



Brownhills Ormiston Academy

Music Department

Curriculum Map 2020/21

Curriculum Introduction

Intent

This curriculum is designed to harness the wide ranging opportunities presented in an arts-rich school to transform the thinking, appreciation and behaviours of young people to become culturally competent citizens. By taking a highly practical approach to addressing the key skills and concepts addressed on the National Curriculum and beyond, we prepare our students to develop a lifelong love of the subject that they can apply to the wider community and possibly, their careers. We will provide creative opportunities for students to find their own voice and develop discipline and confidence through high quality rehearsal. We will provide a sequence of concepts showing clear progression of skills and knowledge in Music. It provides a framework from which relevant learning experiences can be planned, to broaden the horizons and experiences of Brownhills students, to enable them to recognise and take advantage of opportunities available to them, promoting the concept of aspirations.

Implementation

The breadth and depth of each of the four curriculum areas is mapped out to show the expected progression through the milestones (Key Stage 3 and Key Stage 4). Lessons should be planned with reference to the relevant threshold concepts and curriculum driver, aspirations. Threshold concepts will be repeated and revisited, applied to a variety of different musical situations when addressing the breadth of the curriculum, to develop greater depth of learning.

Impact

Assessment for learning will be used throughout the teaching of this curriculum to ensure that progress in understanding is developed from basic, advancing to deep with reference to the threshold concepts in each subject area. Opportunities for the students to apply their knowledge and understanding to performance, composition and appraising activities will be provided throughout the year and successes celebrated and shared. The ultimate impact of this curriculum will be evidenced through excellent performance in external examinations with students consistently attaining at National Averages and the department always having a progress score of at least 0. Students will progress to study performing arts subjects at Post-16 level and will have developed a lifelong curiosity and appreciation for the arts.

Threshold Concepts Progression Grid

Curriculum Driver: At the heart of everything we teach is our curriculum driver - **Aspirations**. We will develop our students' cultural capital, their ability to be resilient and ensure that they always strive to aim high and be open-minded about their future aspirations.

Threshold Concepts	Milestone 1 Years 7, 8 & 9	Milestone 2 Year 10 & 11
Performing	<p>As part of a class choir or as an instrumentalist:</p> <ul style="list-style-type: none"> • Technique: Showing a developing understanding of techniques required on their instrument or voice and awareness of expression. • Expression: Using the lyrics or phrase markings to perform with control, a sense of style and an awareness of intention of the piece. • Accuracy: Music is learned effectively through call and response but following a score, following direction about phrasing, dynamics and tempo. 	<p>As an ensemble and as a soloist:</p> <ul style="list-style-type: none"> • Technique: Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical control and expression. • Expression: Perform music with control, making expressive use of phrasing and dynamics, appropriate to the style and mood of the music. • Accuracy: Music is performed accurately and fluently, read from a score following performance directions and improvising appropriately if required.
Composing	<p>Through short compositional exercises:</p> <ul style="list-style-type: none"> • Ideas: Create melodies and rhythms that are interesting that also respond to a musical idea already presented as a stimulus. • Technical Control: Students know the basic rules of music theory within simple time signatures to begin to notate short compositions for one or two instruments. • Coherence: Students begin to structure short melodic and rhythmic compositions looking at patterns in pieces of music they have performed to write music with fluency. 	<p>Following a brief and as a free composition:</p> <ul style="list-style-type: none"> • Ideas: Showing creativity and stylistic awareness to creating interesting and imaginative pieces of music. Music responds correctly to the brief. • Technical Control: Music is written accurately following rules of theory and correct musical language. Music is written idiomatically for the instrumentation. Different textures are used appropriately. • Coherence: Music is written with a good sense of direction, fluency and wholeness. There is consistency throughout and relevant use of contrast.

