

The Nottingham Emmanuel School – Music Curriculum Map



	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 7	<p>Find Your Voice Whole class singing, small ensemble singing, individual singing. Singing in unison / harmony, keeping in time, performance skills. Ensemble skills, developing an awareness of parts and structure.</p>	<p>Getting to know Logic Using and understanding DAW as a tool for composition. The workings of a DAW, the software (Logic Pro 9), audio and software tracks and basic editing.</p>	<p>Ukulele Project Learning how to play the ukulele, whole class performance, small ensemble performance (including singing) Understanding of chords, tuning, motor skills (singing and playing), structure of a pop song.</p>	<p>Minimalism Composing a piece of music using short musical ideas. Understanding of how to use Logic Pro 9, using software tracks and basic editing, keeping in time to the metronome and a basic understanding of structure.</p>	<p>Band skills Learning how to cover a popular song using the keyboard, ukulele and voice. Understanding of chords, tuning, motor skills (singing and playing), structure of a pop song, working in small groups, communication skills.</p>	<p>Film Music (Notation) Sequencing popular film themes and gaining an understanding of traditional musical notation. Developing their understanding of how to use Logic Pro 9, using software tracks and basic editing, keeping in time to the metronome, choosing appropriate software instruments to match the intended mood.</p>
Year 8	<p>Chords and Blues Learning how to play the keyboard, ukulele, bass guitar and drum kit, Whole class performance, small ensemble performance. Understanding of chords, motor skills, working in small groups and communication skills.</p>	<p>Music and Media Using and understanding DAW as a tool for composition to create their own sounds to match a moving image. Using computer software to add software tracks, create their own musical ideas and edit their sounds to create an intended mood.</p>	<p>Band Skills Learning how to cover a popular song using the keyboard, ukulele, bass guitar, drum kit and voice. (We would now expect the song to include a verse, chorus and middle 8 using a wider range of chords and inversions) Understanding of chords, tuning, motor skills (singing and playing), structure of a pop song, working in small groups, communication skills.</p>	<p>Rap and Hip Hop Sequencing skills: Students create a Hip Hop backing track based on Dr Dre. Students can then choose to follow one of two pathways; 1. Writing their own lyrics in a Hip Hop style to record over their backing track. 2. Use the skills acquired to create their own Hip Hop backing track.</p>	<p>Rhythms of the World Introduce students to the aspects of World Music; Gamelan and Samba. Time keeping, reading notation, working in small groups, polyrhythmic and unison playing, playing a wide selection of percussion instruments.</p>	<p>Hooks and Riffs Sequencing two popular music songs that are riffed based. Students can then choose to turn the riff into an arrangement of their own song or use it as a starting point to create their own riff based composition.</p>
Year 9 Music	<p>This year is a skill building year, so all students will develop their understanding and knowledge of the expectations for Year 10 GCSE. The work produced by students this year will be marked using the GCSE Music assessment criteria for the three components and feedback given to support development and progression. For the purpose of this document, we have included the information for each component in its own column, rather than repeating the same thing for each term to hopefully make it easier to understand: Listening and Appraising, Composing and Performing</p>					
	<p>Listening and Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The one area of study; Popular Music, which we will study in depth. Students will identify how the musical elements have been used in three set works over the course of the academic year. Apply understanding of musical notation, musical context and musical elements to listen to, follow, annotate and discuss the musical covered in lessons.</p>	<p>Composing Develop knowledge of how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing. Students will compose two compositions over the course of the year; one set to a given brief and one being a free composition. Compose using methods appropriate to the style / genre of compositions (may use a combination of vocal / instrumental tracks and technology.)</p>			<p>Performing Develop understanding of music notation, performance presentation and performing to an audience. Students will be asked to perform record performances and perform their final submissions to an audience. Interpret relevant musical elements as appropriate using resources and techniques as appropriate to communicate musical ideas with accuracy and expression, including phrasing and dynamics. Organisational skills. Rehearsal skills. Performance skills. Reading and following musical notation / lead sheet.</p>	

