**Curriculum Mapping 2022-23 Subject: Music Curriculum Leader (s) VMa**

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|  | **KS3 Curriculum**1. Teaching crucial knowledge.
2. Exposing to key vocabulary.
3. Developing cultural capital.
4. Enabling the development of knowledge.
5. Challenging misconceptions.
6. Emphasising inter-connectedness.
7. Teaching and development of skills.
 | **KS4 Curriculum**1. Transition to education after KS4
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and Accelerated Curriculum.
4. Guidance for next stage of education
 | **KS5 Curriculum**1. Transition to HE/FE/Employment (including apprenticeship).
2. Developing further on the attitudes and attributes for success.
3. Building on all areas from KS3 and KS4.
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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| **Spiral****Curriculum** | **Vertically integrated across Key Stages – Each KS** |
| **Skills** | * Performing
* Composing
* Listening
* Appraising
 | * Performing
* Composing
* Listening
* Appraising
 | * Performing
* Composing
* Listening
* Appraising
 | GCSE MUSIC* Performing
* Composing
* Listening
* Appraising

VOCATIONAL AWARD IN PERFORMING ARTS (MUSIC TECH)* Sequencing
* Composing
* Researching
* Presenting
 | GCSE MUSIC* Performing
* Composing
* Listening
* Appraising

VOCATIONAL AWARD IN PERFORMING ARTS (MUSIC TECH)* Sequencing
* Composing
* Researching
* Presenting
 | MUSIC* Performing
* Composing
* Listening
* Appraising

MUSIC TECH* Sequencing
* Recording
* Composing
* Listening
* Appraising
 | MUSIC* Performing
* Composing
* Listening
* Appraising

MUSIC TECH* Sequencing
* Recording
* Composing
* Listening
* Appraising
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| **Knowledge & Understanding** **Key Topics per half Term**  | T1 SAMBA – Rhythm; Ensemble performance; StructureT2 CHRISTMAS – Chords; Vocal performance; Ukulele skillsT3 GROUND BASS / REMIX – Chords (on keyboards); Melody/Chords/Rhythm/Bass (building blocks of music); Development of music (composition); Music history.T4 OSTINATO – Structure; Composition; Texture.T5 ELEMENTS OF MUSIC – Listening skills; Identifying instruments by ear.T6 DESCRIPTIVE MUSIC – Composition; Elements of music in practice; Performance | T1 AFRICAN MUSIC – Rhythm; Ensemble performance; Structure; Listening.T2 12 BAR BLUES / ROCK AND ROLL – Chords/Bass/Voice; Structure; Vocal performance; Listening.T3 RAGTIME – Rhythm (syncopation); keyboard skills; ensemble skills; listening.T4 JAZZ – Improvisation; Composition; building blocks of music; ensemble skills; Listening.T5 BRITPOP – Ensemble skills; Chords (keyboard or Uke/Gtr); Vocal skills.T6 BRITPOP/SONGWRITING – Composition; Performance; vocal skills. | T1 REGGAE MUSIC/CARIBBEAN – Rhythm; Ensemble performance; Structure; Texture.T2 CLASSICAL ERA/FUR ELISE – Music history and context; Solo performance; Texture/arpeggio.T3/4 – FILM MUSIC – Underscore; Elements of music; Composition.T4/5 – MINIMALISM – Music history and context; Composition; Ensemble skills.T6 – MUSIC AND THE MEDIA – ADVERTS – Music careers; composition; responding to a professional brief. | GCSE* Elements of music – MAD TSHIRTT method of analysis.
* Performance skills
* Composition skills – with Free composition in T5/6
* Introduction of the 2 set works.

VOCATIONAL AWARD* Units 1 and 2 – Introduction of Tech skills.
* Completion of Unit 1
 | GCSE* Elements of music – MAD TSHIRTT method of analysis.
* Consolidation of set works
* Performance skills – Solo and Ensemble recordings by Xmas
* Composition skills – with Brief composition completed by end of Spring Term.

VOCATIONAL AWARD* Unit 2 – Composition
* Unit 3 – Responding to a brief (Presentation skills)
 | On going each term, with students completing coursework for AS Levels alongside exam prep and study. This is split between different staff members:MUSIC* Performing
* Composing
* Listening
* Appraising

MUSIC TECH* Recording
* Composing
* Listening and Analysing
* Producing and Analysing
 | On going each term, with students completing coursework for A Levels alongside exam prep and study. This is split between different staff members:MUSIC* Performing
* Composing
* Listening
* Appraising

MUSIC TECH* Recording
* Composing
* Listening and Analysing
* Producing and Analysing
 |
| **Common Assessment of Progress and Performance** **(CAPP)**  | Each topic will have an assessment at the end of it, and assessment data is added to the Assessment overview documents in student folders. At the time of the CAPP window, assessments across the skills of Performance, Composing, Listening and Appraising are looked at to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the musical skill areas. | Each topic will have an assessment at the end of it, and assessment data is added to the Assessment overview documents in student folders. At the time of the CAPP window, assessments across the skills of Performance, Composing, Listening and Appraising are looked at to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the musical skill areas. | Each topic will have an assessment at the end of it, and assessment data is added to the Assessment overview documents in student folders. At the time of the CAPP window, assessments across the skills of Performance, Composing, Listening and Appraising are looked at to arrive at a cumulative grade. The CAPP grade therefore represents progress across all of the musical skill areas. | CAPP grade assessments are taken as a snapshot of progress with the following musical skills:GCSE MUSIC* Performing
* Composing
* Listening
* Appraising

