

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>Film Music (Notation) Learning notation and melodies from film music using interactive instruments and potentially the new DAW. Opportunity to compose music to a short film clip using online technology. Leitmotifs and Ostinatos.</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>Minimalism Composing a piece of music using short musical ideas. Understanding of how to use the new DAW, using software tracks and basic editing, keeping in time to the metronome and a basic understanding of structure.</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. Limited access to A1 when current Y8 were in Y7. As a result this topic has required some introduction to how a DAW works. Some classes of Y8 have NEVER been in the room so need introducing to the very basics of the computer program.</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. As access to the Music rooms last year was restricted, classroom expectations need to be introduced including behaviour in smaller rehearsal spaces.</p>		<p>Beats & Rhymes Sequencing skills (on Band Lab): 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>		
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Year 9 Music Tech (Performance and		<p>All students focused on skill building using a sequencing task Technology – Logic Pro brief on sequencing and composing.</p>		<p>Performance – Ensemble chosen by students to stretch and challenge skills. Mixing of groups. Technology – Use of Effects: students sequence an electronic piece with the focus</p>		<p>Developing understand on new DAW software. Composing to a short film (music in media: film, game or advert) for both strands of the course.</p>		<p>Performance – Continue with composition (2 different styles of the same brief – video game / film) Technology – Create a ‘How to’ guide on the new DAW for</p>		<p>Performance – prepare solo performance over Easter break for recording with tech students in pairs or small groups. Technology – Record solo performances and post-produce</p>		<p>Baby BTEC: Managing a music product – Split the class in half and have groups with technology and performance students together who design and put on a mini show for the lunchtime crowd (year 7 and 8).</p>	

	<p>Limited access to A1 when current Y9 were in Y8. As a result the whole class (whether tech or performance focused) were upskilled on Logic to check/teach the basics of this DAW.</p>	<p>on effects such as E.Q, Reverb, Delay, mixing, mastering and bouncing.</p>		<p>younger students to use (posters, booklets, guides, PowerPoint slides, videos and templates)</p>	<p>Second half term: Performance - Prepare for final performance task. Technology – Mixing and master songs.</p>	<p>Film performance, feedback and evaluation.</p>
<p style="text-align: center;">Unit 1: The Music Industry</p> <p>Develop understand of the music industry with a view to getting work and using organisations that exist to support them. Learners investigate music organisations and find out about the work they do and how they relate to and reply on one another. Learners will find out about and research the people who work in these organisations, from performers to technicians and administrative roles.</p> <p>Develop an awareness of the various business practices within the industry and the range of job opportunities that exist to deepen their understanding of the structure of the music industry, its working practices and opportunities.</p> <p style="text-align: center;">Learning Aim A: Understand the different types of organisations that make up the music industry. Learning Aim B: Understand the roles in the music industry.</p> <p style="text-align: center;">Learners will apply their knowledge and understanding of both Learning Aim A and B to answer questions in a 1 hour exam.</p>						
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	<p style="text-align: center;">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>					
Year 10 GCSE Music	<p style="text-align: center;">Listening and Appraising</p> <p>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.</p>					
	<p style="text-align: center;">Composing</p> <p>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>					

	Performing					
	<p>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. When these students were in Y9 (having 3 timetabled lessons) there was no access to rehearsal spaces in order to take part in group performances. As a result performances have been recorded at home and uploaded to the Google Classroom. Now students are in Y10 (with only two timetabled lessons) there is not enough curriculum space to offer a performance lesson.</p>					
Year 10 Music BTEC	This course covers three Units that are marked by the teacher and feedback is given. 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: Unit 7; Sequencing, Unit 6; Introducing Music Recording and Unit 2: Managing a Music Product.					
	Unit 1: The Music Industry Final exam in January 2022		Unit 7: Sequencing Learners will create music using a variety of sources, including loops and software instruments. Learners will edit their own music through application of different processes and evidence how they have done this. Learners will create a final mix and gain an understanding of what is required in the production of music that uses the full functionality of the software available. Learning Aim A: Explore music sequencing techniques Learning Aim B: Use music sequencing software The work completing in this unit will be used as coursework which will be assessed with feedback and graded. The final mark will be banked.			Unit 7: Sequencing Resit on Unit 1: Music Industry for students who need it.
	Unit 7: Sequencing Skills / Unit 6: Recording Skills (dependent on software upgrade)	Unit 1: The Music Industry Final exam in January 2022				
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Year 11 Music GCSE	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 Exam prep Exam: Summer Term (40%) 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.				Listening and Appraising – Exam prep Exam: Summer Term (40%) Revising / consolidating across all 4 areas of the exam	

	<p style="text-align: center;">Composing</p> <p style="text-align: center;">The two chosen compositions for coursework submission will be refined and submitted to the exam board (30%).</p> <p>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>Students are having two lessons out of three a week to complete their compositions. This is due to the DAW in A1 being changed over after Half Term 2, therefore we need all compositions completed by December 2021.</p>		
	<p style="text-align: center;">Performing</p> <p style="text-align: center;">One solo and one ensemble performance will be recorded in Spring 2. These recordings will be submitted to the exam board (30%).</p> <p>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> <p>When these students were in Y10 (having 2 timetabled lessons) there was no access to rehearsal spaces in order to take part in group performances. As a result performances have been recorded at home and uploaded to the Google Classroom. Now students are in Y11 (with three timetabled lessons) there is not enough curriculum space to offer a performance lesson as students must complete their compositions before there is a change in DAW.</p>		
Year 11 Music BTEC	<p style="text-align: center;">Unit 1: The Music Industry Exam in January 2022 (with year 10 BTEC Course)</p> <p>Students did not sit this exam as it didn't go ahead. U-Tag grades are requested by BTEC with a view to also sitting the exam in January, taking the best result as their final result.</p>	<p style="text-align: center;">Unit 2: Managing a Music Product</p> <p>Learners are expected to manage the planning, delivery and promotion of a live concert, pre-recorded event or other music product. Learners will demonstrate an awareness of the roles within the music industry and take on a role that best suits their abilities and strengths.</p> <p>Learners will develop their teamwork skills, independent skills and organisation skills. Learners will develop their awareness of how their role is relied upon and how other roles rely upon theirs as they develop their understanding that the music industry and the roles within it depend on each other.</p>	
	<p style="text-align: center;">Unit 7: Music Sequencing – Completed by end of Term 2</p> <p style="text-align: center;">This unit has been Z-flagged</p>	<p style="text-align: center;">Unit 6: Recording Unit</p> <p style="text-align: center;">This unit will be streamlined alongside Unit 2.</p>	