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Year 9 Music Tech	Electronic Dance Music (EDM) Develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Analyse stylistic elements of music and develop a piece of music based on a specific style. Engage in a review of technical and creative processes. Develop understanding of how to use Logic Pro 9— Music software to create a musical project in response to a brief.		Reggae Develop understanding of how to use Logic Pro 9— Music software to create a musical project in response to a brief. Develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Analyse how the musical elements are used in Reggae music and use this understanding to develop a piece of music in the style of Reggae. Engage in a review of technical and creative processes, identifying strengths, weaknesses and ways to improve.		Jobs in the Music Industry Identify the jobs included in the Music Industry and how each job relates to another. Create a detailed job description for the two roles within the industry you are most interested in. Develop your understanding of two roles you are most interested in by creating a skills audit of what you can do now and which skills you need to develop for each job.	
	<u>This year is a skill building year, so all students will develop their understanding and knowledge of the expectations for Year 10 GCSE. The work produced by students this year will be marked using the Music Technology assessment criteria feedback given to support development and progression.</u>					
Year 10 Music Tech	Using a DAW Gain a deeper understanding of operating a Digital Audio Workstation (DAW) -Identify and describe all the hardware components and software functions of a DAW supporting points with well-thought out examples and explanations. - Develop understanding of the technical terms used in the Music Technology industry and use these terms in their work correctly and consistently.			Creating Music Explore the key musical elements and how they are used in a range of different styles. Develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Analyse how the musical elements are used in your chosen style pf music and use this understanding to develop your own piece of music in the same style. Engage in a review of technical and creative processes, identifying strengths, weaknesses and ways to improve.		
Year 10 and 11 Music	Students will begin their GCSE Music course in Year 10. This course covers three components and we study these simultaneously throughout the year. For the purpose of this document, we have included the information for each component in its own column, rather than repeating the same thing for each term to hopefully make it easier to understand: Listening and Appraising, Composing and Performing.					
	Listening and Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. The four main areas of study can also provide a rich source of material for the students to work with when developing performance and composition skills: Western classical tradition 1650—1910 / Popular music / Traditional music / Western classical tradition since 1910. Apply understanding of musical notation, musical context and musical elements to listen to, follow, annotate and discuss the musical covered in lessons		Composing Develop knowledge of how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing. Students will compose two compositions; one set to a given brief and one being a free composition. Compose using methods appropriate to the style / genre of compositions (may use a combination of vocal / instrumental tracks and technology.)		Performing Develop understanding of music notation, performance presentation and performing to an audience. Interpret relevant musical elements as appropriate using resources and techniques as appropriate to communicate musical ideas with accuracy and expression, including phrasing and dynamics. Organisational skills. Rehearsal skills. Performance skills. Reading and following musical notation / lead sheet.	

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Year 11 Music Tech	<p style="text-align: center;">Planning a Recording Session.</p> <p>Gain a deeper understanding of the equipment used in a recording studio environment and how to use it effectively to produce a good quality recording. Plan and undertake a recording session for a given scenario Create a mix-down of their recording Review the process and the final product.</p>		<p style="text-align: center;">Sound Creation</p> <p>Explore sound creation and apply knowledge to a given brief. Research how sound creation is used for different forms of media. Create your own sound creation for a given film trailer and keep a diary to evidence your process. Describe and review how you created your own original sound creation project.</p> <p>Develop skills in operating a Digital Audio Workstation (DAW) appropriately, accurately and creatively using audio, MIDI, hardware and editing tools.</p>		<p style="text-align: center;">Exam preparation</p> <p>[The exam covers the units of coursework complete over the two years. Coursework will be used as a revision resource.]</p> <p>Re-visit previous learning (coursework) and the technical terms learned throughout your two year course. Unit 1: Using a DAW Unit 2: Creating Music Unit 3: Planning a Studio Recording Unit 4: Sound Creation</p> <p>Answer questions based on the units of work completed over the two year course. Apply understanding of using a DAW to answer questions on an exam paper. Follow instructions to complete tasks set by the exam brief.</p>	

