



Middlewich High School Music Department – 5-Year Curriculum Map



Year 7	Me and Myself	Me and My Home	Me and My World
	<p>Skills: 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 as a soloist. Compose music which creates a given atmosphere. Exploring how music is used to create mood and feeling. Ensemble skills. Use of body percussion</p> <p>Knowledge: Parts of the voice & voice care. How to use a keyboard with dexterity. Graphic scores & soundscapes. Dynamics & their Italian terms.</p>	<p>Skills: Learn how to play the Ukulele, playing a famous, local piece of music. Using the keyboard to explore the orchestra. Students will compose a theme to represent something inspiring. Influenced by English composer, Holst “The Planets”.</p> <p>Knowledge: Reading TAB, Ukulele skills, continuous use of musical vocabulary. Ensemble playing. The orchestra through time, Mambo from West Side Story (which was a story based on Romeo and Juliet), and The Planets.</p>	<p>Skills: 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.</p> <p>Knowledge: Typical features from different musical cultures. Understanding of fusion. Using musical elements to change music.</p>
Year 8	Journeys	Storytelling	Performing arts on Screen
	<p>Skills: 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.</p> <p>Knowledge: 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.</p>	<p>Skills: Develop skills as soloist on either piano, ukulele or voice (or any bespoke instruments if a student plays anything specific). Students to compose music to tell a given story.</p> <p>Knowledge: Identify how music is used for story telling in a range of settings. Explore different musical elements and how to change mood for story telling. Melody/Pitch, Structure, Instruments, Tempo, Dynamics, Major, Minor (melody focus)</p>	<p>Skills: Using music technology to “become sound engineers” and cue up music, sound effects and dialogue for a major movie trailer.</p> <p>Knowledge: 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.</p>
Year 9	Protest	Remix	“Stones”
	<p>Skills: Perform songs which are currently successful and analyse what makes them memorable. Explore different styles of protest music, including environmental music, war/peace songs and. Students to perform “Where is the Love” by the Black Eyed Peas. Compose own song inspired by effective popular music.</p> <p>Knowledge: Links to the music industry, riff writing, lyric writing, major and minor chords, chord patterns.</p>	<p>Skills: Develop skills as soloist on either piano, ukulele or voice (or any bespoke instruments if a student plays anything specific). Students to create a cover of a piece of music. Students to also create a dance - style remix using music tech.</p> <p>Knowledge: Identify how music can be performed in a range of ways. A composer creates in in a certain way but other performers can interpret this. Look at Live Lounge ideas, as well as Remixes which use classical music.</p>	<p>Skills: Explore music from the “rock” genre, starting with the Beatles and looking at music up to the modern day including bands such as Queen, and soloists such as Adele. Students to perform “Still haven’t found what I’m looking for” by U2 as small ensembles. Students will then compose a cover of a well known rock song.</p> <p>Knowledge: Chords, Song Structure, Typical pop instruments, music technology effects, artists from the popular music culture.</p>
Year 10	An Introduction to GCSE	The Conventions of Pop Music	Concerto Thorough Time
	<p>Knowledge : Read treble clef, Read rhythms, Identify different time signatures, Read bass clef. Aurally recognise tempo, major and minor. Techniques for melody writing.</p> <p>Skills : Develop performance skill on a number one instrument. Be able to perform a full song accurately on main instrument. Begin to develop ensemble skill through full class workshops and ensemble performances. Begin learning how to compose using notation. Introduction to Noteflight for notation editing. Introduction to Soundtrap for Sequencing.</p> <p>Assessment : One solo performance (HT1), Listening & Music theory quiz (HT1), One ensemble performance (HT2), “Winter Theme” composition (HT2) Listening & Music theory quiz (HT2)</p>	<p>Knowledge : Major and Minor triads & inversions. Extended Chords. Chord progressions and patterns. Culture of Pop Music from 1950 onwards. Melodic Devices, Pop song structures, typical pop textures, ensembles and instruments.</p> <p>Skills : Continue to develop skill on main instrument. Continue developing ensemble skill. Focus on harmony lines for signers.</p> <p>Assessment : One solo performance (HT3), Listening & Music theory quiz (HT3), One ensemble performance (HT4), “Popular Song” composition (HT4) Listening & Music theory quiz (HT4)</p>	<p>Knowledge : The orchestra from 1600 onwards. Understanding music from different eras, from Baroque to modern. “Classical” composers including J.S.Bach, Beethoven, and Brahms. Explore the style “concerto” and how it has changed over time.</p> <p>Skills : Continue to develop skill on main instrument. Continue developing ensemble skill.</p> <p>Assessment : One solo performance (HT5), Listening & Music theory quiz (HT5), One ensemble performance (HT6), “Own Brief” composition (Full Term – this composition will form a part of the performance portfolio for the GCSE assessment) Listening & Music theory quiz (HT6)</p>
Year 11 (2026-27)	Rhythms of the World	Film Music	Revision
	<p>Knowledge : Understand different rhythmic devices and how these are written down. Explore music from: Palestine, Israel, Greece, The Caribbean, Brazil, West Africa, India and Pakistan</p> <p>Skills : Continue to develop skill on main instrument. Continue developing ensemble skill.</p> <p>Assessment : Final solo performance to be recorded in November 2026. Set Brief composition to be created and completed by January. Practice Paper, minus film music (HT2)</p>	<p>Knowledge : Understand how music is used to compliment story telling in movies, games, TV shows and Programmes. Consider different production techniques. Leitmotif, character development and atmosphere creation.</p> <p>Skills : Continue to develop skill on main instrument. Continue developing ensemble skill.</p> <p>Assessment : Final ensemble performance to be recorded in March 2027. Both compositions to be polished and completed by March 2027. Practice Paper, full (HT4)</p>	<p>All coursework completed, time to revise all key content for the listening paper. Prepare students for music beyond secondary school where required.</p>