Threshold Concepts	Milestone 1 Years 7, 8 & 9	Milestone 2 Year 10 & 11
Appraising	<p>Applied to familiar and unfamiliar music:</p> <ul style="list-style-type: none"> • Knowledge & Understanding: Aurally identify music of different eras, places and genre and name some stylistic features. Students will know the four areas of study at GCSE and be able to answer basic questions about a selection of the set works. • Musical Elements: Know the elements of music as DR SMITH with some musical language for each element. Students practice long and short answer question in which aural awareness and understanding of these elements is tested. • Musical Contexts: Know about the background of the different topic areas studied with more detailed knowledge of set works studied each term. • Musical Language: Show basic music reading skills to be able to use a score to answer simple, short answer questions about music. 	<p>Applied to familiar and unfamiliar music:</p> <ul style="list-style-type: none"> • Knowledge & Understanding: Know the conventions, stylistic features and vocabulary that applies to each of area of study as well as contextual awareness of each area of study. Be able use this to justify opinions about music. • Musical Elements: Know how to apply knowledge and aurally identify the elements of music to various different pieces of music within the 4 areas of study, knowing appropriate musical language for each element of music. • Musical Contexts: Comment on the purpose, intention and effect of audience and setting on the composition of music from the four areas of study. • Musical Language: Read staff notation and appropriate terminology accurately from scores for music from each area of study.
Great Composers	<p>Students will learn about composers studied in each topic area that is undertaken each term. Students will have a more detailed and in depth knowledge of the composers of the set works studied every term.</p>	<p>Students are able to name composers from each era of music from the Baroque period through to the great composers of the 20th century. They are aware of the impact of the most important composers on those that followed, their country of origin and notable works.</p>

Milestone 1 Map - Years 7, 8 & 9 (Learning Objectives)

Curriculum Driver: At the heart of everything we teach is our curriculum driver - **Aspirations**. We will develop our students' cultural capital, their ability to be resilient and ensure that they always strive to aim high and be open-minded about their future aspirations.

Performing	Composing	Appraising
<p>Technique (Singing)</p> <ul style="list-style-type: none"> I can sing using forward placement to create a bright, clear contemporary sound. I can sing using good diction and articulation. I can sing using good breathing technique to help with appropriate phrasing. 	<p>Ideas</p> <ul style="list-style-type: none"> I can write and perform an 8 bar melody based on a musical idea. I can create a traditional African style polyrhythm. I can write and perform a simple 4 bar melody. 	<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> I can identify and comment on music from different countries around the world. I can identify and comment on music from different eras of western music. I can identify and comment on different genres of contemporary western music.
<p>Expression</p> <ul style="list-style-type: none"> I can perform to communicate the lyrics and meaning effectively. I can play and sing using both legato and staccato techniques. I can play and sing with control. I can communicate the style of a piece of music using appropriate techniques 	<p>Technical Control</p> <ul style="list-style-type: none"> I can notate a rhythm written in 2/4, 3/4 or 4/4 using correct beaming and structure. I can notate a 4 bar melody in 2/4, 3/4 or 4/4 using correct beaming and structure. I can create a piece of graphic score to notate a soundscape. I can notate music for two instruments. 	<p>Musical Elements</p> <ul style="list-style-type: none"> I know the elements of music in DR SMITH. I can use musical language for each element of music. I can aurally identify key features relating to each element of music. I can structure longer answers to questions about the elements used in a piece of music.
<p>Accuracy</p> <ul style="list-style-type: none"> I can learn a piece of vocal music throughout call and response. I can sing with the correct intonation and follow basic performance directions. I can play pitched and unpitched percussion following a score. 	<p>Coherence</p> <ul style="list-style-type: none"> I can compose following a set structure using a simple stimulus. I can compose in 4 bar phrases to create a piece of music with structure. I can write pieces of music that are suitable for the intended instrument. 	<p>Musical Contexts</p> <ul style="list-style-type: none"> I know basic information about composers of each topic we study. I know about the composer of our set work. <p>Musical Language</p> <ul style="list-style-type: none"> I can use a score to answer basic questions about a piece of music. I can cite evidence specific bars in questions about our set work.