VOCATIONAL AWARD IN PERFORMING ARTS (MUSIC TECH)* Sequencing
* Composing
* Researching
* Presenting

In addition, coursework for both courses will be marked and moderated across the team, according to Exam Board criteria. | CAPP grade assessments are taken as a snapshot of progress with the following musical skills:GCSE MUSIC* Performing
* Composing
* Listening
* Appraising

VOCATIONAL AWARD IN PERFORMING ARTS (MUSIC TECH)* Sequencing
* Composing
* Researching
* Presenting

In addition, coursework for both courses will be marked and moderated across the team, according to Exam Board criteria. | CAPP grade assessments are taken as a snapshot of progress with the following musical skills:AS MUSIC* Performing
* Composing
* Listening
* Appraising

AS MUSIC TECH* Recording
* Composing
* Listening and Analysing
* Producing and Analysing

In addition, coursework for both courses will be marked and moderated across the team, according to Exam Board criteria. | CAPP grade assessments are taken as a snapshot of progress with the following musical skills:AS MUSIC* Performing
* Composing
* Listening
* Appraising

AS MUSIC TECH* Recording
* Composing
* Listening and Analysing
* Producing and Analysing

In addition, coursework for both courses will be marked and moderated across the team, according to Exam Board criteria. |
| **Wider Curriculum including extracurricular opportunities** **e.g SMSC ,Careers and Employability , Literacy and Numeracy**  | EXTRA CURRICULAR* School Choir
* School Orchestra
* Keyboard Club
* School Production
* Other short term projects
* 3x Concerts per academic year, plus other performance opportunities

LITERACY AND NUMERACY* Keywords introduced per topic and reinforced through the student planners.
* Numeracy links are constant through timing and rhythm work. Links through musical notation and use of music tech technology.

SMSC* Topic links such as the discussion of origins of styles of music, and the expression of feelings and characteristics through music.

CAREERS* Links to careers discussed with each topic.
 | EXTRA CURRICULAR* School Choir
* School Orchestra
* Keyboard Club
* School Production
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CAREERS* Links to careers discussed with each topic.
 | EXTRA CURRICULAR* School Choir
* School Orchestra
* Keyboard Club
* School Production
* Other short term projects
* 3x Concerts per academic year, plus other performance opportunities
* Increased opportunities to perform as a soloist.

LITERACY AND NUMERACY* Keywords introduced per topic and reinforced through the student planners and linked to MAD TSHIRTT.
* Numeracy links are constant through timing and rhythm work. Links through musical notation and use of music tech technology.

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CAREERS* Links to careers discussed with each topic.
 | EXTRA CURRICULARAs with lower school plus:* Increased opportunities to perform as a soloist.
* Increased opportunities to help run/lead extra curricular music projects.

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SMSC* Topic links such as the discussion of origins of styles of music, and the expression of feelings and characteristics through music.

CAREERS* Links to careers discussed with each topic.
* Opportunities to visit Music Tech recording studios and experience real world career paths
* Opportunities to watch musical performances.
 | EXTRA CURRICULARAs with lower school plus:* Increased opportunities to perform as a soloist.
* Increased opportunities to help run/lead extra curricular music projects.

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* Opportunities to visit Music Tech recording studios and experience real world career paths
* Opportunities to watch musical performances.
 |
| **Attitudes & Attributes****Growth Mindset,****Independent Learning**  | Opportunities are taken to discuss:* Different cultures (through musical topics)
* How to take care of equipment
* How to work independently
* How to work as part of a team
* How to enhance learning through home practice and/or taking up a musical instrument
* Setting of homework projects to enhance personal learning.
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* How to take care of equipment
* How to work independently
* How to work as part of a team
* How to enhance learning through home practice and/or taking up a musical instrument

Setting of homework projects to enhance personal learning. | Opportunities are taken to discuss:* Different cultures (through musical topics)
* How to take care of equipment
* How to work independently
* How to work as part of a team
* How to enhance learning through home practice and/or taking up a musical instrument

Setting of homework projects to enhance personal learning. | As with KS3, with added focus on:* The importance of personal practice
* The importance of taking part in wider opportunities to enhance performance skills and confidence.
 | As with KS3, with added focus on:* The importance of personal practice
* The importance of taking part in wider opportunities to enhance performance skills and confidence.
 | As with KS4, with added focus on:* The importance of personal practice
* The importance of taking part in and leading some wider opportunities to enhance performance skills and confidence.
 | As with KS4, with added focus on:* The importance of personal practice
* The importance of taking part in and leading some wider opportunities to enhance performance skills and confidence.
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**Intent –** Implementation – Impact

Intent - The ambitions and plans that are in place up to the point of delivery

Implementation – the means for how these are delivered and assessed

Impact – the achievements of students as evidence by work produced, attitudes to learning, participation in extra curricular, summative assessment and final outcomes

Our definitions

**Spiral Curriculum**

How the building blocks of our curriculum are constructed and built upon through students’ journey through school