

Year 7 – [MUSIC] – Knowledge Map

Year 7 Knowledge Concepts: Listening & Analysis, Performing, Singing and Composing

		Topic(s): Baseline Testing Project Carnival of the Animals	Key Concepts Explored: The Elements of Music, performing, composing, appraising, standard notation, Instrument specific techniques, keyboard geography, graphic scores, improvisation and call and response
Autumn 1 &2 (Yr7)	Explicit Knowledge (Working knowledge to be explicitly taught within the topic)		
	<ul style="list-style-type: none"> • The Basic Elements of Music <ul style="list-style-type: none"> ○ Dynamics ○ Pitch ○ Duration ○ Timbre ○ Texture ○ Tempo ○ Instrumentation • Basic Standard Notation <ul style="list-style-type: none"> ○ Notes of the Treble Clef Stave ○ Note Values and Names ○ Instruments of the orchestra • Keyboard Performance Skills <ul style="list-style-type: none"> ○ The functions of the keyboard ○ The C Major Scale Contrary Motion ○ The C Major Scale Similar Motion ○ Using the correct fingers ○ Using both hands ○ Solo Performance ○ Ensemble Performance (Duet) ○ Expression • Aural Perception and Analysis <ul style="list-style-type: none"> ○ Using the Elements of Music vocabulary to describe and explain a composer’s intentions 		
		Remembered Knowledge (knowledge that must be retained and remembered over time)	Ref.
		To understand and analyse Dynamics	L1
		To understand and analyse Pitch	L2
		To understand and analyse Duration	L3
		To understand and analyse Timbre	L4
		To understand and analyse Texture	L5
		To understand and analyse Tempo	L6
		To understand and analyse Instrumentation	L7
		To know the notes of the Treble Clef Stave	L8
		To know the note names and their values (lengths)	L9
	To have a basic knowledge of the traditional instruments of the orchestra	L10	
	To understand the rules and safety procedures when using equipment in the music rooms	P1	
	Understand the basic functions of the electronic keyboard	P2	
	To play a C major scale (right hand)	P3	
	To play a C major scale (left hand)	P4	
	Ensemble awareness and timing	P5	
	Expression (Dynamics through velocity / touch sensitivity)	P6	
	To sing in time	P7	
	To sing in tune (Intonation)	P8	
	To use correct breath control	P9	
	To articulate the lyrics correctly	P10	
	To sing expressively (using dynamics where appropriate)	P11	

- Using the Elements of Music vocabulary to describe the mood and/or picture created by the music
- Vocal Performance
 - Vocal Warm-up
 - Posture (human biology)
 - Vocal Articulation
 - Vocal Expression

Big Questions

- What is my Baseline (knowledge, skills and ability)?
- Why are the elements of music so important?
- How do I play a keyboard?
- How do I read music (standard notation)?
- How can I improve my vocal ability?

Key Vocabulary (that must be explicitly taught to help students to *understand*)...

Loud, *Forte*, Soft, *Piano*

Gradually Louder, *Crescendo*, Gradually Softer, *Diminuendo*

High or Low, Rising and Falling, Sudden Changes

Short, Long, Uneven

Harsh, Smooth (*Legato*), Bright, Dark, Warm, Cold

Sparse, Dense

Slow, *Adagio*, Moderate, *Moderato*, Fast, *Allegro*

Treble Clef, Bass Clef

Sharps and Flats

Notes – Semibreve, Minim, Crotchet, Quaver

Rests – Semibreve, Minim, Crotchet, Quaver

Bar lines, Staves

Time Signature 2/4, 3/4, 4/4

Strings – Violin, Viola, Cello, Double Bass

Woodwind – Flute, Oboe, Clarinet, Bassoon

Brass – French Horn, Trumpet, Trombone, Tuba

Percussion – Piano, Timpani, Xylophone, Glockenspiel

Vocal – Vibrato, Lip Trills, Sirens, Arpeggios, Diaphragm, Intercostal Muscles

Contrary Motion and Similar Motion

Year 8 – [Music] – Knowledge Map

Year 8 Knowledge Concepts: Listening & Analysis, Performing, Singing and Composing

