**The Nottingham Emmanuel School – *Subject* Curriculum Map (2022-2023)**

**Music and Music Technology**

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| Intent statement | | | In music, the development of performance and composition skills underpin the content. We focus on mutual collaboration alongside independence of thought, which is developed through listening and appraising of diverse and varied styles of music. | | | | | | | | | | |
| Diversity across the curriculum | | | Our curriculum represents the diversity of our students through the study of; Blues, Western Popular Music, Rap and Hip Hop, World Music (including Fusion) and Western Classical Music. | | | | | | | | | | |
|  |  | AUT 1 / AUT 2 | AUT 2 / AUT 1 | SPR 1 / SPR 2 | | SPR 1/ SPR 2 | | | | SUM 1 / SUM 2 | SUM 2 / SUM 1 |
| Year 7 | Title and objectives | **Find Your Voice** | **Getting to know Cubase** | **Ukulele Project** | | **Film Music (Notation)** | | | | **Band skills** | **Minimalism** |
| Core knowledge | * Class / ensemble singing * Group work * Structure; Verse / Chorus | Using and understanding DAW as a tool for composition. | * Learning how to the ukulele * Class / group work | | Using and understanding DAW as a tool for sequencing. | | | | * ­Class / ensemble singing * Playing the keyboard / ukulele * Group work * Structure; Verse / Chorus | Using and understanding DAW as a tool for composition. |
| Skills | 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.  Can hold an independent part  Can lead a group  Group work | Choosing appropriate loops to match the intention  Each sound effect on a different track  Use of automation  Include a software track  Extend / shorten loops | Learning how to play 4 chords; Am, C, F, G  Can play the 4 chords in any order with fluency and accuracy.  Use a range for strumming patterns  Performs in time  Has an understanding of music elements. | | Choose appropriate sounds to make match the intention.  Themes are recorded in time  Extended the given theme, working it out for yourself  Add extra tracks that compliments the given theme  Use the software competently  Gain an understanding of musical notation | | | | 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. | 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. |
| COVID recovery | No requirement for COVID recovery as Year 7 students will get the opportunity to cover intended content and develop skills from September 2021 in the subject specific room. | | | | | | | | | |
| Careers | Sign up for Christmas in the City – for Year 7, 8 and 9 to gain experience of being a performer in the Music Industry (TNMEH)  Sing Up – Vocal competition that we will advertise for singers to gain experience and get training from professionals in the music industry (TNMEH)  Sign up for Summer Sing - for Year 7, 8 and 9 to gain experience of being a performer in the Music Industry (TNMEH) | | | | | | | | | |
| Year 8 | Title and objectives | **Chords and Blues** | **Creating a mood** | **Band Skills** | | **Beats & Rhymes** | | | | **Motifs in Music** | **Hooks and Riffs** |
| Core knowledge | Group work  Playing the keyboard / ukulele  Structure; 12 Bar Blues | Using and understanding DAW as a tool for composition. Using loops to create an intended mood Using the MIDI keyboard to play in music to create an intended mood. | Playing the keyboard / ukulele  Group work  Structure; Verse / Chorus | | Using and understanding DAW as a tool for composition, through sequencing.  Using the MIDI keyboard to record in chords for a backing track. | | | | Playing the keyboard / bass guitar / drum kit  Group work  Structure; Verse / Chorus | Using and understanding DAW as a tool for composition, through sequencing.  Using the MIDI keyboard to record in hooks and riffs in time.  Create a structure using the recorded hooks and riffs. |
| Skills | Playing chords with fluency  Playing chords in the basic shape  Playing chords using inversions  Can use both hands to play independence parts  To improvise using the blues scale  Group work / collaboration | Choose appropriate loops to match the intention  Put each sound on a separate track  Used automation  Included a software track  Can extend / shorten loops | Can play the chords on the keyboard with fluency  Can play a bass part in the left hand alongside chords in the right hand  Can play the chords on the ukulele  Can play with accuracy and fluency  Group work  Can lead a group  Has an understanding of musical elements. | | Choose appropriate loops to match the intention  Can recorded the chords and bass line  Can recorded the chords, bassline, riff and drumbeat.  Can record in time  Can quantize the tracks  Can add extra tracks that complement the arrangement  Started to create your own backing track  Use of logic software competently | | | | Can play the chords on the keyboard with fluency  Can play a bass part in the left hand alongside chords in the right hand  Can play the chords on the ukulele  Can play with accuracy and fluency  Group work  Can lead a group  Has an understanding of musical elements. | 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. |
| COVID recovery | N/A as Year 8 have had a full year using music software. They have had experience using music software. They will need to be upskilled, but this is not sure to COVID. | | | | | | | | | |
| A1 upgrade | Logic software is being changed to Cubase 12 and Y8 will have to be up skilled. This could result in Y8 completing less content and focussing on improving their ability to navigate and use the new software. | | | | | | | | | |
