blues structure. Create riffs making use of the blues scale. Improvise melody lines using</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal</p>	<p>I have confidently led my group to a professional standard, improvised, sung/played all chords/the walking bass line and have adapted the interrelated dimensions in the repeated sections. I have performed to an excellent,</p>	<p>https://nonotes.uk/How to Read Piano Notes: Introduction to Basic Music Notation</p>

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		<p>the blues scale. Explore chord progressions in the 12 bar blues. Create their 12 bar blues piece with the use of the 12 bar blues, walking bass line and blues scale.</p> <p>Extensions: Explore extended 7th chords.</p>	<p>stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>professional standard.</p>	
HT5	Film Music	<p>Create/compose: A composition linked to media, making use of leitmotif, drone, cluster chords, pitch manipulations, dynamics, silence and timbre/sonority. Explore a variety of leitmotifs through reading in standard notation in treble and bass clef. Explore and follow standard notation and performance directions. Explore creative manipulation of interrelated dimensions to well known leitmotifs, to further create their own arrangement of a leitmotif. Explore the impact of film music through a variety of composers for example John Williams, Hans Zimmer, Danny Elfman and Howard Shore.</p> <p>Explore the impact of Romantic music techniques and compositions on film music.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>I have performed to an excellent, professional standard with a longer piece that effectively manipulates at least three interrelated dimensions and can explain how I have manipulated them. I have lead my group in the rehearsal/composition process.</p>	<p>https://www.bbc.co.uk/bitesize/topics/z3dghyc/articles/z7bphbk/Compose_your_own_film_music_-_with_Hans_Zimmer_and_Ten_Pieces_-_KS3_Music_-_BBC_Bitesize</p>

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<p>6</p>	<p>Games Music and Music Technology</p>	<p>Listen: Explore the interrelated dimensions and follow lead sheets/riffs/ standard notation/tablatore to video game music. Exploring the historical and cultural reasons behind video game music. Perform: Rehearse following and using notation suitable to the instrument. Compose: Compose an arrangement of video game pieces, utilising the Exploration of DRPSMITH interrelated dimensions. Compose their own ostinato for a video game making use of interrelated dimensions.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>This is recorded in numerous ways - logbook, film, audio recording, Google classroom.</p>	<p>Can Confidently and creatively create an ostinato for a video game.</p> <p>. Has creatively applied interrelated dimensions showing flair and purpose.</p> <p>Can confidently explore the interrelated dimensions in Music for the video game.</p>	<p>Composing Classics: A History of Video Game Music — Google Arts & Culture</p> <p>History of Video Game Music</p> <p>20 Years Of Play - playlist by PlayStation® Spotify</p>
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Year: 9 Subject: Music

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TOPIC	Music for Adverts				
HT1 and HT2	<p>Music Technology Software - making use of DAWs (Digital Audio Workstation).</p> <p>Video editing software for soundscapes.</p> <p>How to create a sample and make use of synthesizers.</p> <p>Reading Music notation and performing jingles with expression and creativity on the keyboard.</p> <p>Applying listening and perception skills to analyse a variety of soundscapes and jingles.</p> <p>How to create an advert storyboard for soundscapes and sound effects.</p> <p>Revising and embedding the inter-related dimensions of Music throughout listening, composing and performance.</p>	<p>Composition: Compose a jingle. Use WeVideo/other cloud based video editor to explore hitpoints and sound effects. Use Music Technology to write a soundscape and/or jingle making use of Music Technology, effects, samples and synthesizers.</p> <p>Performance: Perform a selection of jingles. Perform their own jingle. Use Music Technology to perform a jingle/soundscape for an advert commission.</p> <p>Listening and appraisal: Explore the importance of Music in adverts. Explore and interrelated dimensions to dissect jingles - the components that make up jingles - why are they catchy for example? How many notes are used? Identify and revisit the interrelated dimensions: Dynamics, Rhythm, Pitch, Structure, Melody, Instrumentation, Texture, Tempo, Harmony.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>I have composed a soundscape to an excellent standard with a longer piece that effectively manipulates at least two interrelated dimensions and can explain how I have manipulated them. I have led my group in the design/composition process.</p>	<p>BBC Advert Music – Trailers</p> <p>Composing music for film - BBC Bitesize</p> <p>How to Storyboard a TV Commercial Boords</p>
3	2022-23:Chromaticism - The greats	<p>Listening: Explore chromaticism - introduction to flats/sharps/enharmonics and naturals in standard notation. Follow notation to the great composers such as Beethoven</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p>	<p>I have confidently explored a selection of short pieces that use the chromatic scale. composed a soundscape to an excellent standard in a creative manner. Making use of</p>	<p>All about Chromatic Scale and Chromaticism Simplifying Theory</p> <p>chromaticism music Britannica</p>

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		<p>and Tchaikovsky. Perform: Develop reading and following standard notation using chromaticism on the ukulele or piano. Compose: Compose a melody line that makes use of chromaticism. Explore the application of interrelated dimensions (DRPSMITH)</p>	<p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>interrelated dimensions in a creative way and using both hands on the keyboard.</p>	<p>Chromaticism Chromatic Music, Scale & Harmony - Video & Lesson Transcript Study.com</p>
4	<p>School of Rock</p> <p>Listen, create compose riffs. Arrange a riff in the key of G major/ E minor/ original key of the song.</p>	<p>Listen: Listen to a variety of riffs in rock Music, following standard notation and introduction to tablature. Explore what makes a riff/ostinato. Compose: Arrange a riff/ostinato using piano skills/ instrumental skills developed by the student (if they have guitar lessons for example). Perform: perform a variety of riffs in a variety of rock styles whilst following notation such as standard/ tablature.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>Their final unit assignment will be summatively assessed with verbal feedback from the teacher and their peers.</p>	<p>Can confidently and effectively work in a band and perform a section of a rock song. Can take a leadership role in the band, showing effective leadership, communication skills and resilience. Has creatively arranged (remixed the song part).</p>	<p>Playing together - KS3 Music - BBC Bitesize</p> <p>What makes a good guitar riff? - BBC Bitesize</p>
5	<p>Musical Structures and chord progressions using Music Technology. Creating Music in a DAW (Digital Audio workstation). Exploring building triads and extended chords. Adding Music Technology effects and exploring their purpose. Identifying, understanding and applying a variety of different Musical structures.</p>	<p>Listen: Listen to a variety of Musical structures and chords. Explore extended chords, structures and their emotive value/purpose in a piece of Music. Compose: Compose a chord progression in a structure of your choice making use of exploring extended chords. Perform: A variety of chord progressions and extended chords exploring the variety and purpose.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>Their final unit assignment will be summatively assessed with</p>	<p>Can confidently build extended chords into chord progressions with purpose and creative intent. Can create a piece of Music in a D.A.W making use of a chord progression and purposeful extended chords. Has also confidently and creatively added two of the following: melodic line/riff/bassline and drum beat to develop their piece further. They will have confidently and creatively explored at least 3</p>	<p>Music technology - KS3 Music - BBC Bitesize</p> <p>What is structure? - BBC Bitesize</p>

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			verbal feedback from the teacher and their peers.	interrelated dimensions with purpose and conviction.	
6	Band Ensemble - Musical Futures Style (Pop song structures)	<p>Listen: Explore the interrelated dimensions and follow lead sheets/riffs/ standard notation/tablature to pop songs.</p> <p>Perform: Rehearse in Band ensembles following and using notation suitable to the instrument.</p> <p>Compose: Compose an arrangement of a pop song, utilising the Exploration of DRPSMITH interrelated dimensions affect on an arrangement of the piece chosen to perform in the band.</p>	<p>Students will be assessed in all 3 components (Composition, performance and listening and appraisal) in an ongoing formative assessment.</p> <p>Students will be assessed on their progress using 3 rehearsal stop gaps (RSG). This will be an audio/video recording at the beginning, middle and end of the unit.</p> <p>This is recorded in numerous ways - logbook, film, audio recording, Google classroom.</p>	<p>Can confidently and effectively work in a band and perform a song on their chosen instrument with control. Can take a leadership role in the band, showing effective leadership, communication skills and resilience. Has creatively applied interrelated dimensions showing flair and purpose.</p>	<p>Free Resource Library Musical Futures Online</p> <p>Rehearsing with a pop or rock band - Practising and rehearsing - National 5 Music Revision - BBC Bitesize</p>