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Year 12 Level 2 Music Tech	<p>Using a DAW Gain a deeper understanding of operating a Digital Audio Workstation (DAW): -Identify and describe all the hardware components and software functions of a DAW supporting points with well-thought out examples and explanations. - Develop understanding of the technical terms used in the Music Technology industry and use these terms in their work correctly and consistently.</p>	<p>Creating Music Explore the key musical elements and how they are used in a range of different styles. Develop skills in operating a Digital Audio Workstation (DAW) creatively using audio, MIDI, hardware and editing tools. Analyse how the musical elements are used in your chosen style of music and use this understanding to develop your own piece of music in the same style. Engage in a review of technical and creative processes, identifying strengths, weaknesses and ways to improve.</p>	<p>Planning a Recording Session. Gain a deeper understanding of the equipment used in a recording studio environment and how to use it effectively to produce a good quality recording. Plan and undertake a recording session for a given scenario Create a mix-down of their recording Review the process and the final product.</p>	<p>Sound Creation Explore sound creation and apply knowledge to a given brief. Research how sound creation is used for different forms of media. Create your own sound creation for a given film trailer and keep a diary to evidence your process. Describe and review how you created your own original sound creation project.</p> <p>Develop skills in operating a Digital Audio Workstation (DAW) appropriately, accurately and creatively using audio, MIDI, hardware and editing tools.</p>	<p style="text-align: center;">Exam preparation [The exam covers the units of coursework complete over the two years. Coursework will be used as a revision resource.]</p> <p>Re-visit previous learning (coursework) and the technical term learned throughout your two year course. Unit 1: Using a DAW Unit 2: Creating Music Unit 3: Planning a Studio Recording Unit 4: Sound Creation</p> <p>Answer questions based on the units of work completed over the two year course. Apply understanding of using a DAW to answer questions on an exam paper. Follow instructions to complete tasks set by the exam brief.</p>	

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Year 12 – AS Music - No exam taken in year 12.	<p>Listening and Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. Listen to, follow, annotate and discuss the music and the composers covered in lessons. Listen and reading traditional notation—Treble clef, Alto clef, Bass clef. Use knowledge of keys (circle of 5ths), chords and cadences.</p> <p>A variety of set works covered ranging from Western Classical Music, Pop music and Vocal music</p>		<p>Composition (September – April) Students will continue to develop their skills in composition, including extending and manipulating musical ideas, and compose music that is musically convincing. Students will gain a deeper understanding of harmony through the use of complex and added chords, use a wider variety of interesting musical timbres and textures, use a variety of complicated rhythms and demonstrate an understanding of structure.</p> <p>Students will compose one free composition and one composition to a brief (Brief 1: Chorales)</p>		<p>Performance (September – April) Independent study/rehearsal time Students will continue to develop their skills in performance, including extending and manipulating musical passages. Detailed attention must be paid to the composers’ intention including articulation, phrasing, dynamics and instrumental technical control.</p> <p>Students will gain a deeper understanding of performance presentation and performing to an audience.</p>	
Year 13 – A2 Music	<p>Listening and Appraising Appraise, develop and demonstrate an in-depth knowledge and understanding of musical elements, musical context and musical language. Apply the in-depth understanding learnt to analyse the musical notation, musical context and musical elements from each set work. Listen to, follow, annotate and discuss the music and composers covered in lessons. Listen and reading traditional notation—Treble clef, Alto clef, Bass clef. Use knowledge of keys (circle of 5ths), chords and cadences.</p> <p>The set works from Western Classical Music, Pop music and Vocal music are revisited and consolidated whilst Jazz and Romantic Piano Music set works are added.</p>		<p>Composition (September – April) Students will continue to develop their skills in composition, including extending and manipulating musical ideas, and compose music that is musically convincing. Students will gain a deeper understanding of harmony through the use of complex and added chords, use a wider variety of interesting musical timbres and textures, use a variety of complicated rhythms and demonstrate an understanding of structure.</p> <p>Students will compose one free composition and one composition to a brief (Brief 1: Chorales)</p>		<p>Performance (September – April) Independent study/rehearsal time. Students will continue to develop their skills in performance, including extending and manipulating musical passages. Detailed attention must be paid to the composers’ intention including articulation, phrasing, dynamics and instrumental technical control.</p> <p>Students will gain a deeper understanding of performance presentation and prepare a 10 minute performance recorded in one take.</p>	