| Careers | Sign up for Christmas in the City – for Year 7, 8 and 9 to gain experience of being a performer in the Music Industry Sign up for Summer Sing - for Year 7, 8 and 9 to gain experience of being a performer in the Music Industry (TNMEH)  Opportunity to get a speaker in: Session musician / composer with Q&A | | | | | | | | | |
| Year 9 | Title and objectives | **Reggae** | **Music in Media** | **New Directions** | | **Horror in Film** | | | | **Performing to a Brief** | **Composing to a Brief** |
| Core knowledge | Playing the keyboard / bass guitar / drum kit  Group work  Structure; Verse / Chorus  Perform in an ensemble | Using the MIDI keyboard to play in music.  Using and understanding DAW as a tool for composition.  Create and sequence the sound for music in an advert or game. | Clapping Music (1-3)  Motifs in Minimalism (4-7)  Working in groups  Perform in an ensemble | | Using and understanding DAW as a tool for composition, through sequencing.  Sequence the sound for a horror film clip | | | | Playing the keyboard / ukulele / drum kit / bass  Group work  Perform a cover in an ensemble | Using and understanding DAW as a tool for composition. Compose a piece of music |
| Skills | Can perform in time  Can maintain your own significant part  Can play in a group confidently  Can play off beat chords  Can perform with confidence and fluency  Has an understanding of the musical elements (structure and texture) | Choose appropriate loops to match the intention  Put each sound on a separate track  Used automation  Included a software track  Can extend / shorten loops  Can use of microphone to record. Can arrange my own music | Always puts in 100% effort  Can perform in time  Can maintain your own significant part Can perform a solo part  Can perform in a group with confidence and fluency  Can lead a group  Can arrange my own music  Has an understanding of the musical elements (structure/texture/dynamics) | | Choose appropriate sounds to match the intention  Can record in time  Can quantize the tracks  Can add extra tracks that complement the arrangement  Extended the given theme, working it out for yourself  Use of logic software competently | | | | Always puts in 100% effort  Can get into own performance groups  Can allocate roles in a positive way Can perform in time Can perform 1-2 songs  Can perform 3 or more song Can lead a group Has an understanding the musical elements | Choose appropriate sounds to match the intention  Can record in a chord structure of 4 chords  Can record in a bass line that fits with the chords  Can record in time  Can add intended tracks independently  Can use Piano Roll with confidence  Can use the Mixer to balance effectively  Can use Automation to fade tracks in/out |
| COVID recovery | N/A as Year 9 have had a full year using music software. They have had experience using music software. They will need to be upskilled, but this is not sure to COVID. | | | | | | | | | |
| A1 upgrade | Logic software is being changed to Cubase 12 and Y9 will have to be up skilled. This could result in Y9 completing less content and focussing on improving their ability to navigate and use the new software. | | | | | | | | | |
| Careers | Sign up for Christmas in the City – for Year 7, 8 and 9 to gain experience of being a performer in the Music Industry Sign up for Summer Sing - for Year 7, 8 and 9 to gain experience of being a performer in the Music Industry (TNMEH)  Working DJ talk and Q&A | | | | | | | | | |
| Year 10 BTEC TECH in Music Performance | Title and objectives | Component 1: Exploring Music Products and Styles (36 GLH) (GLH – Guided Learning Hours) | | Component 1: Task 1 and 2 (12 GLH) **Brief released – February Internally assessed. Externally moderated – May/June** | | | | Component 2: Musical Skills Development  (36 GLH)  Brief released in October of y11 | | | |
| Core knowledge | Develop understanding of different types of music products and the techniques used to create them. Explore how music elements, technology and other resources are used in the creation of production and performance of music.  Explore different styles of music and music theory to develop your own creative work. | | | | | | | Develop technical, practical, personal and professional skills and specialist in two of the following: music performance, creating original music and music production. Review your progress and consider how to make improvements.  Develop musical skills and techniques to consider your aptitude and enjoyment of music, helping you make informed decisions about what you will study in the future. | | |
| Skills | LA.A Demonstrate an understanding of style of music  LA.B Apply an understanding of the use of techniques to create music | | | | LA. A Demonstrate professional and commercial skills for the music industry  LA.B Apply development processes for music skills and techniques | | | | | |
| COVID recovery | N/A as Year 10 have had a full year using music software. They have had experience using music software. They will need to be upskilled, but this is not sure to COVID. | | | | | | | | | |
| A1 upgrade | Logic software is being changed to Cubase 12 and Y10 will have to be up skilled. This could result in Y10 focussing their first lessons on upskilling, before focussing on content and focussing on improving their ability to navigate and use the new software. | | | | | | | | | |
| Careers | Working DJ talk and Q&A  Visit to Confetti in Nottingham | | | | | | | | | |