Year 8 Knowledge Concepts: Listening & Analysis, Performing, Singing and Composing		
Autumn 1&2 (Yr8)	<p>Topic(s): Western Traditional Classical Music: Theme & Variations (Performance and Composition)</p> <p>Key Concepts Explored: The Elements of Music, performing, composing, appraising, standard notation, instrument specific techniques, chords and riffs, leitmotif, the orchestra, lyric writing, Foley Music</p>	
	<p>Explicit Knowledge (Working knowledge to be explicitly taught within the topic)</p> <ul style="list-style-type: none"> • Theme and Variations <ul style="list-style-type: none"> ○ Melody and Harmony ○ Chords ○ Structure ○ Major and Minor Tonality ○ Similar Motion: Texture in 3rds, 6ths and 8ves ○ Contrary Motion: Inversion ○ Retrograde ○ Sequences ○ Countermelody ○ The Round, Call & Response ○ Metre (rhythmic change eg: triple time) • Western Classical Music from 1650 - 1900 <ul style="list-style-type: none"> ○ The Baroque Period ○ The Classical Period ○ The Romantic Period • The Western Classical Orchestra 	
	<p>Remembered Knowledge (knowledge that must be retained and remembered over time)</p>	
	To understand and analyse the 'Elements of Music'	L1-7
	To know the notes of the Treble Clef Stave	L8
	To know the note names and their values (lengths)	L9
	To understand what a polyrhythm is	L11
	To understand what syncopation means	L12
	To understand what a dotted rhythm sounds like	L13
	To understand Primary Harmony (Chords I, IV and V)	L17
	To understand chord inversions	L18
	To understand how improvisation works	L21
	To know the notes of the Bass Clef Stave	L23
To understand the difference between major and minor tonality	L24	
To understand how the orchestra has changed over time	L25	
To understand different techniques of variation in music	L26	
To know what a sequence is	L27	
To know what melodic inversion is	L28	
To know what retrograde means in music	L29	
To know what a countermelody is	L30	
To understand different structures in music	L31	
To be familiar with metre and pulse when describing tempo and rhythm	L32	
To understand the rules and safety procedures when using equipment in the music rooms	P1	

	Understand the basic functions of the electronic keyboard	P2
	To play a C major scale (right hand)	P3
	To play a C major scale (left hand)	P4
	Ensemble awareness and timing	P5
	Expression (Dynamics through velocity / touch sensitivity)	P6
	To sing in time	P7
	To sing in tune (Intonation)	P8
	To use correct breath control	P9
	To articulate the lyrics correctly	P10
	To sing expressively (using dynamics where appropriate)	P11
	To memorise rhythms	P16
	To memorise melodies	P17
	To memorise lyrics	P18
	To perform variations of a melody	P21
	To perform variations of a harmony	P22
	How to convert tonality from major to minor	P23
	How to convert metre from duple to triple	P24
	To compose a rhythmic ostinato	C3
	To compose a melodic ostinato	C4
	To compose a melody (vocal and keyboard)	C5
	To compose a structure within a composition	C6
	To compose a variation on a theme	C9
	To improvise within a given major or minor scale	C10
Big Questions <ul style="list-style-type: none"> • How do composers develop and vary their music? • How has traditional western classical music changed over time? • What is structure? • How can we change tonality and metre? 		
Key Vocabulary (that must be explicitly taught to help students to <i>understand</i>) Moderately Loud, <i>Mezzo Forte</i>, Moderately Soft, <i>Mezzo Piano</i> Suddenly Louder or Softer, Accents, <i>Legato</i> and <i>Staccato</i> Chromaticism: Sharps and Flats		

<p>Notes – Semibreve, Minim, Crotchet, Quaver, Semiquavers Rests – Semibreve, Minim, Crotchet, Quaver, Semiquavers Rhythmic variation: Syncopation (dotted rhythms) Time Signature 2/4, 3/4, 4/4 Instruments of the orchestra Vocal Technique – Vibrato, Lip Trills, Sirens, Arpeggios, Diaphragm, Intercostal Muscles Melodic Change: Countermelody, Sequences, The Round, Inversion, Retrograde Harmonic Change: Contrary & Parallel Motion, Accompaniment, Chords</p>