Milestone 2 Map - Year 10 & 11 (Learning Objectives)

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Performing	Composing	Appraising
<p>Technique</p> <ul style="list-style-type: none"> I can use the full range of note of notes on my instruments effectively. I can play with stylistic techniques appropriate to the composition. I can play and sing with good control and musicality. 	<p>Ideas</p> <ul style="list-style-type: none"> I can write creatively to compose original and stylistic music. I can create my own ideas from scratch for a composition. I can respond to brief to create an imaginative piece of music. 	<p>Knowledge & Understanding</p> <ul style="list-style-type: none"> I know the stylistic features of the four areas of study in detail and applications to the set works. I can use musical language to answer questions about music from each area of study and set works. I can justify my opinions using musical language.
<p>Expression</p> <ul style="list-style-type: none"> I can play with correct phrasing and observation of dynamics in more complex pieces. I can play with correct articulations and phrasing. I can interpret style and apply that to performance. 	<p>Technical Control</p> <ul style="list-style-type: none"> I can notate rhythms and melodies in simple and compound time and add appropriate performance directions. I can write music idiomatically for multiple instruments, understanding range and techniques for each instrument. I can apply different textures to my compositions. 	<p>Musical Elements</p> <ul style="list-style-type: none"> I can aurally identify complex features of music to answer short answer questions. I can use a developed understanding of musical features form longer answers to 6 mark questions. I can aurally recognise musical features such as tonality of chords, cadences and melodic shape. I can analyse the musical features of set works in detail.
<p>Accuracy</p> <ul style="list-style-type: none"> I can follow a score to play music of a Grade 5 level and above. I can play more difficult more in an ensemble effectively by holding my own part and blending effectively with others. I can follow and apply detailed performance directions. I can improvise around a theme or within a style on my instrument. 	<p>Coherence</p> <ul style="list-style-type: none"> I can plan a composition effectively with good musical structure and direction. I can build a piece of music using different musical devices to vary from a consistent theme and style throughout. I can write stylistically, using musical features that are appropriate for their purpose, intention and setting. 	<p>Musical Contexts</p> <ul style="list-style-type: none"> I know about the purpose, intention and setting of the set works in detail. I can make judgments about audience and purpose in unfamiliar music. <p>Musical Language</p> <ul style="list-style-type: none"> I can use and cite evidence a score to answer musical questions. I can complete melodic and rhythmic dictations.

Milestone 1 Breadth Map - Years 7, 8 & 9 (Topics)

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Year 7

Term	Topic Title	National Curriculum Subject Content	National Curriculum Aims	Instrument	Skill Areas
Autumn 1	Class Choir: <i>School Concert</i>	SC1: Play & Perform SC4: Elements of Music	Aim 2: Performing Music Aim 3: Understanding Music	Voice	Performing & Appraising
Autumn 2	Christmas Music: <i>Christmas Concert</i>	SC1: Play & Perform SC3: Reading Music SC6: Contextual Awareness	Aim 1: Exploring Music Aim 2: Use of Voice	Voice Keyboard	Performing
Spring 1	Playing Melodies: <i>Popular Themes</i>	SC1: Play & Perform SC3: Reading Music SC4: Elements of Music	Aim 1: Exploring Music Aim 3: Understanding Music	Keyboard Glockenspiels Own Instrument	Performing
Spring 2	Musical Theatre: <i>Out Here On My Own</i>	SC1: Play & Perform SC4: Elements of Music SC6: Contextual Awareness	Aim 2: Use of Voice Aim 3: Understanding Music	Voice	Performing & Appraising
Summer 1	Sub-Saharan Music: <i>Djembe Drumming</i>	SC1: Play & Perform SC2: Create Musical Ideas SC6: Contextual Awareness	Aim 1: Exploring Music Aim 2: Use of Voice	Voice Djembes	Performing
Summer 2	Jazz & Blues: <i>Performance & History</i>	SC1: Play & Perform SC2: Create Musical Ideas SC6: Contextual Awareness	Aim 1: Exploring Music Aim 2: Use of Voice	Voice Keyboard Drums Own Instrument	Performing & Composing
Continuous Provision	Singing exercises following a score will be a part of lessons as a regular feature to maintain practical skills and provide relevance for knowledge and skills acquired in units of work. The extra-curricular offer will remain a key part of our delivery. Prescribed listening tasks will be set and monitored on a listening log. Short 'Great Composer' lessons are delivered in form time with their tutors throughout school on a weekly basis.				