| Year 10 GCSE Music |  | **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.** | | | | | | | | | |
|  | **Area of Study 2: Popular Music** Paul Simon: Graceland, Diamonds on the Soles of her Shoes OR You Can Call Me Al / Little Shop of Horrors: Feed Me / Mushnik and Son Film and Gaming music Popular Music | | **Area of Study 2: Popular Music**  Hip-Hop, Rock, EDM and Reggae  **Area of Study 3: Traditional Music** Blues Fusion | | **AoS1: Western Classical Music** Baroque Music  Western Classical Tradition 1650 - 1910 Coronation Anthems and Oratorios of Handel | | | | | **Revision of AoS2 and topics within AoS1: Mocks** |
|  | **Performing**  Due to the KS4 course now being a 2 year course, the Performance strand is set as homework with performance submissions on a termly basis.  **One solo and one ensemble performance will be recorded in Spring 2. These recordings will be submitted to the exam board (30%).**  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. | | | | | | | | | |
|  | **Solo Performance submission – homework (due November)** | | **Solo Performance submission – homework (due March)** | | | **Ensemble Performance submission – homework (due June)** | | | | |
|  | **Composing**  Students will **compose two compositions** over the course of the year; one set to a given brief and one being a free composition. **The two compositions will be completed and will be refined by February of Year 11. Both compositions will be submitted to the exam board (30%).**  Students will **compose one compositions** in year 10.  Compose using methods appropriate to the style / genre of compositions (may use a combination of vocal / instrumental tracks and technology.)  Develop knowledge of how to develop musical ideas, including extending and manipulating musical ideas, and compose music that is musically convincing. | | | | | | | | | **Composing**  Students will begin their **second composition.**  **This composition will be brought through and completed in Year 11 by February.** |
|  | **Aut 1 – Sum 1: Begin, create and refine Composition 1 (Song writing)** | | | | | | | | | **Begin Composition 2** |
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| Year 11 BTEC TECH AWARD in Music Performance 2024 onwards | Title and objectives | Component 2: Task 1 (15GLH) **Brief released - October** **Internally assessed. Externally moderated – December/January** | | | Component 3: Responding to a Music Brief (48 GLH) (GLH – Guided Learning Hours) Brief release – January | | | | | External Assessment May/June by Pearson (23GLH) | Exam season |
| Core knowledge | Understanding the musical elements: Structure, melody, texture, dynamics, use of instruments | | | | | | | | |  |
| Skills | Explore strengths and interests and apply the skills that you have learnt through the course in a practical way. Focus on a particular area of the music sector that excites and appeal to you and respond to a music brief as a composer or producer.  Students will begin exploring the brief and investigating possible responses and ideas to meet the demands of the brief. Using the relevant skills, resources and techniques you will develop and refine your musical material before presenting your final response, which will be sent to the exam board for assessment. Your project will be created using a Digital Audio Workstation (DAW).  Presenting your work is a key element in this course because if students decide to take Music Technology on at post-16, students will be asked to work independently on a brief, therefore this unit develops skills in self-management, communication and presentation, which is vital to any future course of study. | | | | | | | | AO1 – Understand how to respond to a music brief  AO2 Select and apply musical skills in response to a music brief  AO3 Present a final musical product in response to a music brief  AO4 Comment on the creative process and outcome in response to a music brief. |  |
| Covid recovery | None – COVID recovery will not apply as Year 11 students completing the Music Tech course will have had Year 10 using music software. | | | | | | | | | |
| Careers | Working DJ talk and Q&A  Visit to Confetti in Nottingham | | | | | | | | | |

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| Year 11 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 (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.** | | |
|  | **AoS1: Western Classical Music 1650 – 1910:** Mozart Clarinet Concerto Unfamiliar Music (Section A practice) **AoS4: Western Classical Music 1910 onwards**  Minimalism | | |
|  | **Composing**  **The two chosen compositions for coursework submission will be refined and submitted to the exam board (30%).**  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.) | **AoS3: Traditional Music** Unfamiliar Listening (Section A practice)  **AoS4: Western Classical Music 1910 onwards** British Music Copland | **Listening and Appraising – Exam prep Revising / consolidating across all 4 areas of the exam** Exam: Summer Term (40%)  Section A (Unfamiliar listening) Section B (Set works) |
|  | **Performing**  Due to the KS4 course now being a 2 year course, the Performance strand is set as homework with performance submissions on a termly basis.  **One solo and one ensemble performance will be recorded in Spring 2. These recordings will be submitted to the exam board (30%).**  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. | | **Coursework submitted to the exam board moderation.** |
|  |  | | **Coursework submitted to the exam board moderation.** |