Year 9 – [MUSIC] – Knowledge Map

Year 9 Knowledge Concepts: Listening & Analysis, Performing, Singing and Composing

	Topic(s): Music from around the world: Reggae	Key Concepts Explored: The Elements of Music, performing, composing, appraising, standard notation, instrument specific techniques, inverted chords, reading tablature and protest lyrics.			
ROTATION (Yr9)	Explicit Knowledge (Working knowledge to be explicitly taught within the topic)		Remembered Knowledge (knowledge that must be retained and remembered over time)		Ref.
	<ul style="list-style-type: none"> • Social and historical context of Reggae Music <ul style="list-style-type: none"> ○ Music of the Caribbean ○ Ska and Rock Steady ○ Bob Marley ○ Different genres influenced by reggae • Theory and Notation <ul style="list-style-type: none"> ○ The Skank rhythm (the back beat) ○ Chords: Triads and Inversions ○ Treble and Bass Clef ○ Melodic and harmonic development • Writing lyrics <ul style="list-style-type: none"> ○ Strophic Form, Verse Chorus Form, Rapping and Chatting ○ Political and Social themes • Performing 		To understand and analyse the 'Elements of Music'		L1-7
			To know the notes of the Treble Clef Stave		L8
			To know the note names and their values (lengths)		L9
			To understand what syncopation means		L12
			To understand what a dotted rhythm sounds like		L13
			To understand Primary Harmony (Chords I, IV and V)		L17
			To understand chord inversions		L18
			To understand how improvisation works		L21
			To know the notes of the Bass Clef Stave		L23
			To understand the difference between major and minor tonality		L24
			To know what a sequence is		L27
			To know what a countermelody is		L30

<ul style="list-style-type: none"> ○ Ensemble awareness ○ Timing ○ Expression 	To understand different structures in music	L31
	To be familiar with metre and pulse when describing tempo and rhythm	L32
	To understand Secondary Harmony (Chords II and VI)	L33
	To understand how a bassline is composed around the root note of the chord	L34
	To understand how the Skank rhythm places the emphasis on the Back Beat (2 nd and 4 th)	L35
	To understand the evolution of reggae and the various sub-genres	L36
	To understand the social and historical context of reggae music	L37
	To understand the rules and safety procedures when using equipment in the music rooms	P1
	Understand the basic functions of the electronic keyboard	
	To play a C major scale (right hand)	P2
	To play a C major scale (left hand)	P3
	Ensemble awareness and timing	P4
	Expression (Dynamics through velocity / touch sensitivity)	P5
	To sing in time	P6
	To sing in tune (Intonation)	P7
	To use correct breath control	P8
	To articulate the lyrics correctly	P9
	To sing expressively (using dynamics where appropriate)	P10
	To memorise rhythms	P11
	To memorise melodies	P16
	To memorise lyrics	P17
	To compose a rhythmic ostinato	P18
	To compose a melodic ostinato	C3
	To compose a melody (vocal and keyboard)	C4
	To compose a structure within a composition	C5
	To compose a variation on a theme	C6
	To compose a chord progression	C9

	To improvise within a given major or minor scale	C10
	To learn the basics of Logic Pro X Sequencing Software	C11
	To create a loop and/or sample	C12
	•	C13
Big Questions <ul style="list-style-type: none"> • Why does music from different parts of the world sound different? • What is the skank rhythm and how did it evolve? • What other genres have been affected and influenced by Reggae music? • How do we compose and perform Reggae music? 		
Key Vocabulary (that must be explicitly taught to help students to <i>understand</i>) The Caribbean, Jamaica Calypso, Mento, Ska, Rock Steady, Reggae The Skank Rhythm Back Beat Syncopation, dotted rhythms Semibreve, Minims, Crotchets, Quavers, Dotted, Rests Time Signatures Major Minor Tonality Key Signatures Triads and Inversions Chord Progressions Acoustic Guitar, Electric Guitar, Bass Guitar Electric Organ, The Keyboard Brass Section (Trumpets, Trombones) Steel Drums / Steel Band Ensemble Expression (recap of Elements of Music) Structure and Form		

