



# Middlewich High School Music Department – 5-Year Curriculum Map



<b>Year 7</b>	<b>Me and Myself</b> <b>Skills:</b> Learn how to sing safely and care for voice on a day to day. Also begin to develop dexterity by learning the basics on the keyboard. <b>Knowledge:</b> Parts of the voice, Matilda music as stimulus. How to use a keyboard with dexterity.	<b>Me and My School</b> <b>Skills:</b> Composing music to create atmosphere exploring tempo, dynamics and timbre along the way. <b>Knowledge:</b> Key musical vocabulary including Italian terms. Graphic scores and symbols. Working as an ensemble with a conductor.	<b>Me and My Town</b> <b>Skills:</b> Learn how to play the ukulele, playing a famous, local piece of music. <b>Knowledge:</b> Reading TAB, Ukulele skills, continuous use of musical vocabulary. Ensemble playing.	<b>Me and My Country</b> <b>Skills:</b> Using the keyboard to explore the orchestra. Students will compose a theme to represent something inspiring. Influenced by English composer, Holst "The Planets". <b>Knowledge:</b> The orchestra through time, Mambo from West Side Story (which was a story based on Romeo and Juliet), and The Planets.	<b>Me and My World</b> <b>Skills:</b> Using a range of instrumentation to explore musical genres from different countries. Each lesson will be a different country, leading to a fusion task at the end of the term. <b>Knowledge:</b> Typical features from different musical cultures. Understanding of fusion. Using musical elements to change music.	<b>Me and My Future</b> <b>Skills:</b> Composing music inspired by Elgar's Enigma Variations. Creating music to represent personal skills and where that might lead to in the future <b>Knowledge:</b> All musical elements, performance skill on keyboard, ukulele and voice, ability to compose music inspired by a stimulus.
<b>Year 8</b>	<b>Journeys</b> <b>Skills:</b> Perform using the piano effectively with 2 hands, playing chords and bass line. This will lead into duet performances of "In the Mood" by Glen Miller. Eventually, using the knowledge of the 12 bar blues, students will perform "Run Rudolph Run" as a full class, using a range of instrumentation. <b>Knowledge:</b> The origins of Blues music and connections to the African Slave Trade. How this music influences musicians of today and how musicians today make money.		<b>Performance in the Media</b> <b>Skills:</b> Using keyboard, ukulele or voice to create a range of musical ideas, including music for advertising, TV themes, and game music. <b>Knowledge:</b> Explore how music is used in a range of media platforms and how this can lead to careers in music.		<b>Screen Time</b> <b>Skills:</b> Using music technology to "become sound engineers" and cue up music, sound effects and dialogue for a major movie trailer. <b>Knowledge:</b> How music impacts movies, including leitmotif, mickey mousing and foley sound effects. Students will be introduced to music technology and how to record, create and edit music online.	
<b>Year 9</b>	<b>Dystopia</b> <b>Skills:</b> Perform songs which are currently successful and analyse what makes them memorable. Compose own song inspired by effective popular music. <b>Knowledge:</b> Links to the music industry, riff writing, lyric writing, chord creating and performing/recording these.		<b>Performing Arts : A Universal Language</b> <b>Skills:</b> Explore music of the world and how it has evolved to create popular music of today. Students will create music inspired by musical cultures from around the world. <b>Knowledge:</b> musical cultures, fusion, music industry, ensemble performance.		<b>Production Company</b> Students will combine their music and drama knowledge to create a production company. They will use both of their performing arts lessons to collaborate on one performance project which music be effectively marketed, performed and designed. This scheme of work is designed to be bespoke for every student, allowing them the opportunity to explore an area of the performing arts industry that they're interested in.	
<b>Year 10</b>	<b>An Introduction to GCSE</b> <b>Skills:</b> Develop performance skills on students chosen instruments (or technology). Introduction to composing for GCSE music. <b>Knowledge:</b> Basic music theory, treble and bass clef, rhythm reading, time signatures, intervals.	<b>MAD T SHIRT</b> <b>Skills:</b> Develop ensemble skills on students' chosen instrument. Continue to develop skills in composition. <b>Knowledge:</b> All terms associated to the musical elements: Melody, Articulation, Dynamics, Texture, Structure, Harmony, Instrumentation, Rhythm and Tonality.	<b>Concerto Through Time</b> <b>Skills:</b> Solo performance and first composition using Noteflight. <b>Knowledge:</b> An understanding of Western Classical Tradition, using concerto's as a focus.	<b>Musicology</b> <b>Skills:</b> Ensemble performance and complete first composition on Noteflight. <b>Knowledge:</b> Make links from Western Classical Tradition to music from other genres (such as music for the screen and popular music through time.	<b>Film Music</b> <b>Skills:</b> Solo performance and begin first official GCSE composition (for the integrated portfolio). <b>Knowledge:</b> Key music for film features including leitmotif, and how music is used to create atmosphere on the screen.	<b>Conventions of Pop</b> <b>Skills:</b> Ensemble performance and complete first GCSE composition. <b>Knowledge:</b> Recognise key features of popular music which have evolved over time. Explore music from 1920's up to present day.
<b>Year 11</b>	<b>Integrated Portfolio</b> <b>Skills:</b> Students to record their solo performances for assessment by November. Composition 1 to be polished and fully completed by October half term. Composition 2 preparation to begin. <b>Knowledge:</b> Retrieval of music theory and MAD T SHIRT (using concerto, film and pop music as stimuli).		<b>Practical Component</b> <b>Skills:</b> Students to record their ensemble performances for assessment by March Composition 2 to be completed by end of February <b>Knowledge:</b> Retrieval of music theory and MAD T SHIRT (using concerto, film and pop music as stimuli).		<b>Revision</b> <b>Skills:</b> Revision of key musical features and language <b>Knowledge:</b> Apply key knowledge to listening and analysis	