Milestone 1 Breadth Map - Years 7, 8 & 9 (Topics)

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Year 8

Term	Topic Title	National Curriculum Subject Content	National Curriculum Aims	Instruments	Skill Areas
Autumn 1	Guide To The Orchestra: <i>Benjamin Britten</i>	SC4: Elements of Music SC5: Great Composers SC6: Contextual Awareness	Aim 1: Exploring Music Aim 3: Understanding Music	Aural Skills	Appraising
Autumn 2	Christmas Music: <i>Christmas Concert</i>	SC1: Play & Perform SC3: Reading Music SC6: Contextual Awareness	Aim 1: Exploring Music Aim 2: Use of Voice	Voice Keyboard	Performing
Spring 1	Compose a Rap: <i>Where Is The Love?</i>	SC1: Play & Perform SC2: Create Musical Ideas SC6: Contextual Awareness	Aim 1: Exploring Music Aim 2: Use of Voice	Voice Keyboard Beatboxing	Performing & Composing
Spring 2	Musical Futures: <i>Radio 1 Live Lounge</i>	SC1: Play & Perform SC2: Create Musical Ideas SC3: Reading Music	Aim 2: Use of Voice Aim 3: Understanding Music	Voice Keyboard/Guitar Own Instrument	Performing
Summer 1	Theme & Variations: <i>Twinkle Twinkle - Mozart</i>	SC1: Play & Perform SC2: Create Musical Ideas SC3: Reading Music SC5: Great Composers	Aim 1: Exploring Music Aim 3: Understanding Music	Keyboard Glockenspiels Own Instrument	Performing & Composing
Summer 2	Film Music: <i>Harry Potter</i>	SC1: Play & Perform SC2: Create Musical Ideas SC3: Reading Music SC4: Elements of Music	Aim 1: Exploring Music Aim 3: Understanding Music	Keyboard Glockenspiels Percussion Own Instrument	Appraising & Composing
Continuous Provision	Singing exercises following a score will be a part of lessons as a regular feature to maintain practical skills and provide relevance for knowledge and skills acquired in units of work. The extra-curricular offer will remain a key part of our delivery. Prescribed listening tasks will be set and monitored on a listening log. Short 'Great Composer' lessons are delivered in form time with their tutors throughout school on a weekly basis.				

Milestone 1 Breadth Map - Years 7, 8 & 9 (Topics)

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Year 9

Term	National Curriculum Subject Content	National Curriculum Aims	Context	Skill Areas
Autumn 1	SC1: Play & Perform SC4: Elements of Music	Aim 1: Exploring Music Aim 3: Understanding Music	Music Technology <i>Sound Production & iPads</i>	Performing/Composing
Autumn 2	SC4: Elements of Music SC5: Great Composers SC6: Contextual Awareness	Aim 1: Exploring Music Aim 3: Understanding Music	History of Music: <i>Baroque - 20th Century</i>	Performing/Appraising
Spring 1	SC1: Play & Perform SC4: Elements of Music SC6: Contextual Awareness	Aim 1: Exploring Music Aim 2: Use of Voice	Elements of Music:	Performing/Appraising
Spring 2	SC1: Play & Perform SC4: Elements of Music SC6: Contextual Awareness	Aim 1: Exploring Music Aim 3: Understanding Music	Film Music: <i>John Williams & Danny Elfman</i>	Performing/Appraising
Summer 1	SC1: Play & Perform SC4: Elements of Music SC6: Contextual Awareness	Aim 1: Exploring Music Aim 2: Use of Voice	Music Theory: <i>Writing Melodies & Understanding Chords</i>	Performing/Appraising
Summer 2	SC2: Create Musical Ideas SC4: Elements of Music	Aim 1: Exploring Music Aim 3: Understanding Music	Free Composition	Composing
Continuous Provision	Singing exercises following a score will be a part of lessons as a regular feature to maintain practical skills and provide relevance for knowledge and skills acquired in units of work. The extra-curricular offer will remain a key part of our delivery. Prescribed listening tasks will be set and monitored on a listening log. In this foundation year, 2 out of every 5 fortnightly lessons will be dedicated to practical work in the form of class singing, the introduction of the Kodály method, improvisation and ensemble projects. This will provide an opportunity for students to apply knowledge from across the curriculum to practical work including recall tasks and mastery of skills across all musical disciplines. Most importantly in this foundation year, by running a highly practical course, we develop student's love and passion for the subject. We then encourage students to be aspirational and experimental with their new skillset and apply their passion for music to the school and wider community through ensembles and performance opportunities in and out of school. Short 'Great Composer' lessons are delivered in form time with their tutors throughout school on a weekly basis.			

Milestone 2 Breadth Map - Years 10 & 11 (Topics)

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Year 10

Term	Content Focus	Area of Study/Component	Context	Skill Areas
Autumn 1	Unheard Listening	AoS1: Musical Forms & Devices	Musical Forms: <i>Baroque - 21st Century</i>	Performing/Appraising
Autumn 2	Set Work		AoS1: Badiniere	Performing/Appraising
Spring 1	Unheard Listening	AoS4: Conventions of Pop	Conventions of Pop	Performing/Appraising
Spring 2	Set Work		AoS4: Africa	Performing/Appraising
Summer 1	Composition	Component 2: Composing	Composition	Composing
Summer 2				
Continuous Provision	<p>Singing exercises following a score will be a part of lessons as a regular feature to maintain practical skills and provide relevance for knowledge and skills acquired in units of work. The extra-curricular offer will remain a key part of our delivery. Prescribed listening tasks will be set and monitored on a listening log.</p> <p>In this year, 1 out of every 5 fortnightly lessons will be dedicated to practical work in the form of class singing, the introduction of the Kodály method, improvisation and ensemble projects. This will be with the primary focus of developing performance skills for the performance element of the exam. However, this will also provide an opportunity for students to apply knowledge from across the curriculum to practical work giving opportunity for ongoing recall tasks and mastery of skills across all musical disciplines.</p> <p>In KS4 we not only look to develop a passion for music and love of the subject but allow students to access musical leadership through opportunities in school. We aim to aid personal development through the arts by allowing students the chance to take the lead on extra-curricular projects and actively encourage them to employ their musical and leadership skills to other groups outside of the school community. Short 'Great Composer' lessons are delivered in form time with their tutors throughout school on a weekly basis.</p>			

Milestone 2 Breadth Map - Years 10 & 11 (Topics)

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Year 11

Term	Content Focus	Area of Study	Context	Skill Areas
Autumn 1	Unheard Listening <i>Comparison Questions (10)</i>	AoS2: Music for Ensemble	Musical Theatre, Jazz & Blues & Chamber Music	Appraising
Autumn 2	Composition	Component 2: Composing	Composing to a Brief	Composing
Spring 1	Unheard Listening <i>Extended Writing (10)</i>	AoS3: Film Music	Film Music	Appraising
Spring 2	Exam Question Technique	AoS1: Musical Forms & Devices AoS3: Popular Music	AoS1: Set Work AoS4: Set Work	Appraising
Summer 1	Unheard Listening Set Works	AoS 1, 2, 3 & 4	Full Course	Appraising
Summer 2				
Continuous Provision	<p>Singing exercises following a score will be a part of lessons as a regular feature to maintain practical skills and provide relevance for knowledge and skills acquired in units of work. The extra-curricular offer will remain a key part of our delivery. Prescribed listening tasks will be set and monitored on a listening log.</p> <p>In this year, 1 out of every 5 fortnightly lessons will be dedicated to practical work in the form of class singing and similar ensemble projects. This will be with the primary focus of developing performance skills for the performance element of the exam. However, this will also provide an opportunity for staff to apply knowledge from across the curriculum to practical work giving opportunity for ongoing recall tasks and mastery of skills across all musical disciplines.</p> <p>In KS4 we not only look to develop a passion for music and love of the subject but allow students to access musical leadership through opportunities in school. We aim to aid personal development through the arts by allowing students the chance to take the lead on extra-curricular projects and actively encourage them to employ their musical and leadership skills to other groups outside of the school community. Short 'Great Composer' lessons are delivered in form time with their tutors throughout school on a weekly basis.</p>			

Extended Writing Plan: Years 7-11

Curriculum Driver: At the heart of everything we teach is our curriculum driver - **Aspirations**. We will develop our students' cultural capital, their ability to be resilient and ensure that they always strive to aim high and be open-minded about their future aspirations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<u>Personal Review</u> Students write an extended piece of feedback on their/ others' performance.	<u>Personal Review</u> Students write an extended piece of feedback on their/ others' performance.	<u>Personal Review</u> Students write an extended piece of feedback on their/ others' performance.	<u>ALIVE Introduction</u> Teaching students how to plan and structure answers to 4 mark questions.	<u>Higher Order Thinking</u> Students consider how music could be developed in a <i>leitmotif</i> composition.	<u>Compare & Contrast</u> Students use the ALIVE model to compare music from different parts of the world.
Year 8	<u>Creative Writing</u> Students write their own rap lyrics.	<u>Rehearsal Log</u> Students write an extended piece of writing to describe their rehearsal process.	<u>Rehearsal Log</u> Students write an extended piece of writing to describe their rehearsal process.	<u>Unfamiliar Listening</u> Students describe the musical devices of an unheard piece using the ALIVE model.	<u>Higher Order Thinking</u> Students consider how music could be developed in a <i>Theme & Variations</i> composition.	<u>Compare & Contrast</u> Students use the ALIVE model to compare music from different parts of the world.
Year 9	<u>Research Project</u> Students do an extended, ongoing research project on the Great Composers.	<u>ALIVE</u> Teaching develop on how to plan and structure answers to 6 mark questions.	<u>Higher Order Thinking</u> Students form opinions on creative decisions in <i>John Williams'</i> scores and justify them.	<u>ALIVE</u> Teaching develop on how to plan and structure answers to 6 mark questions.	<u>Composition Log</u> Students write an extended piece of writing to describe their process.	<u>Composition Log</u> Students write an extended piece of writing to describe their process.
Year 10	<u>Unfamiliar Listening</u> Students describe the musical devices of an unheard piece using the ALIVE model.	<u>Set Work</u> Students use the ALIVE model to answer long answer questions on <i>AoS4: Set Work</i> .	<u>Unfamiliar Listening</u> Students describe the musical devices of an unheard piece using the ALIVE model.	<u>Set Work</u> Students use the ALIVE model to answer long answer questions on <i>AoS1: Set Work</i> .	<u>Composition Log</u> Students write an extended piece of writing to describe their process.	<u>Composition Log</u> Students write an extended piece of writing to describe their process.
Year 11	<u>Composition Log</u> Students write an extended piece of writing to describe their process.	<u>Unfamiliar Listening</u> Students focus on the 10 mark questions from a piece of unfamiliar music.	<u>Unfamiliar Listening</u> Students focus on the 10 mark questions from a piece of unfamiliar music.	<u>Set Work</u> Students use the ALIVE model to answer long answer questions on both Set Works.	Revision	Revision