GCSE – [Music] – Knowledge Map

GCSE Knowledge Concepts: Performing, Composing and Analysis

GCSE (Y10 & Y11)	<p>Topic(s): GCSE Music AOS 1, 2, 3, 4 and 5 Performance = 30% Composition = 30% Analysis = 40%</p>	<ul style="list-style-type: none"> Key Concepts Explored: Performing (Solo and Ensemble Performance), Composing (Creating music using music technology, one in students own choice and another set by OCR brief). Analysis (Analysing a variety of musical genres using the elements of music). Improvising, standard notation, instrument specific techniques, sequencing, fusion music, world music, big composers and western art music. 	
	<p>Explicit Knowledge (Working knowledge to be explicitly taught within the topic)</p> <p style="text-align: center;">AOS1 – My Music – Learners study an instrument and know;</p> <ul style="list-style-type: none"> • Its range and characteristic timbre • The techniques required to play it and any techniques that are specific to it • How it might be used in different genres • What type of ensembles it might be used in • How its use is influenced by context and culture • How to perform successfully on it • How to compose successfully using music technology <p style="text-align: center;">AOS2 – The Concerto Over time - Learners study The Concerto and its development from 1650 to 1910 and know;</p> <ul style="list-style-type: none"> • What a concerto is and the way it has developed through time • The instruments that have been used for the solo part in the concerto and how they have developed through time • The growth and development of the orchestra through time • The role of the soloist(s) • The relationship between the soloist(s) and the orchestral accompaniment • How the concerto has developed through time in terms of length, complexity and virtuosity • The characteristics of Baroque, Classical and Romantic music as reflected in The Concerto • The names and intentions of composers who wrote concertos in each period • The historical and social context of the concerto in each period • The need for a larger venue over time as the genre expanded and developed • The changing nature of commissioner and audience over time. 	<p>Remembered Knowledge (knowledge that must be retained and remembered over time)</p> <ul style="list-style-type: none"> • the use of musical elements, devices, tonalities and structures • the use of resources, conventions, processes, music technology and relevant notations, including staff notation • the contextual influences that affect the way music is created, performed and heard including the effect of different intentions, uses, venues, occasions, available resources and the cultural environment. 	Ref.

AOS3 – Rhythms of the World – Learners study music from four geographical areas of the world and know;

- Characteristic rhythms and metres
- The origins and cultural context of the traditional music
- The musical characteristics of the folk music
- The impact of modern technology on traditional music
- The names of performers and groups
- Ways in which performers work together
- Techniques of performing traditional drums
- Traditional rhythm patterns (including regular and irregular metres, syncopation and cross rhythms)
- How texture builds with added parts
- Improvised melodic lines based on traditional scales (including modal and microtonal melodic ideas)

AOS4 – Film Music – Learners study a range of music used for film and know;

- How composers create music to support, express, complement and enhance a mood or emotion being conveyed on the screen, a significant character(s) or place and specific actions or dramatic effects

AOS5 – Conventions of Pop - Learners should study a range of popular music from the 1950s to the present day and know

- Vocal and instrumental techniques within popular music
- How voices and instruments interact within popular music
- The development of instruments in popular music over time
- The development and impact of technology over time
- The variety and development of styles within popular music over time
- The origins and cultural context of the named genres of popular music
- The typical musical characteristics, conventions and features of the specified genres
- Names of solo artists and groups who composed and/or performed in each genre
- The changing nature of song structure
- The historical and social context of the named genres of popular music

- The growth of the popular music industry

Analysing Knowledge – Students know how to

- Identify and describe musical features
- Draw conclusions about a piece/extracts of music
- Draw comparisons between extracts of music
- Demonstrate aural perception and apply knowledge of musical elements in score related questions using standard notation
- Appraise audio musical extracts related to the Areas of Study 2–5 and respond with evaluative and critical judgements
- Demonstrate and apply knowledge and understanding of contextual influences that affect the way music is created, performed and heard: